Responsible Behaviour Plan for Students
1. Purpose

Kentville State School is committed to providing quality education that nurtures and extends academic, social, emotional, spiritual, and physical development of all students within a safe, respectful and disciplined learning environment. The focus for students and staff is on developing caring relationships, promoting high expectations, acquiring values and encouraging meaningful involvement that supports their lifelong learning, health and social emotional well-being.

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. Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

In partnership with parents the school accepts its role in providing opportunities for children to develop positive commitments to themselves, their school peers, their families and their community.

Kentville State School’s Responsible Behaviour Plan aligns with and supports the Code of School Behaviour through its whole-school approach to the development of positive social behaviours that empower students to manage their own emotions, interpersonal behaviour and academic learning.

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.

A supportive school environment is one where:

- All members of the school community feel safe and are valued;
- Social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organization;
- School practices involve a planned continuum from positive to preventive actions for all students, to responsive actions for specific individuals and groups;
- Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community;
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

2. Consultation and data review

Kentville State School developed its initial plan in collaboration with our whole school community. Broad consultation with parents, staff and students was undertaken through surveys, committee meetings and community meetings held. Reviews and updates to this initial plan have been on-going since the end of 2013. The main avenue for communication across the school, relating to the Code of School Behaviour is the SWPBS Committee that meets monthly.
The SWPBS Committee is responsible for:

- reviewing and updating the school Behaviour Management Policy and the Responsible Behaviour Plan for Students;
- monitoring School-wide Positive Behaviour Support positive and negative behaviour data;
- reviewing and further developing Kentville State School’s Learning and Wellbeing Framework;
- communicating Behaviour Management in a Supportive School Environment initiatives and information to the school and wider school community regularly;
- promoting pro-active, preventative programs and strategies used by the school;
- planning Induction Programs for new staff delivered by on-site and off-site staff with expertise in Behaviour Management;
- development of specific policies, processes and documents:
  - Responsible Thinking Processes;
  - Kentville State School Matrix of Behaviour Expectations (Appendix 1);
  - Major and Minors Matrix (Appendix 2);
  - Yearly Lesson Schedule (Appendix 3);
- SWPBS Referral Data is analysed once a term.

The Responsible Behaviour Plan must be reviewed annually as required by SWPBS initiatives.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in 2013 and will be reviewed in 2014, or sooner, as required in legislation.

3. Learning and behaviour statement

All children have the right to learn and all teachers have the right to teach whilst feeling safe, supported and respected at school.

At Kentville State School we believe that everyone has rights and responsibilities. We are committed to providing a safe, supportive environment where rights and responsibilities operate successfully, scaffolded by inclusive, effective teaching and learning practices that cater to the individual needs of the child.
At Kentville State School we believe that a positive, pro-active, supportive school environment is created by:

- Fostering an inclusive school culture and ethos that supports all students in the pursuit of excellence;
- Valuing the diversity of the school community and encouraging involvement from all members in the promotion of caring relationships and high expectations;
- Promoting a whole-school approach to pro-active behaviour management and effectively communicating roles and responsibilities that are explicit, clearly understood and shared;
- Promoting positive peer relations, cooperation, collaboration, teamwork and the development of social skills and resiliency;
- Teaching conflict resolution skills explicitly to help students to solve problems peacefully;
- Developing trusting, active relationships among all school groups;
- Promoting character and civic responsibility in young people as a joint responsibility of parents and communities in partnership;
- Providing opportunities for students to extend care for others beyond the classroom by performing community service;
- Providing learning and development opportunities for all staff whilst encouraging reflective practice and action research;
- Inducting new students and their parents/carers in the school behaviour expectations during enrolment interviews;
- Providing quality leadership that is collaborative and consultative;
- Evaluating and updating policies and programmes regularly, based on evidence gathered and data collected.

