Kurwongbah State School

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

1. Purpose

Kurwongbah 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.

Kurwongbah State School’s Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Kurwongbah State School developed this plan in collaboration with our school community.

The Kurwongbah State School community is consulted and informed through:

(a) Behaviour management issues discussed at P & C meetings;
(b) Discussion of behaviour management strategies at parent class representative meetings each term;
(c) School newsletters;
(d) School-based and systemic data (One School, school opinion surveys)

A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

School staff members are informed weekly in regards to the actions taken concerning the intensive and targeted behaviour support for students during that week.

Administrators meet weekly with the Behaviour Management Support teacher to identify trends and discuss strategies being used with students who have behaviour support needs.

A staff team, Student and Staff Support (Triple S) continually supports the Behaviour Management Support teacher in assessing the effectiveness of behaviour management strategies used throughout the school for all students. This lead group aims to meet approximately twice per term and regularly consults with staff and community. Their collective work drives the ongoing review of the school plan and the key strategies that arise from its implementation.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.
3. Learning and behaviour statement

The Kurwongbah School Community (students, staff and parents/carers) is committed to promoting and maintaining a high standard of student behaviour where students are always encouraged to own their own behaviour.

All areas of Kurwongbah State School are teaching and learning 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 community has identified the following values to teach and promote our high standards of responsible behaviour:
Caring    Honesty    Excellence    Respect    Resilience

Our beliefs about student behaviour and their learning are underpinned by the following:

- Students need to be viewed as unique individuals with differing needs, interests, values, expectations and abilities;
- Students develop and learn at different rates;
- Students’ self esteem directly relates to their performance in all areas;
- Students should accept responsibility for their own actions or inactions;
- Students should be encouraged to become independent learners;
- Students have a natural desire to learn. This eagerness and curiosity should be fostered by parents and teachers;
- Students’ learning will be fostered by providing "hands-on" experiences and also opportunities for them to articulate various aspects of their work.
- A student’s progress and development should be continuously assessed;
- A student’s learning is assisted when the influences of the home and school are in harmony;
- Students need to develop the skills which will help them function independently in society;
- Learning experiences can be initiated by the student as well as the teacher;
- Self assessment is an important part of all teaching/learning experiences;
- Learning is facilitated when there is a climate of sincerity and openness in relationships between teachers, parents and children;
- Parents/carers and teachers need to encourage students to respect the rights, property and opinions of other individuals;
- Teachers and parents/carers need to be aware of students' learning styles;
• Parents/carers have a responsibility to be aware of the educational programs being implemented in the child's classroom. The school has responsibilities in supporting this process of awareness;

• Parents/carers have a responsibility to be aware of the Responsible Behaviour Plan for Students (RBPS). The school has responsibilities in supporting this process of awareness;

• Teachers are individuals and will use different teaching styles to promote learning;

• Teachers need to respond to changes in society and technology and the ways in which these impact on educational practices;

• A positive attitude towards life and learning in particular, is vital to all students, parents and teachers;

• Talents and skills of community members can be used to enhance learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our ‘Behaviour Curriculum’ in the form of a matrix – to be developed in 2016) are clear to all stakeholders, assisting Kurwongbah State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school values, expectations and rules (Appendix 6) have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

A matrix of behavioural expectations in specific settings is being developed in line with our school values. This matrix will outline our Behaviour Curriculum – our agreed upon expectations and positive behaviour definitions of appropriate behaviours in all school settings.

The Better Behaviour Better Learning framework uses a three-tiered continuum of evidenced based supports (Tier 1 ‘Universal’, Tier 2 ‘Targeted’, and Tier 3 ‘Intensive’ levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.
Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

**Tier 1 ‘Universal' Behaviour Support**

**IN THE CLASSROOM AND IN THE PLAYGROUND**

Our proactive whole school processes include:-

- Encouraging students to become **responsible, confident, self-motivated and cooperative individuals**, who aspire to achieve their maximum potential within a safe and supportive setting; (Kurwongbah State School "Our Vision")

- Effective teaching and learning programs that cater for the needs of individual students within a safe and supportive environment
Encouraging students to use the “High Five” strategy as a proactive response to incidents (Appendix 13)

Engaging, inclusive curriculum and effective teaching practices

Establishing and promoting the **KURWONGBAH PASS**, which encourages students to manage their own behaviour. Each student is presented with a **KURWONGBAH PASS** at the commencement of a new school year or when enrolled at Kurwongbah (Appendix 4, 8)

School values that have been developed in consultation with students, staff and care-givers are modelled by staff and are embedded in classroom practice. (Appendix 6)

Well planned **consistent processes for the supervision of students** throughout the school day are clearly articulated to the school community.

