



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

YEPPOON STATE SCHOOL



RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

(Revised 2017)



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Yeppoon State School's

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



1. PURPOSE

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

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

2. CONSULTATION AND DATA REVIEW

Yeppoon State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2014. The Plan was endorsed by the Principal and the President of the P&C

Yeppoon State School became a Positive Behaviour for Learning (PBL) School in 2016. Through this process, three School Expectations were developed to replace the previous School Rules. A PBL Committee was established to effectively implement the PBL Framework. As a result, our Responsible Behaviour Plan for Learning was reviewed and updated to reflect these changes at the end of 2016.

3. LEARNING AND BEHAVIOUR STATEMENT

All areas of Yeppoon State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

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

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

- Be Safe
- Be Responsible
- Be a Learner

These rules are displayed in every classroom. All children from Prep to Year 6 are expected to know the three expectations. All staff use the same language when discussing behaviour with individuals and groups of children. It is acknowledged that everyone (children and adults), are responsible for their own behaviour.

Our school 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.

The school mantra for Positive Behaviour for Learning at Yeppoon State School is "At Yeppoon State School we are safe, respectful learners"

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

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

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Yeppoon State School implements the following pro-active and preventative processes and strategies to support student behaviour:

- School Behaviour Support Team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Yeppoon State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans are 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Bucket Filling Program

The program is based around the book; Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids, by Carol McCloud and David Messing.

The basic concept of 'bucket filling' is that we all carry an invisible bucket around with us each day. This bucket contains our feelings. When our bucket is full, we feel happy; when it is empty, we feel sad or angry. A Bucket Filler is someone who says or does something nice for other people. By being a Bucket Filler we fill other peoples' buckets, and in turn we fill our own bucket. On the other hand, a Bucket Dipper says or does something to cause other people to feel bad. When you are dipping into someone else's bucket you end up dipping into your own bucket. Bullies are bucket dippers. We want this program to be used widely throughout Yeppoon State School every day.

Reporting Incidents

Reporting behaviour infringements occurs via the One School data base with a referral to either GO, HOSES, Deputy Principal or Principal if Administration action is required. Not all incidents are required to be referred to Administration.

In order to identify areas for our PBL focus, Staff are asked to select only the highest level of behaviour in the Behaviour Category on OneSchool when recording an incident.

Critical incidents or high level behavior incidents should be reported to the Deputy Principal or HOSES in the first instance for immediate follow up.

All teachers are expected to facilitate the development of acceptable behaviour in the classroom. This is facilitated by in-class rewards and incentive based systems as well as explicit teaching of rules and expectations throughout the year.

