Responsible Behaviour Plan for Students
(2016 – 2018) based on *The Code of School Behaviour*

1. Purpose

Coolum 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

Coolum State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through staff and community meetings held during 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process. Recommendations from the Discipline Audit in 2013 were addressed in this new plan. Our school rules are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The Plan was endorsed by the Principal, Pat Cavanagh, the President of the P&C, Lisa Johnston and Regional Executive Director or Executive Director (Schools) in December 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are easily understood by everyone. This assists Coolum State School staff 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 motto as a guide to student behaviour: **Do The Right Thing.**
Three school rules are taught to promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful**.

Posters of our behaviour motto and school rules are located in each classroom. It is expected that teachers discuss these at the beginning of each term and refer to them regularly throughout the term. **(Appendix 5)**
Plaques with the behaviour motto and rules are also located on various prominent structures throughout the school to remind students of our expectations.

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 Coolum 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**STAIRWELL**	**TOILETS**	**BUS LINES/BIKE RACKS**
BE RESPECTFUL	• Use equipment appropriately • Keep hands, feet and objects to yourself	• Walk • Sit still • Enter and exit room in an orderly manner	• Participate in school approved games • Wear shoes and socks at all times • Be sun safe; wear a broad brimmed hat	• Rails are for hands • Walk one step at a time • Carry items • Keep passage ways clear at all times	• Respect privacy of others	• Use own bike/scooter only • Walk bike/scooter to the gate • Wait inside the gate until the bus stops
BE RESPONSIBLE	• Ask permission to leave the classroom • Be on time • Be in the right place at the right time • Follow instructions straight away	• Be prepared • Complete set tasks • Take an active role in classroom activities • Keep work space tidy • Be honest	• Be a problem solver • Return equipment to appropriate place at the sports bell	• Move peacefully in single file	• Use toilets during breaks	• Leave school promptly
BE SAFE	• Respect others' personal space and property • Care for equipment • Clean up after yourself • Use polite language • Wait your turn	• Raise your hand to speak • Respect others' right to learn • Talk in turns • Be a good listener	• Play fairly – take turns, invite others to join in and follow rules • Care for the environment	• Walk quietly and orderly so that others are not disturbed	• Wash hands • Walk	• Wait your turn • Keep your belongings nearby • Have your bus pass ready • Walk bike / scooter to and from crossings

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

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

Coolum State School implements the following proactive and preventative processes and strategies to support student behaviour:
Universal Proactive Strategies

Strategy	Description
1.Classroom based reward systems	In consultation with students each teacher develops a set of class rules / expectations and rewards. This system rewards students for following rules and expectations of the classroom. eg: - Free time - Stickers - Play money which is exchanged for prizes at the end of term. - Reward charts - Gotcha Cards - Class Good Ones
2. Cleaner's Awards	Awards given to classes who keep their rooms clean and tidy. Weekly draw on Parade where the winning class receives a prize.
3. Gold, Silver, Bronze Awards	Awards given to students for academic, leadership and behaviour.
4.Student of the Week	Each teacher acknowledges the efforts of one student in their class. A Certificate is then presented on parade and names of students published in the newsletter. Each specialist teacher acknowledges the efforts of one the classes taught during the week. A Certificate is then presented on parade and names of students published in the newsletter.
5. Competitions promoting excellence	Encouraging students to be involved in a range of competitions and events which promote excellence eg. - International Competitions and Assessments for Schools (Science, LOTE, Maths, Computer Studies, Spelling and Writing. - Tournament of the Minds - Eisteddfod - Choralfest and Choirs - Rockbands - District and Zone Sporting Events (Swimming, Athletics, Cross Country) - Interschool and Intraschool Sporting Exchanges - Cheerleading
6. Curriculum and Pedagogy	Curriculum and Pedagogy are a focus to reducing behavioural issues within classrooms. Units of work which are engaging, interesting and meet the needs and abilities of the students reduce the amount of behavioural issues within a class.
7. First Year Teacher Program	First Year Teacher Program where teachers are monitored for suitability. Regular observations are made of these teachers and feedback provided. There is a great emphasis on effective classroom management and behaviour management. Discussions about micro-skills are a part of the overall process.
8. Preservice Teaching Program	Coolum State School is a training school for teachers in training. This role is taken particularly seriously. During practicums great emphasis is placed on Behaviour and classroom management. In-service is provided to student teachers on our Responsible Behaviour Plan for Students and effective strategies to use within the classroom.
9.Profiling	Coolum State School has a number of trained Profilers who are invited into classrooms to observe teachers teaching with a focus on classroom management and behaviour management. This process is non-judgemental, data based and confidential.
10. Parent / Teacher Interviews	Parent / Teacher interviews are offered twice a year to coincide with the parents receiving the school report. Parents are also encouraged to arrange parent / teacher