Clearly defined, fair and reasonable limits of social behaviour are essential in order to help create a safe and supportive learning environment. In 2013, following whole-school input and discussion, our school community identified and adopted four new school rules as a teaching and learning platform to promote high standards of responsible, safe and appropriate behaviour:

- Be respectful;
- Be a learner;
- Be responsible;
• Be safe;

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

All parties in the school community are expected to accept responsibility for the management of their own behaviour.

We as a school community believe that:
• The quality of a school’s curriculum, interpersonal relationships and organization directly influences behaviours, opportunities and learning outcomes for students.
• A positive behaviour plan assists to provide a supportive school environment, which affects the learning outcomes of children and takes account of the diversity of the student population and the needs of individual students.
• Behaviours will be modelled and taught so that children are guided towards a more self disciplined approach to life. This will improve the quality of school and community life and promote individual maturity.
• The Principal has the responsibility, as educational leader, to develop, with the school community, a positive, accepting and supportive culture within which to operate.

Behaviour problems will be kept to a minimum by ensuring that:
• Rules and expectations are clear;
• Staff are positive yet firm and consistent;
• Children achieve success from an interesting program;
• Children are engaged in constructive play at break times;
• Established procedures for transitions;

We have rules to protect students and to ensure that children’s behaviour is of an acceptable standard so that the school environment can be a pleasant, secure place for all.

Home, school and community have complimentary roles to play in setting and maintaining an acceptable standard of student behaviour. They have a joint responsibility to lead, guide and influence students to accept and observe that standard. This Responsible Behaviour Plan therefore reflects the expectations of the local community and the wider society.

This plan, together with the curriculum and management structures already in place, will assist in setting the tone and direction of the school.

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

Universal behaviour support
In our supportive school environment, we model and teach behaviour to develop positive attitudes towards learning, positive personal qualities and respect. Some of the things we do at Kentville State School to encourage or recognise positive behaviours are:
✓ Work displayed in classroom;
✓ Daily praise;
✓ Classroom based rewards systems;
✓ School newsletter and school website;
✓ Certificates (Student of the Week, GOTCHA’s etc.);
✓ Stickers for completion of work, acceptable behaviour, handing things in on time;
✓ Children share work with others;
✓ Excursions;
✓ Making parents aware of good work or behaviour;
✓ Communication books (when appropriate);

As our curriculum delivery is guided by the principles of Explicit Instructions using such strategies as WALT, WILT and TIB, the same applies to our behaviour expectations.

As a school we believe we will be successful in supporting students to develop and demonstrate responsible behaviour. This belief is demonstrated through the implementation of worthwhile, research-based programs and effective management strategies as described below. Students, teachers, parents and administrators play an integral role in maintaining a safe, supportive school environment.

Certain programs provide a whole-school approach to creating a caring, supportive environment for learning and growing that will develop positive behaviours and attitudes in children. These behaviours and attitudes will help young people to recognise their capabilities, accept responsibility for their actions, and develop more effective and productive relationships with others. As a result, they will be better prepared to face challenges and embrace the rewards of the primary school years and beyond. A range of other life skills and social and emotional programs are also used to supplement the above mentioned core programs in explicitly teaching proactive, positive and preventative strategies and processes. Supplementary programs include:

- Friends Program;
- Acting Against Bullying;
- Life Education;

As of 2014 The Kids Matter Primary Program is used as a resource across the whole school to:

- improve the mental health and wellbeing of our students;
- reduce mental health problems amongst our students, and;
- Achieve greater support for students experiencing mental health problems.

