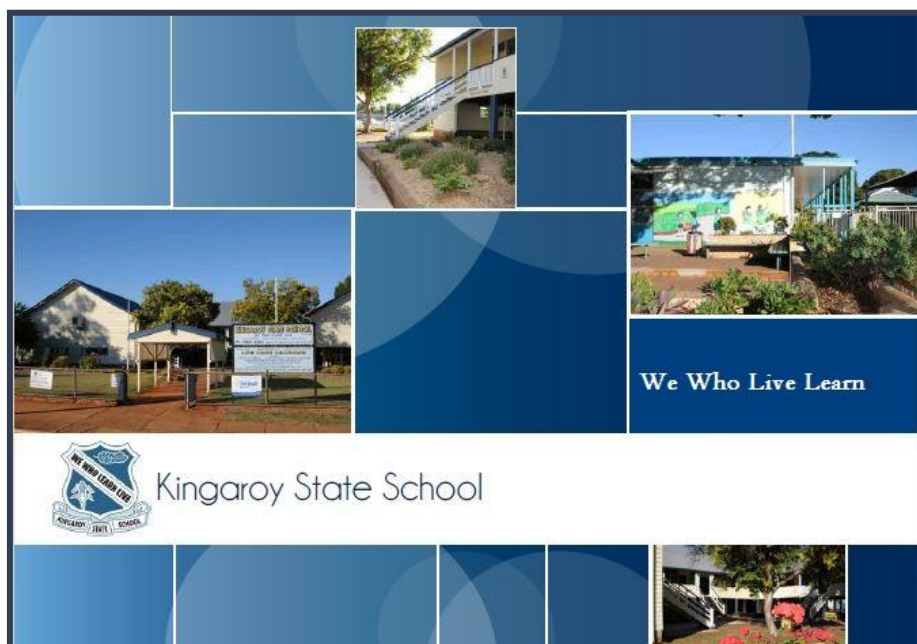


KINGAROY STATE SCHOOL



Responsible Behaviour Plan for Students



Based on *'The Code of School Behaviour'*
Revised 2018



**Queensland
Government**
Education Queensland

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1.1 Purpose

Kingaroy State School is a School Wide Positive Behaviour School and 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.

The goal of Positive Behaviour Support is to enhance the capacity of schools to educate all students, especially students with challenging social behaviours, by establishing an effective continuum of PBS systems and practices.

The continuum is characterised by:

- a) An emphasis on prevention
- b) An increasing intensity of intervention for increasing intensities of problem behaviour
- c) A provision of basic proactive programming (primary prevention) for all students by all staff in all settings.

With School Wide Positive Behaviour Support:

- Expectations for student behaviour are defined by a school based team with all staff input.
- Effective behavioural support is implemented consistently by staff and administration.
- Appropriate student behaviour is **taught**.
- Positive behaviours are publicly acknowledged.
- Problem behaviours have clear consequences.
- Student behaviour is monitored and staff receive regular feedback.
- Effective behavioural support strategies are implemented at the **school-wide, specific setting, classroom, and individual** student level.
- Effective behavioural support strategies are designed to meet the needs of **all students**.

1.2 Consultations and Data Review

Kingaroy State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during August 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director Schools in September 2015, and will be reviewed in 2016 as required in legislation.

1.3 Learning and Behaviour Statement

All areas of Kingaroy 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 plain to everyone, assisting Kingaroy State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Respect for self and others
- Respect for property and the environment
- Respect for learning

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

1.4 Classroom Expectations

The success of the implementation of SWPBS at Kingaroy State School is contingent upon all staff being committed to adopting and practising the principles of Positive Behaviour Support. To achieve this all staff need to be guided by the following principles.

All Staff at Kingaroy State School:

- ✓ Teach and revise school-wide expectations
- ✓ Display a school-wide expectation wall (School expectations, expectation matrix, visuals, clear consequences, weekly behaviour expectation, yearly overview of behaviour, A-E criteria of behaviour)
- ✓ Teach and follow established procedures in classroom and non-classroom settings (eg. Playground, toilets, eating and undercover area)
- ✓ Reward positive behaviour frequently (Bees, Awards, verbal/non-verbal praise)
- ✓ Give feedback regularly to all students (positive & positive corrective).
- ✓ Use clear and consistent consequences for inappropriate behaviour
- ✓ Monitor behaviour by using data collection methods

1.5 Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Kingaroy State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

Universal Behaviour Support

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

- Explicit teaching of expectations to all students
- Ongoing implementation of the SWPBS process through the SELT team where members meet fortnightly to review current practise with the provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Kingaroy State School's behaviour plan delivered to new students at enrolment as well as new and relief staff.
- Universal incentive program (Kingaroy Cash)
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School
 - Procedures for Preventing and Responding to Incidents of Bullying

Targeted Behaviour Support

Kingaroy State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with targeted-level needs
- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring)