	interviews when they feel it is necessary to do so. Teachers are also encouraged to arrange parent / teacher interviews as well.
11. Games Room	A Games Room Operates within the school. This provides an alternative to more physical activities during the lunch break. It also provides a safe haven for students who feel overwhelmed by the outside activities which are on offer.
12. Good Ones	Good Ones are given to students by teachers on playground duty for any good deed which is noticed or asked for. Good deeds include picking up papers, helping another child. etc. There is a draw on Parade each week.
13 Lunch time sport	Bins of sporting equipment (Junior Oval) are provided for the students to use during the lunch breaks. (Minky, Cricket, Touch Football, Soccer, Basket Ball) The Sports shed(Senior Oval) is also open at break times for the older students to borrow sporting equipment. Teacher directed sporting activities are also provided on a needs basis.
14.Buddy Class	Buddy Classes are used by teachers for children in Step 3. Children who reach Step 3 are relocated to a Buddy Classroom for the rest of the session or day.
15. Students with a disability	Children "At Risk" in the playground due to disability are monitored in the playground or in the S.E.P.
16.Individual Circumstances	Coolum State School staff respond to individual circumstances ie. Death in the family, poor home life etc by providing a nurturing environment during stressful times.
17. Parent Information Sharing	Providing information to parents via the school newsletter.
18. Class Discussions	Teachers are encouraged to have discussions with their classes should major issues be occurring within the class. Bullying , cyber-bullying.
19. Staff Update	School Behaviour Leadership team members regularly provide information to staff and share best practice where ever possible.
20. Stranger Danger	Teachers access materials from the Daniel Morcombe Foundation
21. Adopt a Cop	Our Adopt a Cop visits the school on special occasions ie. The carnival and on a needs basis eg. Talks on cyber-bullying
22. Recording Positive Comments for Each Child	At the end of each semester, each teacher records in Oneschool a positive comment on each student.
23. Student Welfare Committee	The Student Welfare Committee meets each week to discuss behavioural and welfare issues which have arisen over the past week. Actions taken are recorded in OneNote. The Student Welfare Committee is made up of the Guidance Officer, Student Welfare Teacher, Deputy Principal – Daily Operations and Deputy Principal – Student Welfare.
24. New Student and Staff Induction	The Responsible Behaviour is briefly explained to new students and their parents at their enrolment meeting. They are referred to the full Responsible Behaviour Plan for Students on our school Webpage. New staff are provided with an induction program which includes discussion about the Responsible Behaviour Plan for Students.
25. Specific Policies	Development of specific policies to address: - The Use of Personal Technology Devices* at School (Appendix 1) - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Preventative Strategies

Strategy	Description
1. Classroom based preventative systems	In consultation with students each teacher develops a set of class rules / expectations and consequences based on our three school rules. This system also encompasses the Step System outlined below. eg: - Posters indicating step level of students
2. Step System for Classrooms	Should students fail to respond to the negotiated strategies listed above then our Step System is followed . Steps 1 – 3 are usually enough to refocus a child's inappropriate behaviour.
3. Playground Duty Folders	A system has been developed whereby if teachers on duty see a child displaying inappropriate behaviour, then they enter the student's name in the folder. A teacher aide later enters the details into a data base (OneNote) and monitors these entries. Children are warned by the student Welfare Teacher when they are getting close to detention. Prep – Instant consequence ie. Sitting out for a short time or accompanying the teacher whilst on duty. Yr 1 – 3 – Five entries in the playground duty folder equates to five sessions of detention. Yr 4 – 6 Five entries in the playground duty folder equates to five sessions of detention.
4. Behaviour Contracts	Behaviour contracts can be implemented by teachers to modify specific behaviours of students within and outside of the classroom. Teachers are encouraged to involve parents in the process. Feedback on progress should be provided to parents on a regular basis.
5.Curriculum Adjustments	Curriculum adjustments and modifications may be used to support students' behavioural outcomes.
6. Year 6 Code of Conduct	All Year 6 students and their parents sign a Year 6 Code of Conduct Agreement.