Establishing expectations

Teachers spend class time at the beginning of every year and on-going throughout the year to:

a. Clarify behaviour expectations through the establishment of expectations and routines. During the first few weeks of each school year the four expectations: Be respectful, be safe, Be a learner, Be responsible. The Expectations for Behaviour Matrix is used explicitly to teach the expectations for behaviour. Teachers, teacher
aides and administrators continue to reinforce what is learned, frequently and constantly throughout the year;

b. Display the **School Expectations** where students can see them;

c. Communicate behavioural expectations and positive and negative consequences to parents/carers;

*Our expectations for behaviour in all school settings are outlined in the following Matrix of Behaviour Expectations (see Appendix 1); Being Responsible, Being Respectful, Being Safe and Being a Learner - are directly linked to the whole school implementation of the core life skills and social emotional learning programs used at our school.*

### Targeted behaviour support

Kentville State School offers a range of programs and activities designed to support the members of the school community. Playground and classroom initiatives include:

- Hi-Five Program – a conflict resolution program, which teaches children 5, steps to resolving conflict in a positive way;
- Provision of sporting equipment for all students;
- Supervised play for the entire school during recesses and before school;
- Anti-bullying – teaching students about bullying and how to deal with it effectively;
- Co-operative Learning – emphasises social skillling in all year levels.

### Intensive behaviour support

The model shows how we use processes, strategies and/or programs to facilitate acceptable standards of behaviour and provide educational support or interests in responding to unacceptable or potentially unacceptable behaviour.

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

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

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

**Ensuring consistent responses to problem behaviour**

At Kentville State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.
Students also receive training about how to respond based on the Behaviour Matrix and weekly lessons 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.

### 5. Emergency or critical incident responses

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

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

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

**Basic defusing strategies**

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

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

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

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

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

**Physical Intervention**

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

Appropriate physical intervention may be used to ensure that Kentville 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
• takes 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)

6. Consequences for unacceptable behaviour

Kentville 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.

Positive behaviours gain positive consequences while inappropriate behaviours result in negative consequences. Consequences are developed with the children to promote
ownership and awareness of responsibility. All inappropriate behaviours have natural or logical consequences.

To promote ownership and awareness of responsibility classroom consequences should be developed in the classroom with the students. All students need guidance when discussing consequences to ensure they are logical and appropriate. To be effective, consequences need to be seen as fair and just. Most logical consequences are used to avoid unsafe natural consequences.

The circumstances surrounding a particular incident are always taken into consideration when recommending consequences that are delivered fairly and consistently using the Responsible Thinking Processes and Responsible Thinking Processes Questions.

**Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred directly to the school Administration team – entered directly on to One School.

**Minor** behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours;
- does not require involvement of specialist support staff or Administration;
- Playground Duty Teachers are required to complete an Orange Slip Referral for any inappropriate behaviour during recess times; however, teachers should attempt to defuse situations and apply natural and logical consequences where appropriate. Logical consequences may be time out or walking with the Duty Teachers. Orange slips are kept in the Office.

**Reflection questions**

When problem behaviours are identified the student will be asked the following questions:

- What are you doing?
- What are the rules?
- What happens when you break the rules?
- Is that what you want to happen?
- What are you going to do now?

When children choose to behave in a manner which disrupts the learning of others, the following steps may be followed. Certain types of behaviour are unacceptable and consequences need to align with them depending on the circumstances of the individual student. This response would be used only after consideration has been given to all other responses and the unique circumstances of the situation have been considered. Some behaviours (assault, use of weapons etc) could expect to be recommended for exclusion. In relation to Cyber bullying and the use of Personal Technology Devices see Appendix 2.
**STEP 1  CLASS DISTURBANCES**

- Ignoring
- Reinforce good behaviour
- Pause, look, call name
- Rule reminder recorded
- Move to another seat to do class work

- Calling out
- Back chatting
- Making noises
- Interfering with other’s learning

**STEP 2  CLASS DISTURBANCE CONTINUES**

- See student alone
- Warning, choices about behaviour made clear
- Warning recorded on Classroom Monitoring Sheet
- Plan to improve behaviour is drawn up with teacher

- Swearing
- Irresponsible behaviour
- Being a bully
- Continued classroom disruption

**STEP 3  PROBLEM CONTINUES**

- Time-out (away from class)
- Consequences made clear
- Behaviour recorded on monitoring sheet
- Problem discussed with parents (if necessary)