**Consultative team approach** to the management of student behaviour with open communication between staff, students, parents and the community

**Induction of new staff** each year in the school plan

**Well-managed classes** that foster positive student-teacher relationships

The issuing of **Student Self Reports** twice per year to caregivers

**Minimisation of bullying** and conflict resolution strategies, which include **High Five program** and teaching appropriate behaviours (Appendix 14)

The issuing by staff of **Top Kurwongbah Kid Awards, Outstanding Student Awards, Kurwongbah Postcards and other classroom based awards** to acknowledge positive student behaviours in the classroom and playground

**B.M.I Wall** (Behaviour Management Issues – Digital Wall) highlighted when required to all staff to focus teacher/pupil discussions on current school behaviour priorities

Provision of **professional development** for teachers and support staff to assist in developing positive behaviour strategies;

The further provision of a wide range of student **extra-curricular activities**. (Appendix 7)

**Providing students with a** classroom management plan, outlining:-
- School values
- Class rules and expectations
- Rights and responsibilities
- Expectations of students
- Acknowledgement Plan (Positive reinforcement)
- Correction plan (Consequences

Encouraging and supporting students to **own their own behaviour**;

Providing adjustments for **students with special circumstances** eg SWD status, home issues, multicultural issues;

**IN THE TRIPLE-S ROOM (STUDENT AND STAFF SUPPORT ROOM)**
The **Triple-S Room** is staffed by the support teacher behaviour management and a teacher aide. Students come to the Triple-S Room:-

- **For personal issues:-**
  - (a) First aid;
  - (b) Medication;
  - (c) Lack of food at school;
  - (d) Replacement of soiled uniforms;
  - (e) Debriefing.

- **For behavioural issues:-**
  - (a) Before school supervision;
  - (b) Supervised play at breaks;
  - (c) After serious class and playground incidents;
  - (d) Class time-out;
  - (e) Class referral;
  - (f) Recorded warnings;
  - (g) Break detention (parent is informed)

### Reinforcing expected school behaviour

At Kurwongbah State School communication of our key messages about behaviour is supported through reinforcing ‘instructional feedback’ for engaging in expected school behaviour. The system of ‘instructional feedback’ includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

### Responding to unacceptable behaviour

**Tier 1 ‘Universal’ behaviour support:**

**Re-directing low-level (minor) and infrequent problem behaviour**

Staff at Kurwongbah State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. ‘Precorrection’ and ‘prompts’ are examples of preventative strategies. ‘Least intrusive’ strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. ‘Most intrusive’ strategies include redirections, giving choices and following through, and removal to exit class/Triple S for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act in alignment with our school values. 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.

Staff record minor classroom incidents in a “Pink Book” – a recording matrix per student. Three minor incidents within a reasonable time frame (approximately 2 weeks) in similar categories will be referred to the Triple S as a major behaviour referral and recorded on the student’s profile on OneSchool.
Major problem behaviours are referred to the Triple S for consideration and response. This response can include consultation with school administration.

**Tier 2 ‘Targeted’ behaviour support:**

Each year a number of students at Kurwongbah State School are identified by staff and through our reviews of data as requiring additional targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. In most cases the behaviours of concern of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- **The behaviour support teacher meets with the student** to discuss the serious behaviour incident(s), outline the consequence(s) and to plan positively for the future;
- **Data is collected** for all major student behaviour issues in the classroom and playground (Appendix 6) to inform the analysis of student behaviour trends;
- **The parent/carer is informed** of the details of the incident by phone, email and/or post; A **meeting of the parent/carer** (for ongoing major behaviours) may be arranged to discuss proactive strategies to assist the student;
- **Proactive support strategies** will be put in place – in consultation with the class teacher and line admin manager. This may occur through the use of:-
  - (a) Weekly YOYOB Card (with negotiated goals) (Appendix 15)
  - (b) Weekly Playground Behaviour Card (Appendix 16)
  - (c) Term Specialist Behaviour Card (Appendix 17)
  - (d) Check in/check out system
- The student progressing to Additional Behaviour Support Category 1, 2 and/or 3. (Appendix 8)
- **Possible Guidance Officer** or **AVT – Behaviour** involvement;
- **Possible referral to external agencies** (advisory visiting teachers, district PLC, Child and Youth Mental Health Service);

All staff members are provided with continuous professional development consisting of an overview of the RBP, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

**Tier 3 ‘Intensive’ behaviour support:**

Kurwongbah 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.