Yeppoon State School Behaviour Expectation Matrix

POSITIVE BEHAVIOUR FOR LEARNING

Setting / Rules	Be Safe  Be Safe	Be Respectful  Be Respectful	Be a Learner  Be a Learner
All Settings	<ul style="list-style-type: none"> • Listen to and follow staff directions. • Hands feet and objects to yourself. • Always walk on hard surfaces. 	<ul style="list-style-type: none"> • Use good manners and speak positively. • Care for your own and others belongings • Care for school equipment. • Be friendly and helpful to others • Wear full school uniform. 	<ul style="list-style-type: none"> • Be on time • Be prepared • Accept the consequences of your actions • Actively participate
Classrooms (including computer lab, library)	<ul style="list-style-type: none"> • Walk when in the classroom. • Use equipment appropriately. • Enter classroom only when staff are present 	<ul style="list-style-type: none"> • Ask permission to leave the classroom. • Keep workplace tidy • Take pride in your classroom • Be honest 	<ul style="list-style-type: none"> • Respect everyone's right to learn • Complete set tasks • Take an active role in classroom activities • Challenge yourself
Playground/undercover area/oval	<ul style="list-style-type: none"> • Play fairly – take turns, invite others to join in and follow rules • Always wear shoes. • Wear a hat when playing in the sun. • Participate in school approved games. • Use equipment appropriately. 	<ul style="list-style-type: none"> • Be a problem solver • Take turns • Care for the environment. • Consider others and play fairly. 	<ul style="list-style-type: none"> • Return equipment to appropriate place. • Follow established game rules • Demonstrate good sportsman ship
Eating areas	<ul style="list-style-type: none"> • Remain seated. • Eat your own food. • Stay seated unless directed by staff 	<ul style="list-style-type: none"> • Keep the area tidy • Use a quiet voice • Use proper manners • Put rubbish in bins • Lunchboxes to be placed in class baskets. • Eat only your food 	<ul style="list-style-type: none"> • Ensure I have enough to eat and drink for the day. • Respect the personal space of others.
Toilets	<ul style="list-style-type: none"> • Wash your hands • Use toilets for intended purposes • Report safety hazards 	<ul style="list-style-type: none"> • Leave clean for others • Recognise other people's privacy • Return to class promptly 	<ul style="list-style-type: none"> • Use toilets during breaks • During class time, ask teacher for permission
Pool	<ul style="list-style-type: none"> • Walk on the concrete • Follow the staffs instructions • Hands feet and objects to be kept to myself. 	<ul style="list-style-type: none"> • Wait for your turn • Recognise other people's privacy 	<ul style="list-style-type: none"> • Try your best • Encourage others
To and From school (including the bus)	<ul style="list-style-type: none"> • Tell an adult if you feel threatened. • Know how you are getting home. • Wait inside the gate until directed to move to the bus. 	<ul style="list-style-type: none"> • Walk your bike, scooter or skateboard through the school grounds. 	<ul style="list-style-type: none"> • Be aware of bus routines. • Follow bus code of conduct. • Know and obey road rules.
Off Campus (eg. Sport, excursions, representing school in public)	<ul style="list-style-type: none"> • Report any problems. • Ask permission to leave any setting. • Keep hands and feet to self. 	<ul style="list-style-type: none"> • Return permission forms. • Be prepared. • Be Responsible while wearing school uniform. 	<ul style="list-style-type: none"> • Be a good role model. • Be an active participant. • Show respect.

Managing Classroom Behaviour

In Class

Teachers are expected to differentiate for each student to ensure optimum engagement.

The classroom teacher is expected to deal with student misbehaviour in the first instance.

Strategies:

Essential Skills: Free & Frequent Rewards; communication with parents.

Buddy Classroom

When the teacher has exhausted all attempts at managing the student's misbehaviour exit the student to a buddy classroom.

Phone the buddy teacher; exit the student to the buddy classroom with an independent task to complete for 10 mins; re-enter the student to class; resume work.

Teacher must: One school the behaviour incident by the end of the day; phone the parent and inform them of the incident.

Administration

If student misbehaviour continues after re-entry from the buddy classroom, stops teaching and learning or is unsafe phone the Administration for help.

Extension: Office 120; Deputy 110; Principal 122

Student in class – Resume Learning

Responding to unacceptable behaviour:

1. The Essential Skills of Classroom Management (ESCM) form the basis of all responses to unacceptable behaviour

2. Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to identify the behaviour and remind the student of School Expectations, then ask them to change their behaviour so that it aligns with our school's expectations.

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.

Lunchtime detention is also used as a means of responding to unacceptable behaviour.

3. Intensive behaviour support: Behaviour Support Team

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

- facilitate a Functional Behaviour Assessment for appropriate students;
- work with other staff members to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student; and
- work with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many 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 regional behavioural support staff.

5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Yeppoon 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. All incidents of unacceptable behaviour requiring follow up are to be recorded in OneSchool and referred to either the HOSES or Deputy Principal.

Minor and Major behaviours

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

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

Minor behaviours are those that:

- are minor breaches of the School Expectations;
- 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; and
- do not require involvement of specialist support staff or Administration

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

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

Major behaviours are those that:

- significantly violate the rights of others;
- are unlawful (drugs, alcohol);
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration (or sends another student to get Administration support).

