Burleigh Heads State School

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BURLEIGH HEADS STATE SCHOOL
RESPONSIBLE BEHAVIOUR PLAN

Rationale

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

Our school acknowledges that students, teachers and parents form a partnership of interest in all educational processes including that of student management.

A long term goal for our school is to develop strategies that optimize the development of positive self-management for all. Within this, each student is encouraged to develop a high level of self-discipline, self respect and a sense of responsibility.

Our school's Responsible Behaviour Plan is set against the background of a changing society in which students need to be supported and taught how to accept responsibility for themselves.

School staff has the responsibility to create schools where students feel they belong, where they are happy, extended and safe, and where verbal and physical harassment on gender, racial and other grounds is prevented and addressed. By this approach, our staff ensures that the learning opportunities of students are not reduced by their own actions, by those of other people or by school structures and practices.

School Beliefs about Behaviour and Learning

The Burleigh Heads State School Responsible Behaviour Plan is underpinned by the following principles.

- All key stakeholders in particularly students are responsible for the choices that they make.
- Each individual should accept the consequences of their actions and understand the importance of making amends.
- Each individual can choose to change their behaviour.
- An appropriate curriculum and engaging teaching strategies is essential in all classrooms and contributes greatly to positive student behaviour.
- Effective partnerships with all key stakeholders are essential in maintaining and improving positive behaviour of our students.
- Standards of our expected student behaviour are transparent, accountable and easily understood with clear processes, interventions and consequences.
- All key stakeholders will be well informed with student progress with their behaviour.
- An environment of mutual respect is a basic requirement of all working relationships.
- Positive choices should be acknowledged/recognised.

At Burleigh Heads State School EVERYBODY (Staff, Students and Caregivers) have RIGHTS and RESPONSIBILITIES.

STUDENTS have a responsibility to make Burleigh Heads State School a happy and safe place for themselves and others.

- *Students have a responsibility to cooperate with others, by not threatening, assaulting or hurting anyone in any way.*
- *Students have a responsibility to use equipment and facilities properly.*
- *Students have the responsibility to ensure that the safety of others is not put at risk by their own actions.*

STAFF have a responsibility to promote a safe, supportive environment for others at Burleigh Heads State School.

- *Staff have a responsibility to ensure all students understand the school rules and expectations.*
- *Staff have a responsibility to be proactive in maintaining school expectations.*

PARENTS have a responsibility to encourage their child/ren to accept and abide by our school rules.

COMMUNICATION

We have the right to communicate with others and express our opinions in a socially acceptable manner.

STUDENTS have the responsibility to communicate appropriately with others within our school grounds or when representing our school.

- *Students have a responsibility to use manners and listen to others whilst they are talking.*
- *Students have a responsibility to contribute appropriately to class discussions, without dominating or putting others down or using inappropriate language.*
- *Students communication within the classroom should not affect the ability of the teacher to teach and the students' ability to learn.*

STAFF have the responsibility to initiate and maintain constructive communication and relationships with students and parents/carers.

- *Staff have the responsibility to model appropriate communication with all key stakeholders of our school community.*

PARENTS have the responsibility to initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.

- *Parents have a responsibility to contact the school regarding any issues of concern at the earliest convenient time.*
- *Parents have a responsibility to maintain effective working relationships that benefit their own child.*

RESPECT

We have the right to be happy and treated with respect, understanding and politeness.

STUDENTS have the responsibility to treat others and their property with respect, understanding and fairness.

- *Students have a responsibility to interact with others without ridicule, teasing or trying to hurt other's feelings.*
- *Students have a responsibility to interact with others in a polite manner.*
- *Students have a responsibility to behave in a manner that respects the rights of others, including the student's right to learn and the teacher's right to teach.*
- *Students have a responsibility to look after their own and other people's property.*

STAFF have the responsibility to treat others and their property with respect, understanding and fairness.

PARENTS have the responsibility to treat school staff and other students and their property with respect, understanding and fairness.

SCHOOL PRIDE

We have the right to be proud to be associated with Burleigh Heads State School.