Students are identified through current school behaviour data. Parents and key stakeholders meet to share information and strategies, implementing proactive supportive measures. These are then collated and documented into an Intensive Individual Behaviour Support Plan (IBSP) as well as a Risk Management Plan (RMP), if relevant. These plans are regularly reviewed to ensure current strategies and support structures are effective.
Features of Tier 3 support may include:

- working with key staff members, school admin team (including BST) to achieve continuity and consistency
- consulting with Guidance Officer, AVT – Behaviour, referral to external agencies and/ or alternative programs eg PLC Program, Team Up, Drumbeat
- the student progressing to Intensive Behaviour Support Category 4 and/or 5. (Appendix 8)
- the monitoring of effectiveness of support for individual students through ongoing data collection;
- facilitating a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifying flexible / alternative learning, playground and attendance options

The student is informed that additional or intensive behaviour support may no longer be required if he/she can choose to make positive behaviour choices over a four school week period (minimum) from the date that the serious inappropriate behaviour incident occurred along with consultation with class teacher and line admin.

Where a suspension has been necessary, the parent/carer may be invited to attend a re-entry meeting, with the student, class teacher and administrator, to discuss the implementation of possible support strategies (where possible).

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

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 and Restraints – Immediate or Emergency Response**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Kurwongbah 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 restraint holds by trained staff (where possible).

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 (unless the safety of others is compromised)
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school (unless student safety is clearly threatened).

Any physical intervention made must:

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

**Record keeping**

Each instance involving the formal use of physical restraint must be documented. The following records will be maintained:

- Physical Intervention Incident Report (Appendix 11)
- Health and Safety incident record (where injury to student or staff has occurred)
- Debriefing Report (for student and staff) (Appendix 12)
6. Consequences for unacceptable behaviour

Kurwongbah 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. Minor behaviours are monitored through the use of a classroom based record book, known by the students and staff as the “Pink Book” (Appendix 9). A major referral form, known as the “Pink Form” (Appendix 14) is used to record all major behaviour incidents.

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).
- Work together to keep knives out of school (Appendix 4)

**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 Triple S team.

**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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Use of Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- 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.
- 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 (in class or in an exit class), partial removal, individual meeting with the student, apology, restitution or detention for work completion.

**Major** behaviours – Multiple Incidents of Minor Behaviour are those that:

- follow the recording of three minor behaviours.

**Major** behaviours – Single Incident - are those that:

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

**Major** behaviours –

When major problem behaviours occur, staff members complete a Major Incident Referral Form (“Pink Form”) and students are reminded of the expected school behaviour. The student is then directed to the Triple S for further investigation. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

**Major** behaviours can result in an immediate referral to Administration because of their seriousness.

Major problem behaviours may result in the following consequences:

- Time in Triple S, time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times (time out in designated area and/or detention), warning regarding future consequence for repeated offence, and /or referral to Tier 2 ‘Targeted’ behaviour supports

  AND/OR

- Elevation to Behaviour Categories (Appendix 8), parent contact, referral to Guidance Officer, Student Management Team (school based), suspension from school:

  AND/OR

- Students who engage in very serious problem behaviours such as major violent physical assault, the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

An administrator becomes involved if a student:-

- Continually refuses to follow the class behaviour management plan;
- Engages in very serious verbal or physical harassment;
- Engages in very serious behaviour incidents on the way to / from school or outside of school grounds that affects the good order and management of the school.
- Chooses not to follow directions in the Triple S Room;
- Requires immediate progression to the final phase of suspension for extremely serious physical and/or verbal harassment on a student or staff member, smoking or the use of illegal substances, possession of potentially dangerous weapons.
- Continued serious and repeated classroom/playground incidents may result in:-
  - Internal time out
  - Suspension of student
  - Proposal to exclude
  - Recommendation to exclude.
Detentions may be issued as a consequence for classroom and playground behaviours. Detentions are 20 minutes in duration and conducted over second break, after eating time. Parents are notified of detentions through email and/or a letter sent home with students. From time to time, after school detentions are negotiated between parents and school administration as an alternative consequence to lunch time detentions.

Student Disciplinary Absences (suspensions) are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