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

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

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

Area	Minor	Possible Consequence <i>All repeated minor behaviours are to be put on Oneschool and parent contacted by teacher.</i>	Major	Possible Consequence <i>ALL major behaviours are to be put on Oneschool by the teacher. Admin will follow up.</i>
Physical contact	<ul style="list-style-type: none"> • Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> • Sit out for 5 – 10 mins. • Move to another play area. 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting • Throwing objects which could cause harm to person or object 	<ul style="list-style-type: none"> • Oneschool • Refer to Admin • Parent contact
Objects	<ul style="list-style-type: none"> • Interference with another party's belongings causing grief to the owner or disruption to learning such as persistently taking a ruler or hat from another person. 	<ul style="list-style-type: none"> • Separate student • Rule reminder If ongoing - • Buddy classroom • Detention • Oneschool 	<ul style="list-style-type: none"> • Damage to property such as smashed bike helmet, torn clothing. 	<ul style="list-style-type: none"> • Oneschool • Refer to Admin • Parent contact • Restitution
Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	<ul style="list-style-type: none"> • Sit out 5-10 mins • Accompany teacher for 5-10 mins. 	<ul style="list-style-type: none"> • Jumping out of windows; hanging from high areas; dangerous behaviour that could cause serious injury. 	<ul style="list-style-type: none"> • Oneschool • Move to Admin • Refer to Admin • Parent contact
Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Sit out or accompany teacher 5-10 mins • Possible detention 	<ul style="list-style-type: none"> • Playing games that could cause serious injury to self or others. 	<ul style="list-style-type: none"> • Oneschool • Move to Admin • Refer to Admin • Parent contact
Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time 	<ul style="list-style-type: none"> • Reminder of school procedures. • Possible detention 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission 	<ul style="list-style-type: none"> • Refer to Admin • Parent contact • Oneschool
Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	<ul style="list-style-type: none"> • Separate from other students. • Buddy classroom • Possible detention 	<ul style="list-style-type: none"> • Persistent, high level refusal to comply with staff instruction. 	<ul style="list-style-type: none"> • Oneschool • Refer to Admin • Parent contact
Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> • Positive discussion about truthfulness • Apology 	<ul style="list-style-type: none"> • Major dishonesty that has a negative impact on others. 	<ul style="list-style-type: none"> • Oneschool • May be referred to Admin • Detention • Parent contact •

Rubbish	<ul style="list-style-type: none"> Littering 	<ul style="list-style-type: none"> Pick up the rubbish 		
Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Not handing a mobile phone into the office on arrival to school. 	<ul style="list-style-type: none"> Take the phone immediately to the office. If repeatedly occurring – discuss with parent. 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Confiscate phone. Refer to Admin Parent contact
Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Return stolen object if possible. Possible detention 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism 	<ul style="list-style-type: none"> Oneschool Refer to Admin Parent contact
Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Confiscate device Detention Parent contact 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Possession of weapons 	<ul style="list-style-type: none"> Consider safety – move students / lock down / contact office for assistance. Oneschool Police involvement Parent contact
Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Detention Parent contact 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity 	<ul style="list-style-type: none"> Oneschool Refer to Admin Parent contact
Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Separate from other students Detention 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Oneschool Refer to Admin Parent contact
Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level to the best of their ability. Refusing to work 	<ul style="list-style-type: none"> Complete work in a buddy classroom. Complete work in detention. 	<ul style="list-style-type: none"> Repeated, continuous refusal to complete set tasks Repeatedly refusing to participate in the program of instruction. 	<ul style="list-style-type: none"> Oneschool Refer to Admin Parent contact
Homework	<ul style="list-style-type: none"> Not completing set homework to the best of their ability 	<ul style="list-style-type: none"> Discuss with parent. Reward students who do homework 		
Hats	<ul style="list-style-type: none"> Hats not worn in the sun. 	<ul style="list-style-type: none"> Sit out Move to shady area. 	<ul style="list-style-type: none"> Repeated refusal to wear a hat in the sun. 	<ul style="list-style-type: none"> Detention Teacher to contact parent
Shoes	<ul style="list-style-type: none"> Shoes not being worn at all times. 	<ul style="list-style-type: none"> Sit out 	<ul style="list-style-type: none"> Repeated refusal to wear shoes. 	<ul style="list-style-type: none"> Detention Teacher to contact parent