STUDENTS have the responsibility to protect and promote a positive image of our school.
- *Students have a responsibility to behave in a manner that brings honour to our school.*
- *Students have a responsibility to wear our school uniform with pride.*
- *Students have a responsibility to be ambassadors for our school.*

STAFF have the responsibility to protect and promote a positive image of our school.
- *Staff have a responsibility to be professional in all aspects pertaining to their roles here at Burleigh Heads State School.*
- *Staff have a responsibility to promote our school appropriately at all times.*

PARENTS have the responsibility to protect and promote a positive image of our school.
- *Parents have a responsibility to ensure that as parents of our students they also promote our school appropriately.*

STUDENTS have the responsibility to allow teaching and learning to occur effectively.

- *Students have a responsibility to learn and follow the classroom rules.*

- *Students have a responsibility to cooperate with others.*

- *Students have a responsibility to behave in ways that do not cause disruption.*

STAFF have the responsibility to provide an encouraging and supportive environment so teaching and learning can occur effectively.

- *Staff have a responsibility to teach using effective teaching and learning practices.*

- *Staff have a responsibility to promote a positive relationship with students and adults within our school.*

PARENTS have the responsibility to support their child/ren in their learning and support the staff and school's endeavour to provide an encouraging and supportive environment.

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

Whole-School Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Burleigh Heads 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.

Burleigh Heads State School believes it is important that all members of our school community feel safe, happy and valued through a Supportive School Environment.
Burleigh Heads State School has six rules for our school community that when adhered to maintain the rights of all members. The six rules are:

Safety Rule
This applies to safe behaviour at school.

Learning Rule
This applies to the way we learn at school, cooperate, taking responsibility for applying themselves to learning and how we get attention.

Golden Rule
This rule relates to how we would like to be treated and how we treat others.

We all have the right to work, play and learn in a friendly, safe and helpful school environment.

School Pride
This applies to the way we promote our school to others.

Communication Rule
This applies to the way that we communicate both verbally and no-verbally.

Respect
This applies to the way we treat ourselves and others.

Classroom Management

In keeping with our school's beliefs about behaviour and learning, our staff works towards supporting our students in being self managing individuals. In doing this our staff will ensure that they prepare and deliver an appropriate and engaging curriculum that caters for all student abilities.

In addition to this staff will implement a range of strategies to manage the learning environment:

- setting of classroom rules
- establishing clear routines
- preparing resources that are appropriate and engaging
- delivering the curriculum in an engaging manner
- providing appropriate seating arrangements
- being consistent
- regularly rewarding positive behaviour choices.

Rewarding positive behaviour choices can include acknowledgement through non-verbal gestures (eg. a smile, thumbs-up), contacting parents to inform them of good choices being made, a certificate, use of extrinsic rewards such as a sticker or YIPPEES.

Each classroom will have negotiated classroom rules that relate directly to our school rules and is displayed visibly within the room. The negotiated rules are based on the rights of all key stakeholders and as result everyone has a responsibility to uphold these. These rules should be negotiated at the beginning of the school year or in the event of a change in teacher be re-negotiated early at commencement of starting within a given classroom. These rules should be referred to regularly as a class and individually if required.

Examples of possible negotiated school rules are:

SAFETY RULE:
- In our classroom we use equipment safely.
- In our classroom we move appropriately.
- In our classroom we keep our hands, feet and objects to ourselves.

LEARNING RULE:
- In our classroom we are organised and ready to learn.
- In our classroom we always give 100% effort.
- In our classroom we follow directions.

COMMUNICATION RULE:
- In our classroom we speak nicely to others.
- In our classroom we use hands up.
- In our classroom we listen to those who have the right to talk.

RESPECT RULE:
- In our classroom we treat others kindly.
- In our classroom we use our manners.
- In our classroom we are polite.

SCHOOL PRIDE:
- In our classroom we do our very best in everything that we do.
- In our classroom we keep our desks and floor around us neat and tidy.
- In our classroom we care for our own and other people's property.

GOLDEN RULE:
- In our classroom we treat others in a manner that we would like to be treated.

Positive Recognition

Positive recognition is an essential part of our overall Responsible Behaviour Plan for Students.

Positive recognition when used consistently has the potential to:

- encourage students to behave responsibly
- increase student's self-esteem
- reduce behaviour problems
- create a positive classroom climate
- help teach appropriate behaviour
- establish positive relationships with students

Burleigh Heads State School also uses a school-wide Positive Recognition Program called "YIPPEES".