- Damaging property/equipment
- Constant teasing/bullying
- Major classroom disruptions
- Prevents teacher from teaching and students from learning

**STEP 4  BEHAVIOUR CONTINUES**

- Withdrawal from classroom setting
- Parents/guardians contacted
- Reflection sheet completed with staff member. Copy sent home to parents.
- Guidance Officer contacted for advice
- Contact with outside agencies – establish a Support Team to assist with developing, implementing, monitoring and maintaining a program to assist student in self-management of behaviour

- Continued damaging of property/equipment
- Continued teasing/bullying
- Continual major classroom disruptions
- Persistently preventing teacher from teaching and students from learning

**STEP 5  UNACCEPTABLE BEHAVIOUR / SUSPENSION**

In some cases, suspension will be immediate. In other instances, suspension may be prevented through successful mediation with all concerned parties (staff, student, parent, Guidance Officer)

Suspension procedures will be as per Departmental Guidelines.

A plan will be developed by the Support Team for student’s re-entry to school.

- Deliberately endangers the safety of others
- Refusal to obey or comply
- Refuses and ignores advice from all outside agencies

**STEP 6  EXCLUSION**

Exclusion procedures will be as per Departmental Guidelines.

- Despite all attempts by school to successfully mediate, the child continues with grossly inappropriate behaviour that endangers other people and persistently disrupts the classroom.
7. Network of student support

For successful modification of behaviour a network to support all those involved is necessary. Kentville State School has a wealth of personnel who could possibly support possible processes we may use:

School Based Personnel:
- Principal and Admin Staff;
- Teachers and Ancillary Staff;
- Chaplain;
- Students;
- Parents;

Department of Education Personnel:
- Behaviour Support team;
- Guidance Officer;
- Support Teacher Literacy & Numeracy and Advisory Visiting Teacher;

Other outside agencies and government departments:
- SCAN;
- EVOLVE;
- Queensland Police Service;
- Hospitals and other medical personnel;
- Department of Child Safety;
- Churches;
- Local Council.

8. Consideration of individual circumstances

The school is always mindful there is a diverse range of students attending our school. Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the students and the needs and rights of the school community members.

There are many different ways in which we can support students by taking into account their individual circumstances.

- Individual Learning Plans (ILPs);
- Education Adjustment Programs (EAPs);
- Individual Support Programs (ISPs);
- Individual Support Management Plans;

Influences which may affect behaviour:

- Family circumstances;
- Financial circumstances;
- Emotional upheaval;
- Instability in home life;
- Mobility in the family;
- Individual impairments e.g. intellectual, physical etc.
- Individual medical history;
- Individual learning styles and curriculum choice.

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
- MS-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

- School-wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
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Date effective:

from .................................................. to ..................................................
## Appendix 1