Targeted Support

Each year a small number of identified students at Coolum State School receive extra support to encourage more positive behaviours. In most cases the problem behaviours 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. At Coolum State School we may use a range of proactive and preventative strategies:

Proactive Strategies

Strategy	Description
1. Investigative Process	Investigations into incidents are conducted by either the Student Welfare Teacher or the Deputy Principal – Student Welfare. Each incident investigation is documented and taken to the weekly Student Welfare Meeting for review. All incidents are registered on a data base and all incidents are filed. All serious breaches of the Responsible Behaviour Plan for Students are entered onto the Education Queensland database – Oneschool.
2. Student Welfare Meeting	Each week, the Student Welfare Committee (DP – Student Welfare, DP – Daily Operations, Guidance Officer, Student Welfare Teacher) meet to discuss behavioural and welfare issues which have emerged during the course of the week. Each case is documented.
3. Student Welfare Teacher	A Student Welfare Teacher is employed at the school. The role of the Student Welfare Teacher is to monitor / advise students who have been identified through the student welfare meeting process. The Student Welfare Teacher also has the role to develop Alternative Education Programs and monitor student progress.
4. Guidance Officer	The Guidance Officer may be involved with a student's

	behavioural issues at the request of the Student Welfare Committee or the parent. In all cases, parents have to give their written consent for this to occur.
5. Social Skills Program	For children who have difficulty with social situations ie making friend, conflict respolution etc, a social skills program is implemented to try encourage them to engage appropriately with others.
6. Alternative Play Plans	For student who persistently demonstrate inappropriate playground behaviour, an Alternative Play Plan is developed with the aim of allowing play in a supervised and designated area.

Preventative Strategies

Strategy	Description
1. The Classroom Step System	Steps 4 and 5 are used for students who fail to react appropriately to preventative strategies listed in Universal Behaviour Support
2. Reflection Sheets	Reflection Sheets are used by the classroom teacher for students who reach step 3 and 4
2. Playground Duty Folders	Detentions as a response to continued inappropriate playground behaviour. Prep – Instant consequence ie. Sitting out for a short time or accompanying the teacher whilst on duty. Yr1 – 3 – Five entries in the playground duty folder equates to five sessions of detention. Yr 4 – 6 Five entries in the playground duty folder equates to five sessions of detention.
3. Behaviour Contracts	Behaviour contracts can be implemented by the Deputy Principal or the Student Welfare Teacher,and modified in conjunction with the Class Teacher. Student Welfare to modify specific behaviours of students within and outside of the classroom. Parents are encouraged to be involved in the process. Feedback on progress should be provided to parents on a regular basis.
4. Year 6 Code of Conduct	All Year 6 students and their parents sign a Year 6 Code of Conduct Agreement.

Intensive behaviour Support:

Coolum 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. In these cases we liaise with Regional Office Educational Advisors and a range of external agencies to access support for students.

Proactive Strategies

Strategy	Description
1. Investigative Process	Investigations into incidents are conducted by either the Student Welfare Teacher or the Deputy Principal – Student Welfare. Each incident investigation is documented and taken to the weekly Student Welfare Meeting for review.
2. Student Welfare Meeting	Each week, the student welfare team (DP – Student Welfare, DP – Daily Operations, Guidance Officer, Student Welfare Teacher) meet to discuss issues which have emerged during the course of the week. Each case is documented
3. Student Welfare Teacher	A Student Welfare Teacher is employed at the school . The role of the Student Welfare Teacher is to monitor / counsel students who have been identified through the student welfare meeting process. The Student Welfare Teacher also has the role to develop Alternative Education Programs and monitor student progress.
4. Guidance Officer Intervention	In consultation with and approval of parents, the student may be referred to the Guidance officer for diagnostic testing or counselling.
5. Re-entry Contracts	Re-entry Contracts are developed for children returning to the school from suspension. These contracts outline the behaviours which are expected from the student on return to school. These contracts are signed and dated by the student, parent and Deputy Principal - Student Welfare.
6. Individual Behaviour Management Plans	Individual Behaviour Management Plans can be developed for students who are returning from suspension. These plans may outline: - modified arrival and departure times for school attendance - alternative lunch breaks - specific timetables for lunch and play where students may be

	separated to minimise potential incidents.
7. Regional Office Support	We access Advisors (Behaviour) from our Regional Office on a needs basis. They advise on additional strategies to be utilized through the behaviour support plan and to access other external agencies (Aims, Family and Child Connect, Evolve, Head Space etc.)
8. Interagency intervention	Intervention and or advice may be sort from other government and non-government agencies: - Department of Child Safety - Suspected Child Abuse Network - Juvenile Aid Bureau – Child Abuse Investigation Unit - Child and Adolescent Mental Health Unit
9. Students in Care	For students in the care of the state, funding to support the implementation of the Educational Support Plan may be accessed. Applications for this funding is made through the District Office.