Intensive Behaviour Support

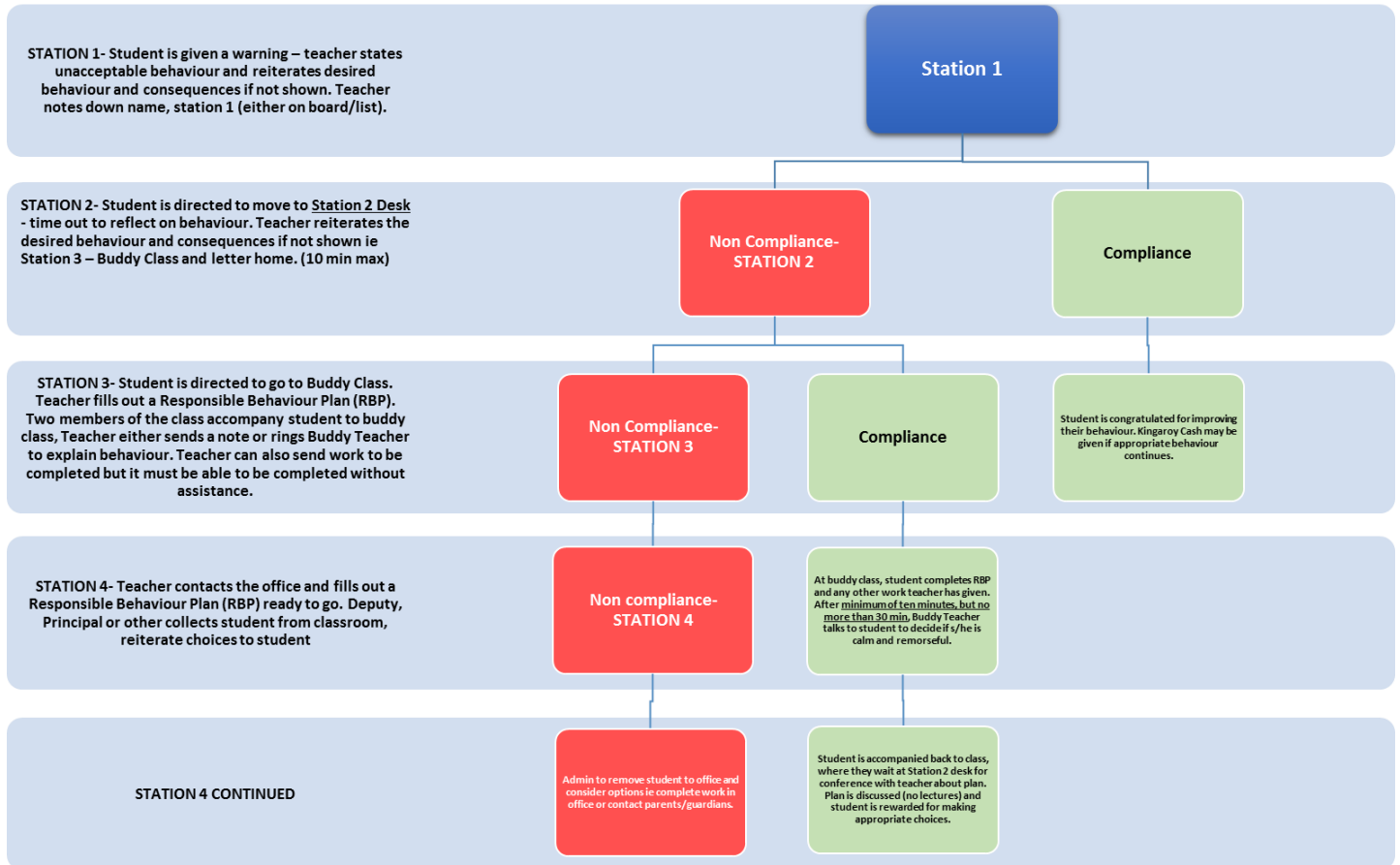
Kingaroy State School implements the following processes and strategies to respond to chronic problem behaviour:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral process for teachers seeking assistance to support students with intensive-level needs
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Use of district, regional and state behaviour support options (e.g. PBC, Complex Case Manager. Guidance Officer – Mental Health, Senior Guidance Officer, Regional Student Services)
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland, Intensive Behaviour Support Services, Local Inter-agencies)

1.6 Consequences for Behaviour

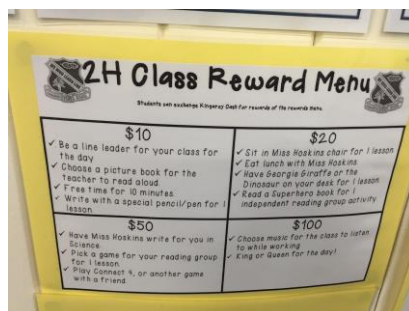
At Kingaroy State School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A recognition and monitoring system has been developed within classrooms and the school. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

The below posters show the process for reinforcing expected behaviour.



Rewarding Positive Behaviour

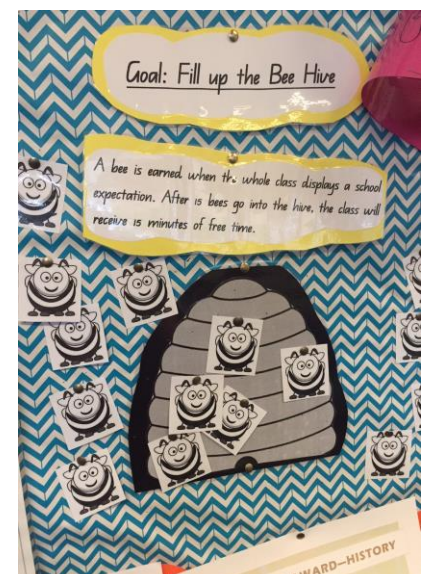
The following school wide approach to rewarding positive behaviour is to be used free and frequently.