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

<table>
<thead>
<tr>
<th>BEHAVIOUR CATEGORY</th>
<th>MINOR (Teacher Managed)</th>
<th>MAJOR (Admin/SSS managed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying / Harassment</td>
<td>Student engages in low level, repeated behaviour intended to annoy, bother or belittling others.</td>
<td>Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.</td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td>Repeated refusal to follow adult directions</td>
<td>Student threatens an adult when given a direction</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning</td>
<td>Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology</td>
<td>Student engages in serious misuse use of personal or school technology (as per IT Policy)</td>
</tr>
<tr>
<td>Lying/cheating</td>
<td>Engaging in minor, low level, lying/cheating</td>
<td>Student tells lies, spreads rumours, denies behaviour violations despite evidence. Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Using objects, equipment as weapons with the intention of causing harm to self, others or property</td>
<td></td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Brief or low–intensity failure to respond to adult requests; Not following class or school rules, expectations and routines</td>
<td>Repeated refusal to follow or comply with expected (and taught) routines.</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Non serious, but inappropriate physical contact/touching which does not result in injury</td>
<td>Actions involving serious physical contact where injury may occur. Intent to cause injury, harm to others, or threaten others.</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Student found in possession of prohibited items</td>
<td>Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>Student uses and shows other students non-dangerous, prohibited items</td>
<td>Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm.</td>
<td>Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property. Stealing - Taking someone else’s property without permission, being in possession of, having passed on, or being involved in the removal of someone else’s/ school property</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions</td>
<td>Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Repeated problem behaviour despite staff support.</td>
<td></td>
</tr>
<tr>
<td>Threats to others</td>
<td>Student threatens to harm others (low likelihood of it being carried out)</td>
<td>Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner</td>
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<tr>
<td>Truant/skip class</td>
<td>Student in school ground but not in their timetabled class</td>
<td>Repeated unexplained absence (with or without parent/guardian knowledge)</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Student engages in low intensity repeated use of inappropriate language</td>
<td>Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner. Disrespectful messages, verbal attacks, including negative comments based on race, religion, gender, age, national origin, on ethnic origin, disabilities or other personal matters.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Failure to comply with school dress standards</td>
<td>Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing</td>
</tr>
<tr>
<td>Late</td>
<td>Arrives late at school or class without adequate reason</td>
<td>Arrives late repeatedly at school or class without adequate reason.</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else</td>
<td>Dangerous behaviour on school grounds. Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td></td>
<td>Student is in possession, using or assisting another student to access inappropriate legal substances</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td></td>
<td>Student is in possession or supporting another student in accessing illicit substance (illegal drugs)</td>
</tr>
</tbody>
</table>

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 use to achieve this is to have students:

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

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

**Ensuring consistent responses to problem behaviour**

At Kurwongbah 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 are also taught by teachers 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.
7. Network of student support

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

- Peer networks
- Class teachers
- Parents and Carers
- Behaviour Management Teacher
- AVT - Behaviour
- Effective Management of Students - Staff Team
- School support staff eg. teacher aides
- Community agencies
- Guidance officer
- Administration team
- Learning support teachers
- Special education (I.E.C.) teachers
- Advisory visiting teachers
- Department of Child Safety
- Health professionals
- CYHMS
- Specialist teachers
- Chaplain

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.

Our school motto at Kurwongbah is “Individuals Together”.

Students are viewed as unique individuals with differing needs, interests, values, expectations and abilities. Each student is catered for according to this belief.

Kurwongbah 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
10. Related policies and procedures

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

- Statement of expectations for a disciplined school environment policy
- 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
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Code of Conduct for School Students Travelling on Buses
- Family planning Queensland protective behaviours brochure.
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)

Endorsement

____________________________________  _________________  __________________________
Principal President P&C President / School Council

Effective Date: 1 January 2016 – 31 December 2018
APPENDICES

1. The use of personal devices at school
2. School policy for preventing and responding to incidents of bullying (including cyberbullying)
3. Appropriate use of social media
4. Working together to keep Kurwongbah State School safe – possession/use of knives at school
5. The Kurwongbah Pass
6. Support Teacher Behaviour Management and the Triple-S Room
7. School Values and Rules for Our Students
8. Extra-Curricular Activities at Kurwongbah
9. Supporting Students Who Require Additional and/or Intensive Behaviour Support
10. Serious Classroom and Playground Incident Report Forms
11. A Sample Class Behaviour Management Plan
12. Physical Intervention Incident Report
13. Debriefing Report
14. High Five Hand
15. Pink book recording template
16. YOYOB Card
17. Playground record card
18. LOTE/Specialist card
Appendix 1

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and submitted to the school office for safe keeping.

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 Kurwongbah 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) 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 should ensure they keep the message as evidence and bring the matter to the attention of the school office where the message has an impact on student interaction and learning.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment. 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.

* Personal Technology Devices include, but are 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.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

What is bullying?
Bullying can be defined as the wilful, conscious desire to hurt or threaten or frighten someone else. This can be done physically, verbally or through the use of body language, extortion, mobile telephones (SMS messaging), computers (e-mail, social networking sites) or exclusion. All bullying is aggression, although not all aggression is necessarily bullying. Any behaviour which is the illegitimate use of power in order to hurt others, is ongoing and targeted is classed as bullying behaviour.

Purpose
Kurwongbah 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 Kurwongbah State School. Those who are 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.

Bullying behaviours (ongoing and targeted towards individuals or groups) that will not be tolerated at Kurwongbah 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.

Bullying 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 Kurwongbah 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
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 Kurwongbah State School are in addition to our schoolwide behaviour support processes. This means that all students are taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

**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 5 school values 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.

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 Kurwongbah 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’.