### Matrix of Behaviour Expectations

<table>
<thead>
<tr>
<th>All need to be active in:</th>
<th>Before School</th>
<th>Classroom</th>
<th>Playground and Undercover Areas</th>
<th>Outside Classrooms</th>
<th>Toilets</th>
<th>Eating Area</th>
<th>Walkways</th>
<th>Bus Queues and Bike Racks</th>
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<tbody>
<tr>
<td><strong>Being Responsible</strong></td>
<td>This can be achieved by:</td>
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<tr>
<td>Arriving at school at a suitable time (8.30am – 8.45am)</td>
<td>Following instructions, routines and procedures quickly</td>
<td>Being in the right area</td>
<td>Playing in the correct area</td>
<td>Lining up and waiting turns</td>
<td>Lining up in the correct place</td>
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<tr>
<td>Being prepared for school – being organised</td>
<td>Being a problem solver</td>
<td>Being a problem solver</td>
<td>Walking on concrete/pathways</td>
<td>Helping younger children</td>
<td>Looking after younger children</td>
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<tr>
<td>Eating a healthy breakfast</td>
<td>Staying on task</td>
<td>Keeping the toilet area tidy</td>
<td>Keeping outside areas tidy</td>
<td>Staying in the right area to eat and drink</td>
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<tr>
<td>Looking after younger brothers and sisters</td>
<td>Being organised</td>
<td>Picking up your rubbish</td>
<td>Picking up your rubbish</td>
<td>Putting rubbish in the bins</td>
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<tr>
<td>Getting to school on time</td>
<td>Doing my best</td>
<td>Getting a drink and going to the toilet as soon as the bell goes</td>
<td>Not playing in the toilet areas</td>
<td>Sitting quietly when eating and drinking</td>
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<tr>
<td>Going directly to designated/right areas</td>
<td></td>
<td>Getting a drink and going to the toilet as soon as the bell goes</td>
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<tr>
<td>Going to Breakfast Club as soon as you arrive at school</td>
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<td>Getting a drink and going to the toilet as soon as the bell goes</td>
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<th><strong>Being</strong></th>
<th><strong>Respectful</strong></th>
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<tr>
<td>Respecting your belongings, other students, teachers and parents</td>
<td>Playing fairly – taking turns, inviting others to play, being a good sport, following rules</td>
<td>Using good manners and speaking appropriately to adults and students</td>
<td>Speaking politely to other children and to the helpers in the Tuck Shop</td>
<td>Lining up in the correct place</td>
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<td>Sitting quietly in the designated areas</td>
<td>Caring for the environment, e.g. trees, plants, flowers etc.</td>
<td>Giving way to adults on the walkways</td>
<td>Waiting turns</td>
<td>Looking after younger children</td>
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<tr>
<td>Following instructions</td>
<td>Knocking on the door and waiting to enter classrooms</td>
<td>Walking past classrooms quietly during class time</td>
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<td>Using pleasant words to your friends</td>
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<td>Respecting personal property belonging to others</td>
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<td>Using whisper voices</td>
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<td>Listening to instructions given by teachers and teacher aides</td>
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<td>Using good manners with everyone</td>
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<td>Remember to Stop, Look Listen</td>
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<td>Hands up if you have a question</td>
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<thead>
<tr>
<th><strong>Being Safe</strong></th>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Caring for the school environment especially the gardens</strong></th>
<th><strong>Being a Learner</strong></th>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Learning the road rules</strong></th>
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<tr>
<td>This can be achieved by:</td>
<td>- Following the road rules</td>
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<td>This can be achieved by:</td>
<td>- Completing homework in the shed</td>
<td>- Learning the road rules</td>
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<td></td>
<td>- Wearing a helmet if you are riding your bike</td>
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<td>- Reading or other quiet activities</td>
<td>- Learning Transport Queensland’s Bus Code of Conduct</td>
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<td></td>
<td>- Not talking to strangers</td>
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<td>- Knowing how to order your tuck shop</td>
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<td></td>
<td>- Staying in the designated areas at school</td>
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<td>- Following instructions</td>
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<td></td>
<td>- Walking on the concrete</td>
<td></td>
<td></td>
<td>- Watching other people who are doing the right thing</td>
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<td></td>
<td>- Asking the teacher first if you want to leave the shed</td>
<td></td>
<td></td>
<td>- Being a role model to peers and younger students</td>
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<tr>
<td></td>
<td>- Keeping your hands and feet to yourself</td>
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<td></td>