Kingaroy cash will be distributed by staff during classroom and playground activities, to students who have displayed and acted positively upon Kingaroy State School's whole school expectations. Students will collate their Kingaroy cash with their classroom teacher. Students can exchange their Kingaroy cash for a reward.

Each classroom will have their own class rewards menu which will be negotiated with the classroom teacher and students. Students will be able to use Kingaroy cash to buy classroom rewards.

Whole class rewards will be given to the whole class when they all display the schools expectation at the same time. Once the determined amount of objects has been reached, the class will participate in a whole class negotiated reward e.g. 15 minutes free time, picnic at lunch etc.



1.6 Consequences for Behaviour

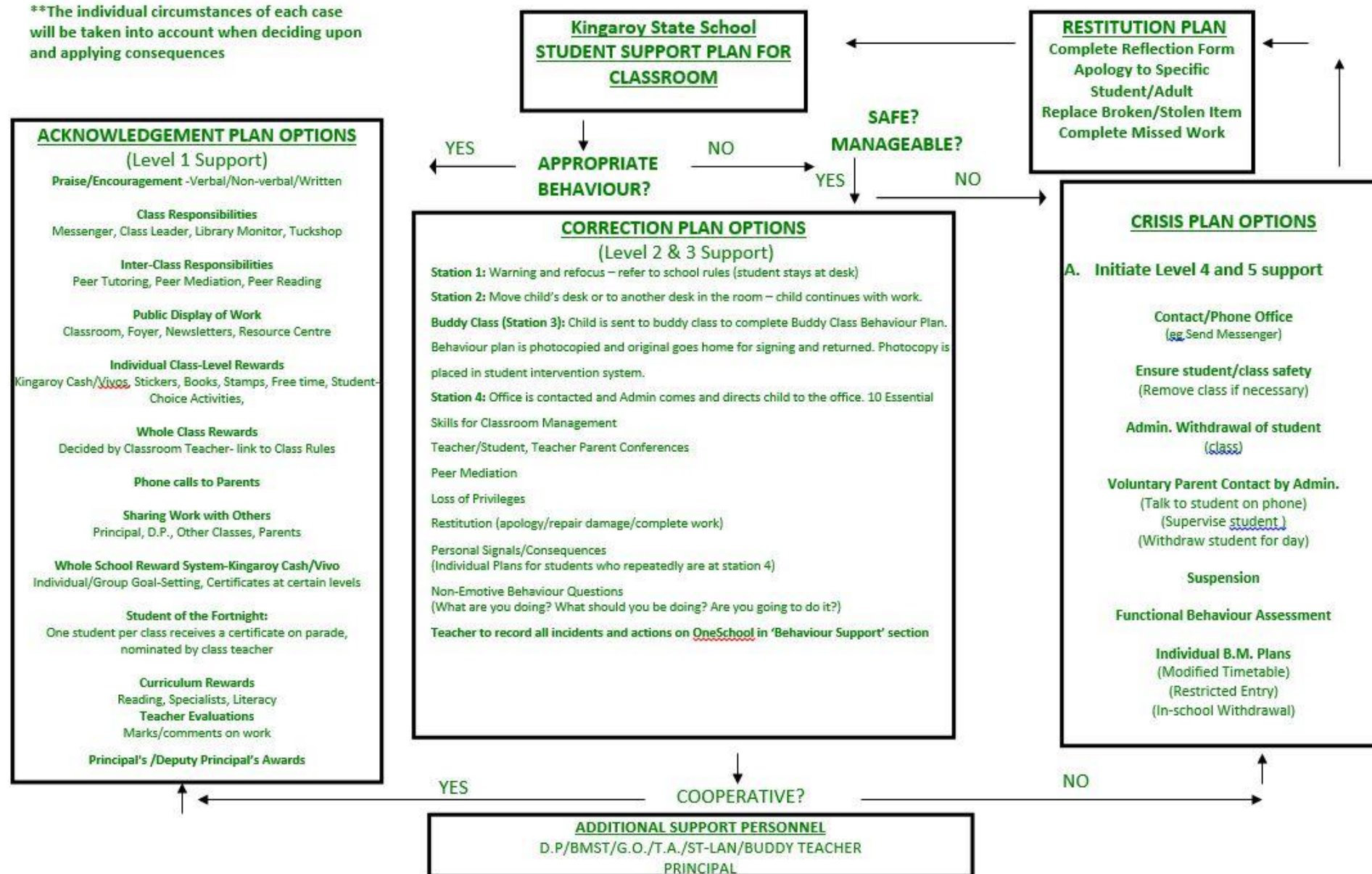
The table below outlines examples of possible behaviours at four levels and some possible consequences for students' behaviour. Teachers are able to deal with many of the minor behaviours using individual methods outlined within their Classroom Management of Behaviours.