Kurwongbah State School records inappropriate behaviour and 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 3**

**Appropriate use of social media**

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

It is illegal for students under the age of 13 to have a Facebook, Instagram or other Social Media account. No student of Kurwongbah State School will face disciplinary action for simply having an account on Facebook or other social media sites with their parent’s knowledge. However, should a student use their EQ user name, email address or password to create a social media account they will face disciplinary consequences.

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 Kurwongbah State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kurwongbah State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Kurwongbah 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.

**Examples of Appropriate use of social media**

Students of Kurwongbah State School (where parent permission has been obtained) 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 Kurwongbah 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.

Kurwongbah 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.

Kurwongbah 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, Kurwongbah State School expects its students to engage in positive online behaviours.
Appendix 4

Working together to keep Kurwongbah State School safe - possession / use of knives at school

We can work together to keep knives out of school. At Kurwongbah State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have any type of knife at school including:
  - Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
  - Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Kurwongbah State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Kurwongbah State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school Principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.
THE KURWONGBAH PASS

- All students are presented with their KURWONGBAH PASS at the commencement of a new school year, or upon enrolment. The pass entitles the students to be a participant in ALL school activities. The student’s KURWONGBAH PASS is displayed on a chart with those of other class members in the classroom;

- At the end of each term, a class celebration will be held for those students who have maintained their KURWONGBAH PASS for the entire term. The celebration will be planned by each class teacher;

- A congratulatory certificate will be presented at the conclusion of each term to the students who have kept their KURWONGBAH PASS for the entire term;

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A KURWONGBAH PASS is lost:-

(a) when a student reaches Additional Behaviour Support - Category 3;

OR

(b) following a suspension
When a student loses his/her **KURWONGBAH PASS** he/she:-

(a) **MAY be excluded from additional curriculum-based activities that are directly linked to assessable tasks** (for example class excursions, GALA days and the junior swimming program). Possible attendance to these activities with direct parent/carer supervision may be negotiated with the school administration depending on individual circumstances;

(b) **MAY be excluded from all of the following activities**, where appropriate to his/her year level:-

1. School camps
2. School, district and state athletic, swimming and sporting trials and championships
3. School inter-house swimming carnival
4. School activity day (Junior Jamboree) and fun runs (cross country/athletic days)
5. School discos
6. Choir and band performances, music camps
7. Year 6 farewell ceremony. (NB: Student may attend the presentation, but not the dinner and disco.)

The student is informed that **additional or intensive behaviour support may no longer be required** if he/she can choose to make positive behaviour choices over a four school week period (minimum) from the date that the serious inappropriate behaviour incident occurred along with consultation with class teacher and line admin.

When the student earns back his/her **KURWONGBAH PASS**, it will be presented to the student by the principal or deputy.
SUPPORT TEACHER – BEHAVIOUR MANAGEMENT
AND THE TRIPLE-S ROOM

The Support Teacher – Behaviour Management is based in the Triple-S (Student and Staff Support) Room. The roles and responsibilities of this teacher are:-

✓ Managing day to day serious classroom and playground behaviour incidents;
✓ Managing student data and school records concerning behaviour management;
✓ Reporting to the school administrators and school staff weekly on school behaviour issues;
✓ Reporting to the school staff each term on school behaviour issues, considering comparisons, trends etc;
✓ Assist in the writing, implementation support and amendment of individual student behaviour management plans (IBSPs), in conjunction with admin, class teachers, guidance officer, AVT - behaviour and other staff members;
✓ Check in/check out system for students displaying at-risk behaviours
✓ Arranging and organising supervised play for those students who are at-risk in the playground. This may be done in conjunction with the key staff;
✓ Liaising with members of external support agencies
✓ Attending and accessing professional development which support the role of support teacher – behaviour management, followed by the running of workshops for staff, when appropriate;
✓ Monitoring the implementation and amendment of the RBPS
✓ Being a member of the Effective Management of Students team and reporting to this team when required;
✓ Participating in school events when and where appropriate eg school camps;
✓ Supporting class teachers to implement their class behaviour management plans;
✓ Assisting care-givers whose children are making serious inappropriate behaviour choices at school;
# SCHOOL RULES FOR OUR STUDENTS

Being SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT and LIFELONG LEARNERS at Kurwongbah