YIPPEES
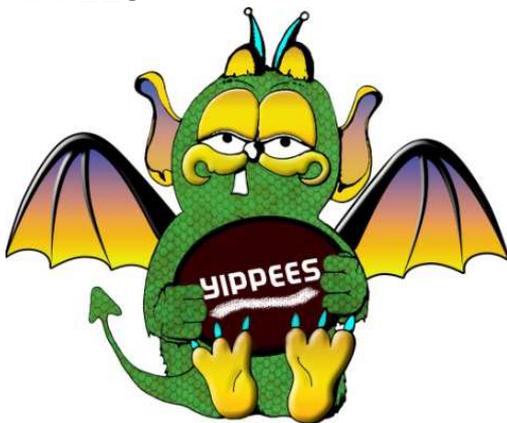
The YIPPEES program enables staff to recognise and reward those who choose to make correct choices in the classroom and in the playground.

The staff can give out YIPPEES to students who are caught doing the right thing. Students are responsible for managing these YIPPEES they have collected and can place these into the YIPPEE prize box of their choice and at the time of their choice.

At designated times throughout the school term prize draws will be held for students who have entered YIPPEES and prizes awarded to the winning students.

School Dress Code

The community of Burleigh Heads State School supports and approves the wearing of the school's uniform by our students. The adoption of a Student Dress Code and Uniform Policy is established under Part 10 of the Education (general provisions) Act 2006.

Therefore, students attending Burleigh Heads State School are to wear the designated school uniform and adhere to the school's dress code unless an exemption has been granted by the School Principal. No formal consequences are applied to those students who do not wear the appropriate school uniform; however for continual breaches consequences can be applied.

Targeted Behaviour Support

Burleigh Heads State School utilises a range of information sources in particularly the school's behaviour database and current demerit points system to identify students who may require targeted support.

In addition to this the Principal, Deputy Principal and the Behaviour Adjustment Teacher use the analysis of this data to identify groups, classes, genders and cohorts who may also need targeted support.

Targeted support will be provided on a 'needs basis' and in line with designated junctures on the demerit points system.

Supportive Action

Some students may require greater assistance and/or support in becoming self-managing.

Some of these strategies may include:

- time-out (a cooling off and reflective period within the classroom or in a designated area)
- the use of individual behaviour contracts either in the classroom or in the playground
- intervention from the Behaviour Adjustment Teacher
- in conjunction with parents the use of other specialists or outside agencies

Bullying

Burleigh Heads State School defines bullying as - deliberate behaviour that is intended to harm or disturb the victim and can be physical, verbal or emotional in manner and can occur in person, electronically or indirectly.

Bullying behaviour is a repeated behaviour over a period of time which causes hurt, fear or humiliation in another person.

Burleigh Heads State School regard the following behaviours if repeated as possible examples of bullying behaviour:

- PHYSICAL – hitting, punching, shoving, slapping, pranks

- VERBAL / EMOTIONAL – spreading false rumours, excluding a person from a group, teasing, name calling, getting others to 'gang up' on individuals

- ELECTRONIC – sending mean spirited text, email or instant messages, posting inappropriate images or messages about others on websites, using someone else's user name to spread rumours or lies about someone

Burleigh Heads State School undertakes a whole-school approach to targeting bullying behaviour. We strive for all key stakeholders to have a common understanding of what bullying is and the processes to follow if it occurs.

Each class will raise awareness of how to identify bullying and harassment at the beginning of the school year and revisit periodically when required. Bullying awareness will also occur through assembly messages periodically.

Intensive Behaviour Support

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

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

Intensive behaviour support is required to support students who demonstrate severe and challenging behaviour and/or have identified through the demerit points system from the school behaviour database. This behaviour is of such frequency and/or intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or others. This level of support generally occurs when less intensive support strategies have been used and have not been successful or fully met the student's learning support needs.

Any intensive behaviour support required at Burleigh Heads State School will be done in a collaborative approach with all key stakeholders and may include 3-step plans, supervised play, individual behaviour plans, and referral to Guidance Officer and/or Behaviour Adjustment Teacher, 3R referral, suspension and exclusion.

Consequences for Unacceptable Behaviour

Burleigh Heads State School strives for all students to be self-managing and making appropriate choices about their behaviour. We believe that all students choose their behaviour and when students choose inappropriate behaviour they are given opportunities to reflect on their behaviour.

Our 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.

The school uses a behaviour database to record both reportable Level 1, Level 2 and Level 3 misbehaviours (refer to Misbehaviour Descriptors Appendix 3) to ensure we have an accurate picture of the student's total and ongoing behaviour. This enables appropriate information to be collected on high-frequency Level 1 misbehaviours which can seriously violate the rights of key stakeholders and can be overlooked due to their low-level.