Level	Possible Behaviours	Possible Consequences
Kingaroy Cash	At this level, students are: <ul style="list-style-type: none"> Respectful to self and others Respectful to property and the environment Respectful to learning 	Positive reinforcement of appropriate behaviours and positive achievements could include: <ul style="list-style-type: none"> Verbal reinforcement Kingaroy cash WOWs, Earners Sausage Sizzle, Reward shop Record on One School Awards (Academic, behaviour, bookwork) Phone calls/letters/emails to parents
Minor Behaviours Minor Infractions are to be managed in the situation by the staff member or teacher. <i>Three of the same behaviour in day = 1 major</i>	<ul style="list-style-type: none"> Verbal Misconduct (non-directive, conversational) Defiant/Treat/s to adults (Argumentative, talk-back, socially rude) Threats to Others (verbal challenge to student without intent) Lying/Cheating (lying or cheating not involving any other person) Non-Compliance with routine (failure to follow instructions) Refusal to participate (not working, completing task, saying no) Disruptive (yelling, hiding, seeking attention) Late/ Truant (leaving classroom, late from breaks – 5 minutes) Property Misconduct (removal of school items without expense – e.g. food, paddle pop stick, using items not designed for purpose – flicking paper etc) Physical Misconduct (playful but not inappropriate contact with/without an object) 	Teacher initiated actions could include: <ul style="list-style-type: none"> Explicit teaching of expectation Reminder of classroom expectations Give student time to calm Practice appropriate behaviour eg: walking on concrete; how to play game Offer two choices (Station 1) In-class separation or isolation (Station 2) Send student to buddy class (Station 3) Yellow Seat Logical Consequence – Not completed work – finish at lunch, Make a mess, clean up; loss of IT privileges; make up time in play time; confiscation of items inappropriately used; remove item or change to be in school uniform Contact with parents <i>If repeated applications of the above actions produce no improvement in the student's behaviour, then the student referred to admin.</i>
Major Infringements <i>To be recorded on One School and parent must be contacted by the class teacher/specialist teacher. Refer incident to leadership team.</i>	<ul style="list-style-type: none"> Verbal Misconduct (abusive, directed and intention to student) Defiant/Treat/s (continued verbal challenge after redirection – continued minor behaviours) Lying/Cheating (accusing another of an action which affected someone adversely) Non-Compliance with routine (not following buddy class process, continued buddy class referrals) Disruptive (dangerous behaviours – throwing of equipment, consistent yelling or making noise) Late/ Truant (failure to return to class after 5 minutes 3 times over 5 days) Property Misconduct (Removal of school, teacher items – money, sport's equipment, teacher's items, ripping books, breaking equipment, vandalism) Physical Misconduct (Punching, kicking, slapping, spitting, hitting with objects, sexual innuendo) Bullying/Harassment 	The Admin team, in consultation with the class teacher & students will initiate actions which could include: <ul style="list-style-type: none"> Student given cool off space/time Station 4 Lunchtime Detention Diversion Monitoring program/ Tracking sheet Conflict Resolution meeting - may involve apology letter; restricted playground access; divided playground areas; community service Sent home Referral for assessment and specialist support – GO, BST Individual Behaviour Support Plan Parent contact Parent/stakeholder meeting Loss of privileges (sport, alternate play, IT) Suspension by Principal, Deputy Principal or HOSES (internal-external)
Office Disciplinary Referral <i>Admin team needs to be contacted to assist with the situation. Staff member makes initial report, Leadership team records any follow up.</i>	<ul style="list-style-type: none"> Verbal Misconduct (abusive directed and intention to staff) Defiant/Treat/s (gang to group treats made to intimidate or cause fear) Disruptive (failure to follow instructions or participate in activities after parent/admin/teacher meeting) Late/ Truant (leaving school grounds or requiring parent/caregiver or police to assist in locating child) Property Misconduct (Possession of Alcohol, Tobacco, Prescription medication, inappropriate use of ICT equipment, Vandalism that poses risk, Accessing or displaying pornographic material) Physical Misconduct (Continued physical aggressive behaviour with intent to cause serious harm to others both resulting in serious harm including both students and staff) Bullying/Harassment (continued) 	Admin, in consultation with the special needs committee will initiate actions which could include: <ul style="list-style-type: none"> Record incident on One School Parent contact Suspension by principal, Deputy Principal or HOSES (internal-external) Police notification Suspension with recommendation for exclusion