Preventative Strategies

Strategy	Description
1. The Classroom Step System and Playground Step System	Steps 5 and 6 are used for students who fail to react appropriately to preventative strategies listed in the Targeted Behaviour Support. Steps 5 and 6 involve: - Suspensions of 1 – 5 days - Suspensions of 6 – 20 days - Suspensions of 6 – 20 days with the recommendation to Exclude from this school. (This will be used as a last resort or when all other avenues have been considered / exhausted.)
2. Playground Duty Folders	Persistent and / or Serious incidents of the Response to Inappropriate Playground Behaviour. Steps 5 and 6 involve: - Suspensions of 1 – 5 days - Suspensions of 6 – 20 days - Suspensions of 6 – 20 days with the recommendation to Exclude from this school. (This will be used as a last resort or when all other avenues have been considered / exhausted.)
3. Year 6 Code of Conduct	All Year 6 students and their parents sign a Year 6 Code of Conduct Agreement.

Reinforcing expected school behaviour

At Coolum State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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 remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

5. Consequences for unacceptable behaviour

Coolum 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 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 (Steps 1 – 3)
- **Major** problem behaviour is referred directly to the school Administration team (Steps 4 - 6)

Minor behaviours are those that:

- are minor breaches 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
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence 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 student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out relevant froms (Step Notes, Incident Report Form, Playground Duty Folder) and directs / escorts the student to Administration.

The following table outlines examples of major and minor problem behaviours **(All breaches are investigated to determine whether incidents are minor or major before applying consequences)**:

	Area	Minor	Major
Being Safe	Movement around school	- Running on concrete or around buildings - Not walking bike in school grounds	
	Play	- Incorrect use of equipment - Not playing school approved games - Playing in toilets	- Throwing objects - Possession of weapons
	Physical contact	Minor physical contact (eg: pushing and shoving)	- Serious physical aggression - Fighting - Inappropriate gesturing / touching
	Correct Attire	- Not wearing a hat in playground - Not wearing shoes outside	
	Other		Possession or selling of drugs
Being Responsible	Class tasks	- Not completing set tasks that are at an appropriate level - Refusing to work	
	Being in the right place	- Not being punctual (eg: lateness after breaks) - Not in the right place at the right time.	- Leaving class without permission (out of sight) - Leaving school without permission
	Follow instructions	- Low intensity failure to respond to adult request - Non compliance - Unco-operative behaviour	
	Accept outcomes for behaviour	Minor dishonesty	Major dishonesty

	Rubbish	• Littering	
Being Respectful	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

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.

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 Coolum 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 advice about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

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

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

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

Physical Intervention

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

Appropriate physical intervention may be used to ensure that Coolum State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Physical Intervention Incident Report (Appendix 3)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 4).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer

- Advisory Visiting Teachers
- Senior Guidance Officer
- School Based Police Officer
- School Based Youth Health Nurse
- Student Welfare Teacher.

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

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

8. Consideration of individual circumstances

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

Coolum 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:
  - o express opinions in an appropriate manner and at the appropriate time
  - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - o receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

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

Endorsement
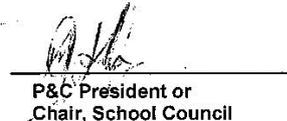
Principal	P&C President or Chair, School Council	Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2016 – 31 December 2018

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. Breaches of this prohibition may result in discipline.

Confiscation
Staff will not confiscate personal technology devices used contrary to this policy however students will be asked to put the device away (in school bag or desk) and then warned not to bring them to school. Consequences for unacceptable behaviour will be used for further breaches of this policy.

The Principal or Deputy Principals may confiscate personal technology devices which potentially contain inappropriate material. These devices will be secured at the office until due process is completed. Depending on the content of this material, parents / guardians will be contacted, however 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.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times.

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 Coolum 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[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

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

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

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

Purpose
1. Coolum State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Coolum State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Coolum State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Coolum State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Students are encouraged to report any bullying to their teacher, other teachers or principals as soon as possible. In this way early intervention may reduce the bullying from progressing further. Parents are also encouraged to report bullying as soon as is possible.

7. Students who believe they have been bullied in some way are provided with strategies (Assertiveness ans Resilience) they can use should other episodes of bullying occur.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. All incidents of bullying, once reported are investigated and acted upon in accordance with the Coolum State School Responsible Behaviour Plan For Students.

10. Coolum State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Physical Intervention Incident Report

Name: Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR
Date of incident   Time incident started   Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Appendix 4

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 you emotional state at the time of the escalation?

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

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

Do the Right Thing

Be Safe

I get a teacher involved in disputes.
I model sensible behaviour.
I report any concerns.
I keep my hands and feet to myself.

Be Respectful

I use polite language and manners.
I obey teacher requests.
I act courteously at all times.
I treat others the way I want to be treated.
I Care for my property and the property of others.

Be Responsible

I am responsible for my actions.
I co-operate with others.
I use common sense.
I ask for help when I need it.
I am the best person I can be.

Every Day Counts at Coolum State School