When behaviour is deemed to be recordable the individual will complete an office referral form and this will be added to the school behaviour database. The school's behaviour database is an information source to identify students, groups or cohorts who may require additional support with their behaviour choices but will also be an indicator for consequences or eligibility for school-based rewards.

For each behaviour recorded a numerical demerit point system will be applied and students will have an ongoing total of demerit points for the past 4 weeks. When referring to demerit points with students and/or parents it is only the past 4 weeks of behaviours which is applied to consequences and/or interventions/supports therefore enabling students to strive towards reducing their points by prolonged periods of good behaviour.

MISBEHAVIOUR LEVELS

When responding to problem behaviour the staff member first determines if the problem behaviour is a low-level behaviour which can be handled by least-intrusive logical consequences or it is a high-level behaviour. Level 1, Level 2 or a Level 3 Misbehaviour, with the following agreed understanding:

Grade 1 Misbehaviours are generally minor behaviours 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.

Grade 1 Misbehaviours 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.

Grade 2 and Grade 3 Misbehaviours are those that:
• significantly or potentially significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Administration.

Grade 2 and Grade 3 Misbehaviours result in an immediate referral to Administration via the office referral form or in person 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 the office referral form and escorts the student to Administration. The staff member will apply the Misbehaviour Descriptors to ensure consistency of behaviour expectations and clarity to staff judgement. The school then enters this data on the behaviour database and tracks this for intervention and/or consequences to be applied.

Ensuring consistent responses to problem behaviour

At Burleigh Heads State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond 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.

MISBEHAVIOURS – BROAD DEFINITIONS (APPENDIX 1)

DESCRIPTION OF MISBEHAVIOURS	SHORT DESCRIPTION
▪ A student is deemed responsible of misbehaviour if he/she physically hurts another person.	Physical Harassment
▪ A student is deemed responsible of misbehaviour if he/she verbally harasses another person.	Verbal Harassment
▪ A student is deemed responsible of misbehaviour if he/she fails to follow directions of an adult.	Defiance
▪ A student is deemed responsible of misbehaviour if he/she fails to follow the class rules.	Inappropriate Classroom Behaviour
▪ A student is deemed responsible of misbehaviour if he/she destroys, vandalises or steals property.	Destruction of Property
▪ A student is deemed responsible of misbehaviour if he/she uses sticks, stones or other implements to hurt or threaten others (including animals).	Keeping Objects to Yourself
▪ A student is deemed responsible of misbehaviour if he/she uses inappropriate language.	Swearing/Derogatory Language
▪ A student is deemed responsible of misbehaviour if he/she intentionally goes into an out of bounds area.	Out of Bounds
▪ A student is deemed responsible of misbehaviour if he/she displays behaviour of a disorderly nature.	Disorderly Conduct
▪ A student is deemed responsible of misbehaviour if he/she sexually harasses another person.	Sexual Harassment
▪ A student is deemed responsible of misbehavior if he/she reduces the school image.	Reduction in School Pride

NUMERICAL DEMERIT POINTS ALLOCATIONS (APPENDIX 2)

SHORT DESCRIPTIONOF OFFENCE	DEMERIT POINTS		
	GRADE 1 OFFENCE	GRADE 2 OFFENCE	GRADE 3 OFFENCE
Physical Harassment	9	18	35
Verbal Harassment	5	10	20
Swearing/Derogatory Language	5	15	30
Destruction of Property	4	11	18
Keeping Objects to Yourself	3	5	10
Defiance/Disrespect	5	15	30
Out of Bounds	3	7	12
Inappropriate Classroom Behaviour	2	4	8
Disorderly Conduct	2	4	8
Sexual Harassment	9	18	35
Reduction in School Pride	2	4	8

MISBEHAVIOUR DESCRIPTIONS FOR BASE PENALTIES (APPENDIX 3)