1.6 Consequences for Behaviour

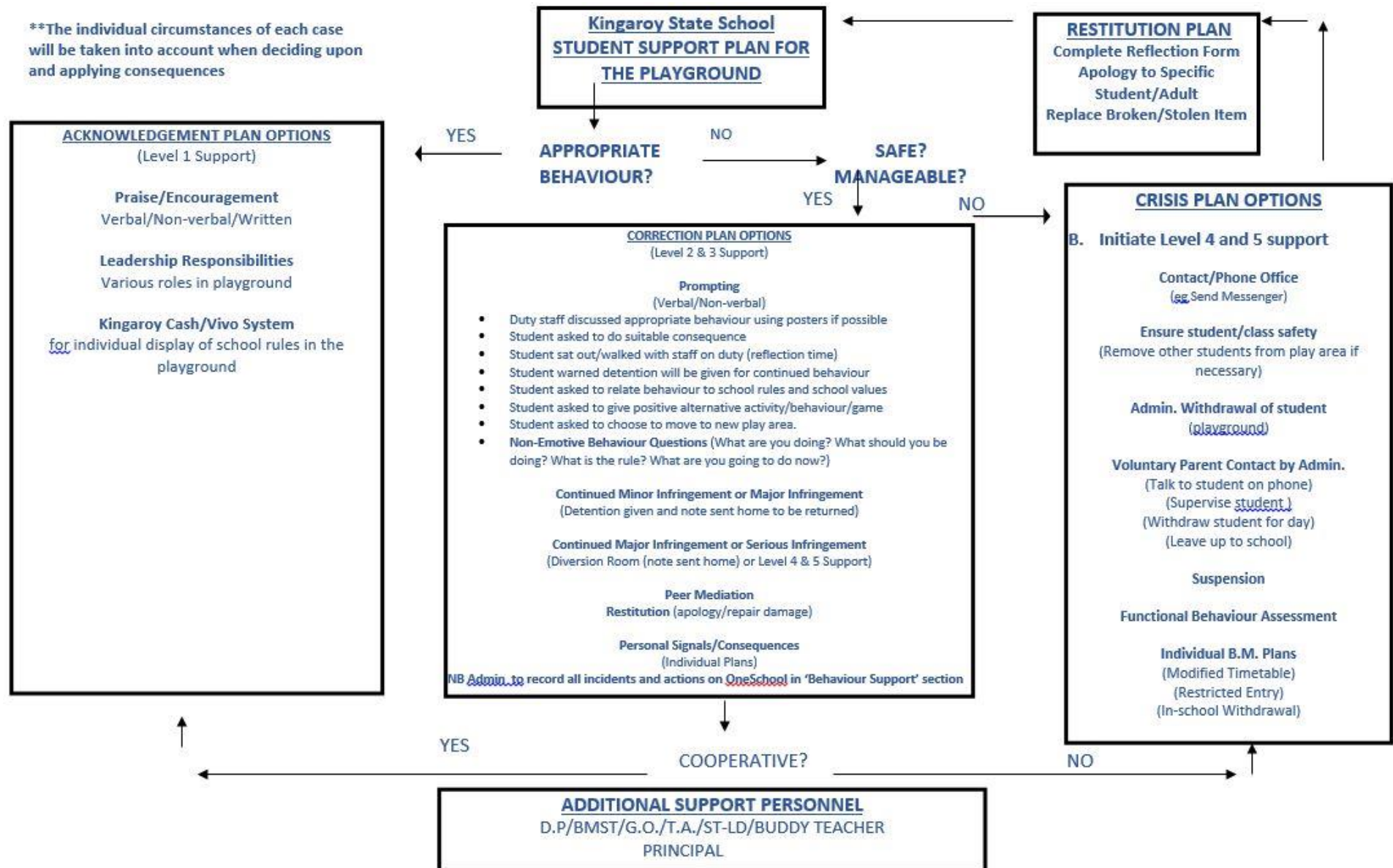
The below poster shows the process for student support within the classroom.

****The individual circumstances of each case will be taken into account when deciding upon and applying consequences**



1.6 Consequences for Behaviour

The below poster shows the process for student support within the playground.



2.1 Whole School Expectation Teaching Matrix

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	SCHOOL WIDE	CLASSROOM	LUNCH/ TUCKSHOP	PLAYGROUND	TRANSITIONS	TOILETS	DISMISSAL/ BUS DUTY
Respectful to Self and Others	<ul style="list-style-type: none"> Use kind words and actions Give others' personal space and property Listen to the speaker and wait your turn to speak Follow adult instructions straight away Use hello, goodbye, please, thank-you Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Speak quietly Raise your hand to ask/answer questions in whole group situations Show whole body listening 	<ul style="list-style-type: none"> Eat your own lunch Line up and wait patiently Raise hand when the bell rings to be released 	<ul style="list-style-type: none"> Share equipment Take turns Use kind words to solve problems Wear shoes and a broad brimmed hat Play safely in the correct areas 	<ul style="list-style-type: none"> Walk quietly through the school 	<ul style="list-style-type: none"> One person in cubicle at a time Use one squirt of soap on hands Wash hands with soap 	<ul style="list-style-type: none"> Use own bike/scooter Leave other's belongings alone Walk bikes and scooters in and out of the school grounds
Respectful to Property and the Environment	<ul style="list-style-type: none"> Pick up your belongings Return property where it belongs Leave personal/valuable devices at home or leave in office Walk on concrete paths 	<ul style="list-style-type: none"> Use ICTs as requested Use equipment as instructed Sit on your chair correctly 	<ul style="list-style-type: none"> Sit to eat until instructed to move Place lunch boxes away when dismissed Clean area where you are sitting 	<ul style="list-style-type: none"> Care for equipment 	<ul style="list-style-type: none"> Carry equipment in your hands 	<ul style="list-style-type: none"> Turn off taps Report problems to teachers Use toilet paper and flush 	<ul style="list-style-type: none"> Keep belongings in bag Carry your bag carefully
Respectful to Learning	<ul style="list-style-type: none"> Be in the right place at the right time Ask questions and request help where needed Accept feedback/consequences 	<ul style="list-style-type: none"> Participate in classroom activities to complete set tasks Have equipment ready Keep work space tidy Follow timetable/ daily schedule 	<ul style="list-style-type: none"> Finish food during lunch time 	<ul style="list-style-type: none"> Establish agreed rules of the game (before play and when new members enter) Play approved activities 	<ul style="list-style-type: none"> Walk quietly in two lines with group Be in your designated area on time Wait in the designated area for your next class 	<ul style="list-style-type: none"> Use toilets before class or during breaks Return straight to class after toileting Use correct toilet Use toilet tags during class time 	<ul style="list-style-type: none"> Stay in the designated area until dismissed Ask a teacher on duty before you leave Move straight to waiting area after class