<td>- Being punctual</td>
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<table>
<thead>
<tr>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Walking on the pathways</strong></th>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Walking at all times</strong></th>
<th><strong>Sitting quietly in the Shed to eat and drink</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Asking permission to leave the room</td>
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<td>- Sitting at all times</td>
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<td>- Staying in the school grounds at all times</td>
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<td>- Keeping arms and hands close to your body</td>
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<td>- Only participating in approved school games</td>
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<td>- Wearing shoes and socks at all times</td>
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<td>- Make sure sticks and stones stay on the ground</td>
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<td></td>
<td>- Being Sun Safe and wearing a broad brimmed hat.</td>
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<tr>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Washing hands after using the toilet</strong></th>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Walking down on the bus</strong></th>
<th><strong>Learning Transport Queensland’s Bus Code of Conduct</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Not playing in the toilets</td>
<td></td>
<td></td>
<td>- Keeping all parts of your body inside the bus</td>
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<tr>
<td></td>
<td>- Staying in the right area at all times</td>
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<td>- Following the teacher’s instructions</td>
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<td>- Walking on the concrete</td>
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<td></td>
<td>- Listening to the bus driver and following instructions</td>
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<td></td>
<td>- Sitting on the bus</td>
<td></td>
<td></td>
<td>- Waiting inside the gate</td>
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<tr>
<td></td>
<td>- Keeping all parts of your body inside the bus</td>
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<td>- Wearing a bike helmet</td>
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<thead>
<tr>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Watching adults and students who are role models and make good choices</strong></th>
<th><strong>This can be achieved by:</strong></th>
<th><strong>Learning Transport Queensland’s Bus Code of Conduct</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Trying hard</td>
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<td></td>
<td>- Knowing the routines</td>
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<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Trivia (Deal with in situ)</td>
<td>Minor (Complete yellow office referral) Information entered into data collection tool</td>
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<tr>
<td>Inappropriate/Abusive Language</td>
<td>Any spoken, written, or non-verbal communication that insults, mocks, belittles, or slanders another person will be considered inappropriate.</td>
<td>One off incidents of name calling such as four eyes, fatso ...</td>
<td>Put-downs, taunts, or slurs of an offensive nature, directed at a situation</td>
</tr>
<tr>
<td>Consequences</td>
<td>For all trivial &amp; minors Clarifying conversations Rule reminder Problem solving Appropriate problem solving to develop strategies for this person if it happens again</td>
<td>Verbal Warning re: inappropriate language Rule reminder and discuss what is inappropriate language followed by an apology to people who may have been offended by the language.</td>
<td>Recorded on OneSchool. May lead to a form of suspension (e.g., in-school withdrawal, playtime withdrawal, out of school suspension)</td>
</tr>
<tr>
<td>Physical Contact/Aggression</td>
<td>Any incidence in which a student engages in inappropriate physical contact with another student, staff member or community member. Accidental contact, or petty non-consensual contact (e.g., trip into, brush past) Continued non-consensual pinching, non-aggressive poking and tapping, chasing, shoving. “Not keeping hands/feet or objects to self.”</td>
<td>Clarifying conversation to find out the cause of – the why? – with all people involved Rule reminder and problem solving of how to deal with the issue next time in an appropriate manner (e.g., giving appropriate strategies)</td>
<td>Phone call to parent of both victim &amp; perpetrator May lead to a form of suspension (e.g., in-school withdrawal, playtime withdrawal, out of school suspension) Police may be notified Sexual misconduct – notification through department of child safety (SP-4) Continued physical aggression towards others may lead to exclusion.</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Trivia</td>
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<tr>
<td>Harassment</td>
<td>Any unwanted persistent physical, verbal, and/or emotional annoyance with the intent to cause harm either physically or emotionally (that is reported)</td>
<td>One off teasing or name calling</td>
<td>Persistent teasing or name calling.</td>
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<tr>
<td>Consequences</td>
<td>Teachable moment</td>
<td>Restorative practices</td>
<td>Parents may be contacted</td>
</tr>
<tr>
<td>Bullying</td>
<td>Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses actions or words repeatedly towards others that are designed to cause distress and lower their self-esteem and risks your wellbeing.</td>
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<tr>