<table>
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<tr>
<th>RESILIENCE</th>
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| **Caring**        | • I shall care for all school property and equipment.  
                   • I shall take care of my belongings and not interfere with the belongings of others.  
                   • I am permitted to wear only studs or sleepers in my ears.  
                   • I shall speak kindly and not hurt anyone’s feelings.  
                   • I shall put all food scraps, food wrappings and other litter in the bins and do my best to make Kurwongbah a clean and tidy school.  
                   • I shall wear a Kurwongbah school hat, when I am in direct sunlight or out in the open.  
                   • I shall play safely and sensibly at school.  |
| **Honesty**       | • I shall take responsibility for my actions and accept the consequences of my behaviour. (Y.O.Y.O.B)  
                   • I shall use school information technology equipment correctly and use it only for school educational purposes.  
                   • I shall not enter an out of bounds area or classroom without the permission of a staff member.  
                   • I shall give my mobile phone to a staff member when I arrive at school. My mobile phone will be turned off whilst I am in the school grounds.  
                   • I shall sit and not walk around whilst eating my food.  
                   • I shall not share my food with other students or purchase food for others with my money.  |
| **Excellence**    | • I shall take pride in my appearance, my school work and the school environment.  
                   • I shall wear my school uniform to school each day.  
                   • I shall make good behaviour choices when coming to school or going home from school.  
                   • I shall arrive to class on time in the mornings and after first and second breaks.  
                   • I shall not swear or use inappropriate language at school. This will include language in spoken, written and electronic form.  
                   • I shall keep my hands and my feet to myself.  
                   • I shall try my hardest to complete all school and homework tasks.  |
| **Respect**       | • I shall not wear facial make-up, fingernail polish or decorative jewellery to school.  
                   • I shall not draw, write or wear tattoos on my body, where they are visible to others.  
                   • I shall use good manners, speak appropriately, show respect and cooperate with all students and adults. I shall do this in the way I speak, in the way that I write, in my body language and in the way that I use e-mail and text messaging.  
                   • I shall not interfere with the rights of teachers to teach and students to learn.  
                   • I shall keep all sharp or dangerous objects at home eg knives and lighters.  
                   • I shall keep toys, swap cards and electronic equipment at home eg i-Pods and MP3 players.  
                   • I shall not photograph or record the voice of students or staff members without their permission.  
                   • I shall not jump up to, or hang on to walkway beams or slide on walkway seats.  
                   • I shall walk on all concrete pathways and at the adventure playgrounds.  
                   • I shall not bring chewing gum or bubble gum to school.  
                   • I shall walk my bicycle, scooter, rip-stix or skate board within the school grounds and store it in the correct area.  
                   • I shall not bring to school or use at school, cigarettes, alcohol or non-prescribed drugs.  |
EXTRA-CURRICULAR OPPORTUNITIES AT KURWONGBAH

- Student council with allocated meetings
- Student leaders council meetings
- House captain and music captain meetings
- Year 6 student meetings
- Environmental Green Team
- Under 8 Activity Day – Junior Jamboree;
- School camps;
- Incursions and excursions;
- Drama activities;
- Instrumental music;
- Choir/harmony group;
- Inter house athletics pentathlon and swimming carnival;
- Full school activity days
- Sporting competitions, eg GALA days;

Other activities that support the community of Kurwongbah State School:
- Top Kurwongbah Kid Awards
- Supervised play
- Peer tutoring;
- Buddying between senior and junior classes;
- “Outstanding Student” achievement awards;
- Recognition of individual students
- Rosters; responsibility of students eg. Sports Room;
- Hall Games;
- Term discos;
- Student initiated talent quests;
- Book Week parade;
- Free dress days;
- Parade presentations;
- Class parent representatives.
SUPPORTING STUDENTS WHO REQUIRE ADDITIONAL AND/OR INTENSIVE BEHAVIOUR SUPPORT

When a student makes serious inappropriate behaviour choices (multiple serious incidents or a single major behaviour incident), he/she may require additional behaviour support.

▼

Additional Behaviour Support - Category 1

CONSEQUENCES FOR THE STUDENT:

- The student will receive at least one twenty-minute detention over one or more breaks;
- The student may be placed into supervised play at breaks;
- The student may be required to work on class tasks in the Triple-S Room;
- If the student is a year 6 leader or student council representative, the student is informed that the position will be surrendered for the remainder of the school year if he/she moves to Additional Behaviour Support Category Two;

▼

SUPPORT FOR THE STUDENT

- The behaviour management support teacher meets with the student to discuss the serious behaviour incident(s), outline the consequence(s) and to plan positively for the future;
- The parent/carer is informed of the details of the incident by post and/or email;
- A meeting of the parent/carer may be arranged to discuss proactive strategies to support the student;
- The student is informed that additional behaviour support may no longer be required if he/she can choose to make positive behaviour choices over a four school week period (minimum) from the date that the serious inappropriate behaviour incident occurred upon consultation with the class teacher and school administration.