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

- Learning episodes conducted by classroom teachers
- Reinforcement of learning from behaviour lessons at School Meeting and during active supervision by staff during classroom and non-classroom activities.
- Before Special Events and Days Involving Visitors, students will be reminded as a group of the schools behaviour expectations – identified in our Teaching Matrix

2.2 Explicit Teaching of Behaviour Expectations

The explicit teaching of each expectation will be delivered on a whole school parade on a Monday. A 15minute lesson will be explicitly taught to the whole school and teachers are required to further discuss the skill and any other arising expectations to individual class during the week.

Kingaroy cash will be used to reward students following the school expectations. Data based lessons will be used during the week to follow up on behaviour expectations.

Learning Sequence

Lesson Structure

- Introduce the expectation
- Staff role-play the expectation (example, non-example)
- Students participate in a scenario
- Brainstorm of looks like, feels like and sounds like
- Reward with Kingaroy Cash/classroom awards during the week

Week	Term 1	Term 2	Term 3	Term 4
1	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning 	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning 	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning 	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning
2	Respectful to Self and Others <ul style="list-style-type: none"> Use kind words and actions Give others' personal space and property Listen to the speaker and wait your turn to speak 	Respectful to Property and the Environment <ul style="list-style-type: none"> Have equipment ready Sit on your chair correctly 	Respectful to Learning <ul style="list-style-type: none"> Play approved activities Establish agreed rules of the game (before play and when new members enter) 	Respectful to Self and Others <ul style="list-style-type: none"> One person in cubicle at a time Use one squirt of soap on hands Wash hands with soap
3	Respectful to Property and the Environment <ul style="list-style-type: none"> Pick up your belongings Return property where it belongs 	Respectful to Learning <ul style="list-style-type: none"> Participate in classroom activities to complete set tasks Follow timetable/ daily schedule 	Respectful to Self and Others <ul style="list-style-type: none"> Share equipment Take turns Use kind words to solve problems 	Respectful to Property and the Environment <ul style="list-style-type: none"> Turn off taps Report problems to teachers Use toilet paper and flush
4	Respectful to Learning <ul style="list-style-type: none"> Be in the right place at the right time Ask questions and request help where needed 	Respectful to Self and Others <ul style="list-style-type: none"> Clean area where you are sitting Eat your own lunch Line up and wait patiently Raise hand when the bell rings to be released 	Respectful to Property and the Environment <ul style="list-style-type: none"> Care for equipment 	Respectful to Learning <ul style="list-style-type: none"> Use toilets before class or during breaks Return straight to class after toileting Use correct toilet Use toilet tags during class time
5	Respectful to Self and Others <ul style="list-style-type: none"> Follow adult instructions straight away Use hello, goodbye, please, thank-you Keep hands, feet and objects to yourself 	Respectful to Property and the Environment <ul style="list-style-type: none"> Use ICTs as requested 	Respectful to Learning <ul style="list-style-type: none"> Walk quietly in two lines with group Be in your designated area on time Wait in your designated area for your next class 	Respectful to Self and Others <ul style="list-style-type: none"> Use own bike/scooter Walk bike and scooters in and out of the school grounds
6	Data Based Lesson <ul style="list-style-type: none"> Review current behaviour data and implement a lesson based on data 	Data Based Lesson <ul style="list-style-type: none"> Review current behaviour data and implement a lesson based on data 	Data Based Lesson <ul style="list-style-type: none"> Review current behaviour data and implement a lesson based on data 	Data Based Lesson <ul style="list-style-type: none"> Review current behaviour data and implement a lesson based on data
7	Respectful to Property and the Environment <ul style="list-style-type: none"> Leave personal/ valuable devices at home or leave in the office Walk on concrete paths 	Respectful to Learning <ul style="list-style-type: none"> Finish food during lunchtime Have equipment ready Keep work space tidy 	Respectful to Self and Others <ul style="list-style-type: none"> Wear shoes and a broad brimmed hat Play safely in the correct areas Walk quietly through the school 	Respectful to Property and the Environment <ul style="list-style-type: none"> Keep belongings in bag Carry your bag carefully
8	Respectful to Learning <ul style="list-style-type: none"> Accept feedback/ consequences 	Respectful to Self and Others <ul style="list-style-type: none"> Eat your own lunch Line up and wait patiently Raise your hand when the bell rings to be released 	Respectful to Property and the Environment <ul style="list-style-type: none"> Carry equipment in your hand 	Respectful to Learning <ul style="list-style-type: none"> Stay in the designated area until dismissed Ask a teacher on duty before you leave Move straight to waiting area after class
9	Respectful to Self and Others <ul style="list-style-type: none"> Speak quietly Raise your hand to ask/ answer questions in whole group situations Show whole body listening 	Respectful to Property and the Environment <ul style="list-style-type: none"> Sit to eat until instructed to move Place lunch boxes away when dismissed Clean area where you are sitting 	Respectful to Learning <ul style="list-style-type: none"> Return to class after toileting Use correct toilet Use toilet tags during class time 	Respectful to Self and Others <ul style="list-style-type: none"> Leave other's belongings alone
10	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning 	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning 	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning 	Review School Wide Expectations <ul style="list-style-type: none"> Respectful to Self and Others Respectful to Property and Environment Respectful to Learning