<td>Consequences</td>
<td>Recorded on OneSchool.</td>
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<td></td>
<td>Withdrawal of privileges.</td>
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<td></td>
<td>If not resolved may result in a form of suspension (e.g., in-school withdrawal, playtime withdrawal, out of school suspension)</td>
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<td></td>
<td>May lead to exclusion</td>
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<tr>
<td></td>
<td>May lead to notification through department of child safety (SP-4)</td>
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<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Trivia</td>
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<tr>
<td>Defiance</td>
<td>Refusal to comply with a reasonable request – normally associated with safety and/or the good order/operation of the school.</td>
<td>A refusal e.g., No, don’t want to</td>
<td>Repeated refusal to comply with a reasonable request</td>
</tr>
<tr>
<td>Consequences</td>
<td>Loss of privileges</td>
<td>Recorded on OneSchool. May lead to a form of suspension (e.g. in-school withdrawal, playtime withdrawal, out of school suspension) May lead to exclusion Police may be called</td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td>Behaviour causing an interruption in a class, school routines or school activity and/or the good order/operation of the school.</td>
<td>Petty interruptions – e.g. joke telling, noise making, getting out of chair without purpose.</td>
<td>Repeated noise making that causes irritation of others and/or irrelevant questions/statements, or movement around the room causing disruption e.g. continuous whistling, tapping, rocking chairs/tables.</td>
</tr>
<tr>
<td>Consequences</td>
<td>Teachable moment.</td>
<td>Loss of privileges – sent to other classroom. Detention – uncompleted work to be completed under the supervision of the classroom teacher (not in the office or foyer, not on duty take to the classroom) Letter may be sent home to parents to inform of behaviour.</td>
<td>Letter may be sent home to parents to inform of behaviour. May lead to a form of suspension (e.g. in-school withdrawal, playtime withdrawal, out of school suspension).</td>
</tr>
<tr>
<td>Property Misuse/Vandalism</td>
<td>The malicious, intentional defacing or damaging of public or private property that impairs its usefulness detracts from aesthetic appeal or creates a safety issue.</td>
<td>Breaking own pencils/crayons.</td>
<td>Repeated actions of property damage where the property can be rectified by replacing or restoring to the properties usefulness e.g., pencil drawing on the desk/walls</td>
</tr>
<tr>
<td>Consequences</td>
<td>Replacement of item by the offender at their cost or return of item to good condition by labour of offender.</td>
<td>Restitution of item at cost to or labour of parents &amp; student May lead to a form of suspension (e.g., in-school withdrawal, playtime withdrawal, out of school suspension)</td>
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Kentville State School Responsible Behaviour Plan for Students 2014   Page 18 of 27
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Trivia (Deal with in situ)</th>
<th>Minor (Complete yellow office referral) Information entered into data collection tool</th>
<th>Major (Complete orange office referral) All majors entered into OneSchool.</th>
<th>Policy</th>
</tr>
</thead>
</table>
| Technology Misuse/Abuse | The use of technology in a way that is used for bullying/harassing/threatening to others or that is not age appropriate | Possession of MP3/iPod/DS/mobile phones during school hours. (These items should be handed in to office on arrival and collected on departure). | Misuse Inappropriate websites (non-curriculum sites/games or without permission or pornography), using other people’s password, mobile phones not turned off, in the bag or handed in at the office. | Abuse Used to harass or bully others e.g., emails/texting of a threatening/harassing/bullying nature, face book entries, mobile phone used to harm others through calls/photos or texting. | • SCM-PR-003 Appropriate Use of Mobile Telephones and other Electronic Equipment by Students  
• The Code of Behaviour  
• Responsible Behaviour Plan |
| Consequences            | MP3/iPod/DS games to be confiscated and returned by end of day.              | Locked out of system Confiscation of item. | Confiscation of item Parents notified Locked out of system Loss of privilege May lead to a form of suspension (e.g. in-school withdrawal, playtime withdrawal, out of school suspension) May lead to exclusion Police may be notified |                                                                                  |                                                                                           |
| Out of Bounds/Truancy   | Areas that are designated as unsafe or outside direct supervision.          | Retrieving a ball within the school grounds that is out of bounds or out of school grounds that doesn’t pose a safety risk, or where the students return to designated area when asked. | Areas that have been closed and students are caught in that area. | Leaving the school ground without permission with the intent to abscond/truant. | • SMS-PR-21: Safe, Supportive and Disciplined School Environment  
• The Code of Behaviour  
• Responsible Behaviour Plan |
<p>| Consequences            | Teachable moment.                                                          | Time out.                                                               | Call the police. Call the parents. Recorded on OneSchool. May lead to a form of suspension (e.g. in-school withdrawal, playtime withdrawal, out of school suspension) |                                                                                  |                                                                                           |</p>