▼

If a student continues to make serious inappropriate behaviour choices, he/she may require Additional Behaviour Support - Category 2.
**Additional Behaviour Support - Category 2**

In addition to the consequences and support itemised for Additional Behaviour Support Category 1, students who reach Additional Behaviour Support Category 2:

**CONSEQUENCES FOR THE STUDENT:**
- The student will receive at least two twenty-minute detentions over two or more breaks;

**SUPPORT FOR THE STUDENT:**
- Positive reinforcement of appropriate behaviours will take place. This may occur through the use of:-
  (a) Weekly YOYOB/Task Card or;
  (b) Weekly Playground Behaviour Card or;
  (c) Term LOTE Behaviour Card

▼

If a student continues to make serious inappropriate behaviour choices, he/she may require *Additional Behaviour Support - Category 3*.

▼

**Additional Behaviour Support - Category 3**

In addition to the consequences and support itemised for Additional Behaviour Support Category 2, students who reach Additional Behaviour Support Category 3:

**CONSEQUENCES FOR THE STUDENT**
- The student loses his/her KURWONGBAH PASS. The parent is informed by post and/or email that the student may/will be excluded from a number of school activities whilst the *KURWONGBAH PASS* is lost.

▼

**SUPPORT FOR THE STUDENT**
- Possible Guidance Officer involvement;
- Possible referral to external agencies (advisory visiting teachers, Child and Youth Mental Health Service);
- The student is informed that their Kurwongbah Pass will be returned if he/she can choose to make positive behaviour choices over a four school week period (minimum) from the date that the serious inappropriate behaviour incident occurred upon consultation with the class teacher and school administration.

▼

If a student continues to make serious inappropriate behaviour choices, he/she may require *Intensive Behaviour Support - Category 4*.
**Intensive Behaviour Support - Category 4**

In addition to the consequences and support itemised for Additional Behaviour Support Category 3, students who reach Intensive Behaviour Support Category 4:-

**CONSEQUENCES FOR THE STUDENT:**

- The student may be placed on **internal time out (school based)** for one or more sessions.

▼

**SUPPORT FOR THE STUDENT:**

- The student may be placed on an **Individual Behaviour Support Plan**;

▼

If a student continues to make serious inappropriate behaviour choices, he/she may require **Intensive Behaviour Support - Category 5**.

▼

**Intensive Behaviour Support - Category 5**

In addition to the consequences and support itemised for Intensive Behaviour Support Category 4, students who reach Intensive Behaviour Support Category 5:-

**CONSEQUENCES FOR THE STUDENT:**

- The student may be **suspended from school**.

- The student may be subject to a **proposal for exclusion** prior to a **recommendation to exclude**.

▼

**SUPPORT FOR THE STUDENT**

- Possible **alternative programs** eg POWER Program (PLC), Negotiated Flexible Attendance

- The parent is invited to a **re-entry meeting**, after suspension with the student, class teacher and administrator (where possible) to discuss strategies to support the student.
SERIOUS (MAJOR) CLASSROOM INCIDENT REPORT
(effective 20.04.15)

To be used only when all processes of the class behaviour management plan have been implemented or when the type of incident is not covered by the class behaviour management plan.

Student Name: ________________________  Class: _________  Date: ________________

Time: _______ Location: ________________  Name of Staff Member: __________________

Position at the Time: (Class Teacher, LOTE, PE, Music, TL, Non-contact time, Other: _______)

TEACHER STRATEGIES ALREADY IMPLEMENTED (as per class plan)
- Verbal warning/rule reminder (>1)
- Exit class time out
- Separation within class
- Parent discussion
- In class time out
- 1:1 Teacher proactive discussion
- Other ______________________________________________________________

TYPE OF BEHAVIOUR INCIDENT CATEGORY:  
(Please tick only one category – the PRIMARY reason for referral)
- Bullying/Harassment
- Defiant/threat/s to adults
- Disruptive
- IT misconduct
- Lying/Cheating
- Misconduct involving object
- Non-compliant with routine
- Physical misconduct
- Prohibited item
- Property misconduct
- Refusal to participate in program of instruction
- Third minor referral
- Threat/s to others
- Truant/skip class
- Verbal misconduct
- Other conduct prejudicial to the good order and management of school
- Other ______________________

BRIEF DESCRIPTION OF THIS INCIDENT (use over page if needed):

___________________________________________________

___________________________________

As a consequence for this inappropriate behaviour, I would like to recommend:
(Please indicate by circling one of the following).