Correct Attire	<ul style="list-style-type: none"> • Not wearing the designated school uniform. • Not wearing shoes outside 	<ul style="list-style-type: none"> • Give reminder of uniform • Remove non-uniform items/ jewellery. • May contact office for advice. 	<ul style="list-style-type: none"> • Repeated refusal to wear the designated school uniform. 	<ul style="list-style-type: none"> • Contact parent • Inappropriate shoes – no play. • Change into borrowed uniform from office.
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Relate problem behaviours to expected school behaviours

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

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

Detentions may be given to students as a consequence for inappropriate behaviour. These will be completed either during lunch breaks for a period no longer than 20 minutes or after school for a period no longer than 30 minutes. Parents must be notified prior to an afternoon detention commencing. The detention will be supervised by the classroom teacher and recorded on OneSchool (including the period of the detention). If students fail to complete the required amount of time, their teacher will contact parents/carers to inform them.

Ensuring consistent responses to problem behaviour

At Yeppoon 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 in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

1. **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.
2. **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.
3. **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.

4. **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.
5. **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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Yeppoon 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.

Staff members are not expected to intervene in physical incidents (e.g. fights) where they are not confident in doing so.

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 and 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; and
- 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 filed on OneSchool and referred to Principal
- Injury/Accident Report (if applicable – available on OnePortal)
- Record of event – Staff Statements

All incidents involving physical intervention **MUST** be reported to the Principal, Deputy Principal or HOSES immediately. Administration will ensure parents/carers are informed of any incidents involving their child.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Adopt-A-Cop

External 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

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. Each incident is considered on its own merit with a range of considerations taken into account prior to applying consequences.

Yeppoon 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

11. Some related resources

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

Endorsement

Principal

**P&C President or
Chair, School Council**

Effective Date: 1 January 2017 – 31 December 2017

Appendix 1

The use of Personal Technology Devices at Yeppoon State School

Yeppoon State School recognises a wide range of personal technology media is available for student use in today's society. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using Personal Technology Devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices), laptop computers, USB sticks, PDAs, mobile phones, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), Tablets (IPads), iPods and devices of a similar nature.

Certain Personal Technology Devices banned from school

Students must not bring Personal Technology Devices to school, unless explicitly permitted by their Teacher, 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 this 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, damage and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and signed into the school office before school begins and collected at the end of the school day.

School Staff will not take any responsibility for Personal Technology Devices that are brought to School and not signed into the Office.

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 Yeppoon 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.

No liability will be accepted by the school in the event of the loss, theft or damage of privately own devices.

Appendix 2

School Policy for Preventing and Responding to Incidents of Bullying (including cyberbullying)

Purpose

Yeppoon 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.

There is no place for bullying in Yeppoon State School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying is when a more powerful person or group of people repeatedly hurts someone by their words or actions.

Its nature may be

- Verbal – name-calling, put-downs, threatening
- Physical – hitting, tripping, poking, punching, kicking, throwing objects, stealing, spitting
- Social – ignoring, hiding, ostracising
- Psychological – stalking, spreading rumours, gossip, hiding and/or damaging possessions
- Electronic – using phones or internet

Bullying and harassment may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Yeppoon State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. Unfortunately, these behaviours are normally undertaken out of the sight of Staff. In this regard, it is extremely important that students report any incidents to a Staff member immediately in order for timely follow up.

All reports of bullying are taken seriously and handled in a sensitive manner. Serious instances of bullying or patterns of bullying behaviour should be entered into the One School data base.

Rationale

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

The anti-bullying procedures at Yeppoon State School are an addition to our Positive Behaviour for Learning (PBL) 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

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the three School 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.