<table>
<thead>
<tr>
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<th>Minor</th>
<th>Major</th>
<th>Policy</th>
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</thead>
<tbody>
<tr>
<td>Tobacco/Alcohol/Drugs</td>
<td>Students in possession of or using tobacco or alcohol. Student is under the influence of, is in possession of, or is dealing in illegal drugs.</td>
<td>(Dealt with in situ)</td>
<td>Information entered into data collection tool</td>
<td>All majors entered into OneSchool.</td>
<td>• CRP-PR-005: Drug Education and Intervention in Schools</td>
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<td></td>
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<td></td>
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<td></td>
<td>• The Code of Behaviour</td>
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<td></td>
<td></td>
<td>• Responsible Behaviour Plan</td>
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<tr>
<td>Consequences</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco/Alcohol/Drugs</td>
<td>Cigarettes, cigars, or smokeless tobaccos product, possessing, consuming or being under the influence of alcohol. Using, possessing, selling or distributing drugs in school buildings or on school grounds at any time, in school vehicles or buses or at any school sponsored activity, function, event whether on or off school grounds.</td>
<td></td>
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<tr>
<td>Consequences</td>
<td>Confiscation of item. Suspension. Parents notified. Police notified. May lead to notification through department of child safety (SP-4). May lead to exclusion.</td>
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<tr>
<td>Theft/forgery</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else’s property or has signed a person’s name without the person’s permission and/or affects the good order/operation of the school.</td>
<td></td>
<td>Classroom consumables that can be easily replaced.</td>
<td>Signing another person’s name with the intent to mislead or defraud Entering into another person’s personal possessions and obtaining items without permission. E.g., lunches, wallets, money, school property Persistent theft of classroom consumables</td>
<td>• The Code of Behaviour</td>
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<td></td>
<td></td>
<td></td>
<td>• Responsible Behaviour Plan</td>
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<tr>
<td>Consequences</td>
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</tr>
<tr>
<td>Theft/forgery</td>
<td>Replacement of item by the offender at their cost.</td>
<td></td>
<td></td>
<td>Restitution of item at cost to parents &amp; student. May lead to a form of suspension (e.g.in-school withdrawal, playtime withdrawal, out of school suspension) Police may be notified.</td>
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<tr>
<td>Weapons</td>
<td>Student is in possession of any weapon readily capable of causing bodily harm and/or affects the good order/operation of the school.</td>
<td>(Dealt with in situ)</td>
<td>(Complete yellow office referral) Information entered into data collection tool</td>
<td>(Complete orange office referral) All majors entered into OneSchool.</td>
<td>Possessing, handling, transmitting, using or attempting to use a weapon* in school buildings on school grounds at any time, or off the school grounds at a school sponsored activity, function or event.</td>
</tr>
<tr>
<td>Consequences</td>
<td></td>
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<td>• SMS-PR-21: Safe, Supportive and Disciplined School Environment</td>
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<td>• The Code of Behaviour</td>
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<td>• Responsible Behaviour Plan</td>
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</table>

Confiscation of item. May lead to suspension. Parents notified. Police notified.
Appendix 3

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 being recorded without their knowledge or consent.

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

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

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

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

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

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

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

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

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

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

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

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

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the 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 4

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

Purpose

1. Kentville 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 Kentville 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 Kentville 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 Kentville 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 Kentville 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school;
• All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
• A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. 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 Kentville 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. Kentville 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 5

**Incident Report (entered in One School)**

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, and event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>
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 modified to accommodate their specific receptive and expressive needs.