(a) Restorative Chat
(b) ______ minutes time out in Triple S;
(c) one detention only;
(d) two or more detentions only;
(e) additional / intensive behaviour support category (includes two detentions)

Does BST/Admin need to investigate or have further discussion with student around incident? YES/NO

SIGNATURE: ____________________________

PLEASE SEND THE COMPLETED REPORT TO THE TRIPLE-S ROOM
SERIOUS PLAYGROUND INCIDENT REPORT
(Effective 20.04.15)

Student Name: ________________________ Class: ________ Date: ________ Time: ________

Location: ___________________________ Name of Staff Member: ______________________

TEACHER STRATEGIES ALREADY IMPLEMENTED

- Verbal warning/rule reminder (>1)
- Suggested relocation to another play area
- Other: __________________________________________________________________________

1:1 Teacher proactive discussion
Playground time out

INCIDENT TYPE

- Minor
- Major

TYPE OF BEHAVIOUR INCIDENT CATEGORY: (Please tick only one category – the PRIMARY reason for referral)

- Bullying/Harassment
- Defiant/threat/s to adults
- Dress code
- IT misconduct
- Lying/Cheating
- Misconduct involving object
- Non-compliant with routine
- Other ________________________

- Physical misconduct
- Prohibited items
- Property misconduct
- Threat/s to others
- Verbal misconduct
- Other conduct prejudicial to the good order and management of school

COMMENTS: __________________________________________________________________________

___________________________________________________________________________________

CONSEQUENCE RECOMMENDATION: WARNING / DETENTION X ____ / ABSC

IS FOLLOW-UP OR FURTHER INVESTIGATION NECESSARY? Yes / No

PLEASE RETURN COMPLETED FORM TO SSS AT END OF BREAK.

Appendix 10

CLASS MANAGEMENT PLAN

Class management plans will include information about:

- Strategies for establishing and maintaining a collaborative classroom community
- Class/School Rules and Values.
- Rights and Responsibilities
- Expectations of Students
- Positive Acknowledgment
- Correction Plan
- Crisis Plan
## Physical Restraint / Intervention Report

<table>
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<tr>
<th>Details of Student / s</th>
<th>Class</th>
<th>Name</th>
<th>Name</th>
<th>Class</th>
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<th>To cease the physical assault of another student or staff member</th>
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<th>To avert an immediate danger to him/herself or to others</th>
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<th>To avoid serious property damage</th>
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### De-Escalation Strategies Used Prior to Restraint

- Distraction: ✓
- Change of face, place, activity: ☐
- Offer choices: ☐
- Cool down time, place: ☐
- Offer to talk: ☐
- Reassurance: ☐

### Physical Condition of Student Before Restraint

### Physical Condition of Student After Restraint

### Details of Any Injury

- Injury to Student: ☐ Yes ☐ No
- Incident Report Completed: ☐ Yes ☐ No

### Details of Injury

### Injury to Staff

- Name: ☐ Yes ☐ No
- Incident Report completed: ☐ Yes ☐ No

### Details of Damage

### Details of Trauma

### Notifying Procedures
### Incident Reported to
Parent / Carer Contacted

| Name          | Time and Date |

### Student/s: Post Incident Discussion / Debrief

| Location | Time and Date |

| Present | Details |

### Staff: Post Incident Discussion / Debrief

| Location | Time and Date |

| Present | Details |

### Other Forms Completed

- [ ] One School
- [ ] Individual Support Plan - Behaviour
- [ ] Individual Plan including Physical Restraint
- [ ] Other:

### Follow Up Report – to be completed by Form Recipient (Admin/Delegate)

1. **Follow up Call**
   - Made by:
   - Made to:

2. **Post Investigation**
   - □ Necessary ○ Not
   - Completed by:
   - Recorded in:

3. **Damage Repair**
   - □ Necessary ○ Not
   - Organised by:

4. **Entered on MYHR / WHS**
   - □ Necessary ○ Not
   - Completed by:

5. **Entered on OneSchool**
   - □ Necessary ○ Not
   - Completed by:
     - □ As Contact
       - Completed by:
       - On Student Profile of
     - □ As single student incident
       - Completed by:
       - On Student Profile of
     - □ As multiple student incident
       - Completed by:
       - On Student Profile of

6. **Other Forms completed**
   - □ Debrief Report
   - □ Physical restraint / Intervention record
   - □ Individual Plan including Physical Restraint

Signed:
Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

**Questions for staff**

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

**Questions for student**

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

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Appendix 13

- Talk Friendly
- Talk Firmly
- Ignore
- Walk Away
- Report
Please notate **DATE** and **TIME**. Use **C** if behaviour occurred in classroom, **S** if in specialist lesson, **P** if in playground.

**Student Name:** ______________________

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Appendix 15

LOOKING AT MY WEEK

_______________________________________________
MONDAY:

_______________________________________________

TUESDAY:

_______________________________________________

WEDNESDAY:

_______________________________________________

THURSDAY:

_______________________________________________

FRIDAY:

_______________________________________________

KURWONGBAH STATE SCHOOL

Y.O.Y.O.B.
(You Own Your Own Behaviour)

CARD
FOR

_____________________________  Class  ___________

FOR THE WEEK COMMENCING

_____________________________
# MY WEEK IN CLASS

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