* Lesson sequence may change depending on data (discussed at staff meetings and SELT meetings) and needs of student

For improved behaviour, lessons are a vital component. It is important to note the following:

- Appropriate student behaviour needs to be taught
- Problem Behaviour= Learning Error
- Teacher/ School take ownership of student learning and behavioural challenges
- Teach in settings and practise in settings
- Provide multiple opportunities to practise
- Develop precorrections – remind the students of the correct behaviour
- PRACTISE PRACTISE PRACTISE (Used as a verb!!)
- REWARD REWARD REWARD

2.3 Collection and Use of Data

Kingaroy State School uses data to inform decision making. Behaviour Data is discussed at staff meetings and informs teacher's planning and practice. The below table identifies Kingaroy State School's data collection tools.

Data Collection Tool	Purpose	Who	Data Use
Kingaroy Cash	<ul style="list-style-type: none"> ✓ Acknowledge positive behaviours made during class, break times or specialist/support lessons. ✓ Kingaroy cash to be given to students in classroom and out in playground ✓ Year 5/6 students rewards with vivo points in the classroom 	<ul style="list-style-type: none"> • Teachers • Teacher aides • Support teachers • Specialist teachers • Admin 	<ul style="list-style-type: none"> • Students can use Kingaroy cash in exchange for a reward • Students can purchase prizes from the rewards shop on a Tuesday or Thursday afternoon • Purchase of Ice-Cream WOWs • Top 3 Kingaroy Cash Earners are invited to a Sausage sizzle each term
Whole Class Reward	<ul style="list-style-type: none"> ✓ Acknowledge positive behaviours made by whole class ✓ Reward class for working together to display whole school expectations e.g. (everyone demonstrating active listening on the carpet) 	<ul style="list-style-type: none"> • Teachers • Support teachers • Specialist teachers • Admin 	<ul style="list-style-type: none"> • Once a determine amount of objects have been reached, the whole class participate in the classroom reward negotiated between classroom teacher and students
One School	<ul style="list-style-type: none"> ✓ Recording of unacceptable behaviour made during class, break times and specialist/support lessons ✓ Major incidents MUST be recorded on OneSchool or a pattern of 3 minor behaviours ✓ Positive behaviours (Literacy Award, Attendance Award, Values Award, bookwork award, Student of the day) 	<ul style="list-style-type: none"> • Teachers • Teacher aides • Support teachers • Specialist teachers • Admin 	<ul style="list-style-type: none"> • Discussion with class teacher • Contact parent (if behaviour warrants) • TIME AWAY' or MAJOR incidents MUST then be recorded on OneSchool • Monthly discussion at SWPBS meetings – informs behaviour lessons • Refer to admin • Contact parents • Guidance/Student Services Officer/ referral (if behaviour warrants)
Diamond and Platinum Term Awards	<ul style="list-style-type: none"> ✓ Acknowledge positive behaviours made during class, break times or specialist/support lessons for the whole term (see criteria sheet) 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Whole School Parade • Contact Parents • Invitation to diamond morning tea

2.4 Student Achievement of Behaviour

On Semester report cards, students receive a behaviour grade and an effort grade for each subject. The below criteria is used by teachers when allocating the students to a rating for behaviour and effort.