Yeppoon State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our OneSchool 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 the Positive behaviour for learning program, to make any necessary adjustments, and to identify specific behaviours that may need to be revisited or revised in the instructional process.

What to do if you are being bullied:

If you are being bullied you should:

1. Consider the strategies you have learned. Talk to your friends and family about what is happening.
2. Tell someone at school – this could be Class Teacher, Guidance Officer, HOSES, Deputy Principal, Principal, Chaplain or Teacher Aide.
3. The Staff member will then follow up or refer the bullying to Administration. Parents **may** be involved in the resolution of the problem. This is negotiated with you.

Parents – what to do if your child is being bullied:

Encourage your child to discuss bullying as much as possible. Listen to his/her story.

1. Teach and model assertive behaviour, do not suggest fighting back or to 'just ignore it'. Assertive body language and talk such as 'Leave me alone' or 'it's not OK to treat me like that' are more powerful strategies.
2. Teach empathy and helping behaviours to enable your child to support other targeted students. When students stop being bystanders to bullying that they witness and stand up to the bully on behalf of the peers the bullying rate drops.
3. Encourage them to follow the school's reporting procedures.
4. Contact the school if your child's efforts to deal with the bullying do not appear to be working. Discussing this action with your child is recommended.

Appropriate use of Social Media

Yeppoon State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Yeppoon State School is committed to promoting the responsible and positive use of social media sites and apps.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Yeppoon State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Yeppoon State School, whether those behaviours occur during or outside school hours

This policy reflects the importance of students at Yeppoon State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Students of Yeppoon State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should

not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Yeppoon State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the Police for further investigation.

Yeppoon State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or Police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences. Yeppoon State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Yeppoon State School expects its students to engage in positive online behaviours.

Appendix 4

Yeppoon State School
Behaviour Referral Form

Student Name:			Location	
Date:	Time:	Class:	Eating area	
Referring staff member :			Playground area	
Other students involved:			Specialist Lesson	
			Classroom	
			Other	

Problem 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		

Consequence

Yeppoon State School Dress Code

There is a clearly defined dress code for all students at Yeppoon State School, which has been developed by the Parents and Citizens Association through consultation with parents, staff and students. For safety and to help promote a positive school image and identity, students are required to wear full school uniform at all times.

Day Uniform:

Shorts	Grey or Royal Blue shorts
Skirts/Skort	Skorts - Royal Blue or Grey Pleated skirt –Royal Blue or Grey
Shirts	Royal Blue polo shirt, with a collar edged with a white and grey stripe with the words, “Yeppoon State School” in white. School logo on left hand side of shirt front, screen printed in white.
Shoes	Shoes must give protective cover for the feet covering all of the foot and enclosing the heel. Any suitable enclosed footwear (shoes, joggers) is acceptable. Thongs/ Sandals should not be worn. Grey socks.
Hat	Legionnaire style cap - Royal Blue Wide brimmed/ Bucket Hats - Royal Blue The basic policy of “No Hat, No Play” applies where play activities are in the sun
Winter	Tracksuit (Royal Blue or Grey, pullover or zip)

Sports House Colours

When the house colours are worn, students are expected to wear: -

SEAGULLS –White Polo

FALCONS –Yellow Polo

ROSELLAS – Blue Polo

KINGFISHERS – Green Polo

Non-Uniform Days

During the year, permission is granted by the Principal for a Free Dress Day, usually to raise funds for a good cause. On these occasions, students are required to follow the school dress code (sleeved shirts, sensible outfits), and covered footwear must be worn.

Guidelines

Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

- Offensive;
- Likely to disrupt, or negatively influence normal school operations;
- Likely to result in a risk to the health and safety of students or others;

In the event a student is unable to attend school with the appropriate uniform they should adhere to the following steps:

- Ensure the chosen apparel does not breach the above standards
- Provide a note from the parent to Administration briefly outlining why the student is not in correct uniform and the reason for this.

Appendix 6

Debriefing Report

Formal debriefing

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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).