	A Excellent	B Very Good	C Satisfactory	D Needs Attention	E Unacceptable
Effort	<ul style="list-style-type: none"> ✓ Class and home tasks completed to the best of their ability ✓ Actively participates and listens in all activities - seeking mastery or extension ✓ Works effectively in whole class, group and individual learning situations. ✓ Reflects and self-assess- setting goals for improvement. ✓ Seeks and uses teacher feedback. 	<ul style="list-style-type: none"> ✓ Class and home tasks mostly complete to the best of your ability ✓ Active participant and listener in most activities ✓ Mostly works effectively in whole class, group and individual learning situations ✓ Reflect and self-assess, setting goals for improvement ✓ Mostly seeks and uses teacher feedback 	<ul style="list-style-type: none"> ✓ Class and home tasks mostly complete to satisfaction ✓ Usually participates and listens in activities ✓ Works satisfactorily in whole class, group and individual learning situations ✓ Reflects and self-assess, when requested setting goals for improvement ✓ Uses teacher feedback when requested 	<ul style="list-style-type: none"> ✓ Class and home tasks sometimes completed ✓ Sometimes participates and listens in some activities ✓ Sometimes works effectively in whole class, group and individual learning situations ✓ Sometimes reflects and self-assess, setting goals for improvement ✓ Sometimes seeks and uses teacher feedback 	<ul style="list-style-type: none"> ✓ Class and home tasks rarely completed ✓ Rare participant and listener in activities ✓ Rarely work effectively in whole class, group and individual learning situations ✓ Needs significant guidance to reflect and self-assess to set goals for improvement ✓ Rarely seek and use teacher feedback
Behaviour	<p>Diamond ALWAYS DISPLAYS</p> <ul style="list-style-type: none"> • Exceptional work ethic • Exceptional behaviour in and out of class • Leadership qualities • A helping attitude • Being a good friend and Classmate • More Than \$150 KCash 	<p>Platinum CONSISTENTLY DISPLAYS (90% of the time)</p> <ul style="list-style-type: none"> • Positive work ethic • Good behaviour in and out of class • Leadership qualities • A helping attitude • Being a good friend and classmate • More than \$120 KCash 	<p>Gold MOSTLY DISPLAYS (70% of the time)</p> <ul style="list-style-type: none"> • Positive work ethic • Good behaviour in and out of class • Displays leadership qualities • Helps others • Is a good friend and classmate • More than \$60 KCash 	<p>Silver INCONSISTENTLY DISPLAYS (more than 50% of the time)</p> <ul style="list-style-type: none"> • Positive work ethic • Good behaviour in and out of class • Displays leadership qualities • Helps others • Is a good friend and classmate • More than \$30 KCash 	<p>Bronze RARELY DISPLAYS (Less than 50% of the time)</p> <ul style="list-style-type: none"> • Positive work ethic • Good behaviour in and out of class • Displays leadership qualities • Helps others • Is a good friend and Classmate • Less than \$30

3.2 Emergency Responses to Critical Incidents

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

- **Avoid escalating the problem behaviour**
 - Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
 - Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**
 - Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through**
 - If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her 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 Kingaroy State School 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; and
- The underlying function of the behaviour.

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

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Staff trained in *Non-Violent Crisis Intervention* are on hand at Kingaroy State School if required.

Record Keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool.

3.3. Network of Student Support

To further support staff and students with regards to issues relating to school behaviour, Kingaroy State School is able to access support both within the *Department of Education and Training* and through the community. An outline of some of these include:

Internal Support	External Support	
School Based	District & Other EQ Services	Community Services
<ul style="list-style-type: none">▪ Parents▪ Teachers▪ School administration▪ Guidance Officer▪ Special Education Teacher▪ Behaviour Support Teacher▪ Chaplain	<ul style="list-style-type: none">▪ District Advisory Visiting Teacher for Behaviour Support (BAT Team)▪ Senior Guidance Officers▪ Adopt a Cop	<ul style="list-style-type: none">▪ Disability Services Queensland▪ Child and Youth Mental Health▪ Queensland Health▪ Department of Communities (Child Safety Services)▪ Police▪ Local Council▪ Neighbourhood Centre – Community Development Services - CDS

The various levels of support generally reflect the needs of individual students. In most cases, support for a student demonstrating inappropriate behaviours is usually managed through consultation with the student's teachers, a member of the administration team (Principal or Guidance Officer) and depending on the circumstance, the student's parents/caregivers. In cases where a student demonstrates severe inappropriate behaviours, as soon as practical, a meeting will be called involving parents/caregivers, Administration representative and/or teacher/s.

In instances where initial proactive strategies have not been successful or where the student is demonstrating ongoing inappropriate behaviour, then a referral will usually be made to the school's Student Support Services Team (SSS). The SSS will then make a recommendation on the best support agency (either EQ or Community) to refer the student.

3.4 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.

Kingaroy 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 and is inclusive
- establishing procedures for applying fair, equitable and nonviolent 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

3.5 Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

3.5 Related Policies and Procedures

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

3.7 Some Related Resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Russell Thompson
Principal

Candice Brathwaite
P&C President

Debbie Hails
Assistant Regional Director (Schools)

Effective Date:

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.

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.

Certain personal technology devices banned from school

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

Confiscation

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

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

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

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

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

Text communication

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

Assumption of cheating

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

Recording private conversations and the *Invasion of Privacy Act 1971*

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

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

Special circumstances arrangement

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

Appendix 2

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

Purpose

Kingaroy State Primary 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 Kingaroy State Primary 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 that will not be tolerated at Kingaroy State Primary 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 Kingaroy State Primary 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 Kingaroy State Primary School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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 easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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 Kingaroy State Primary 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'.

Kingaroy State Primary 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.

Appropriate use of social media

Kingaroy State Primary 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.

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

No student of Kingaroy State Primary School will face disciplinary action for simply having an account on Facebook or other social media site.

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 Kingaroy State Primary School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kingaroy State Primary School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Kingaroy State Primary 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.

Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kingaroy State Primary 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.

Kingaroy State Primary 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.

Kingaroy State Primary School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kingaroy State Primary School expects its students to engage in positive online behaviours.