Misbehaviours	Grade 1 Misbehaviour Description	Grade 2 Misbehaviour Description	Grade 3 Misbehaviour Description
Physical Harassment	The student physically hurts themselves and/or others through **non-intentional** behaviours causing **minor injury**.	The student physically hurts themselves and/or others **intentionally** causing or potentially causing a **minor injury**.	The student physically hurts themselves and/or others **intentionally** causing or potentially causing a **serious injury**.
Verbal Harassment	The student verbally attacks another person with intent in an **isolated manner**.	The student verbally attacks another person with intent in a **regular and/or ongoing manner** causing a **reduction** in an individual's **self-esteem**.	The student verbally attacks another person with intent in a **regular and/or ongoing manner** causing a **major reduction** in an individual's **self-esteem**.
Swearing / Derogatory Language	The student uses inappropriate language that is **directed at <u>no</u> particular individual** and/or causes a **minor inconvenience**.	The student uses inappropriate language **directed at another person with intent** and/or causes a **major inconvenience**.	The student uses inappropriate language **directed at an adult with intent**.
Destruction Of Property	The student destroys their own or others property **without intent**.	The student destroys, vandalises or steals property **with intent** causing **minor financial damage** to their own or others property and/or places themselves or others in danger of an **injury** and/or causes **considerable inconvenience** to others.	The student destroys, vandalises or steals property **with intent** causing **major financial damage** to their own or others property and/or places themselves or others in danger of **serious injury** and/or causes a **major inconvenience** to others.
Keeping Objects To Yourself	The student uses sticks, stones or other implements in a **non-intentional manner** that **has the potential** to hurt others (including animals).	The student uses sticks, stones or other implements in an **intentional manner** that **has the potential** to hurt or threaten others (including animals).	The student uses sticks, stones or other implements in an **intentional manner** that has the potential and/or **hurts or threatens others** (including animals).
Defiance	The student fails to follow fair directions and as a result causes **minor inconvenience** to others.	The student fails to follow fair directions and as a result places themselves or others in danger of an **injury** and/or causes **considerable inconvenience** to others.	The student fails to follow fair directions and as a result places themselves or others in danger of **serious injury** and/or causes a **major inconvenience** to others.
Out Of Bounds	The student places themselves in a pre-determined out of bounds area within the school grounds.	The student places themselves in a pre-determined out of bounds area within the school grounds and as a result places themselves or others in danger of an injury and/or causes considerable inconvenience to others.	The student chooses to leave the school grounds without prior permission.
Inappropriate Classroom Behaviour	The student has violated the rules of the classroom causing **minor inconvenience** to their own and others learning (eg. annoying others, punctuality, rudeness).	The student has violated the rules of the classroom in a **regular ongoing manner** and/or causing a **major inconvenience** to their own and others learning (eg. ongoing deterioration in behaviour showing little desire to change, serious infringement of the rights of others).	The student violates the rights and rules of the classroom causing a **major inconvenience** to their own or others learning and/or places themselves or others in danger of a **serious injury** (eg. abusive, poor effect on peers, dangerous behaviour, uncontrollable and uncooperative).
Disorderly Conduct	The student has violated the **rights and responsibilities** of themselves and others causing a **minor inconvenience**.	The student has violated the **rights and responsibilities** of themselves and others causing a **major inconvenience**.	The student has violated the **rights and responsibilities** of themselves and others causing a **major inconvenience** and/or places themselves or others in danger of a **serious injury** (eg. abusive, poor effect on peers, dangerous behaviour, uncontrollable and uncooperative).
Sexual /Racial Harassment	The student uses language of a sexual/racial manner that is **inappropriate**.	The student uses language of a sexual/racial manner **directed at another person** that is **malicious in intent** causing a **reduction** in an individual's **self-esteem**.	The student uses language of a sexual/racial manner and/or **physically touches** another person in an **unwanted sexual manner** that is **malicious in intent** causing a **major reduction** in individual's **self-esteem**.

DEMERIT POINTS - THE CONSEQUENCES - SECOND SCHEDULE (APPENDIX 4)

NUMBER OF POINTS		CONSEQUENCES
	Less than 10	▪ The student's behaviour is adjusted through teacher intervention.
	Greater than 10, but less than 20	▪ The student's behaviour is adjusted through teacher intervention and they are informed formally/informally that they are approaching Level 1 of the Behaviour Management Policy.
LEVEL 1	Greater than 20, but less than 50	▪ The student's behaviour begins to be tracked and monitored. ▪ Reactive/Proactive strategies implemented. ▪ The student's behaviour details are sent to parents for perusal.
LEVEL 2	Greater than 50, but less than 80	▪ The student's parents are informed via a letter that their child has reached Level 2 of the Behaviour Management Policy and copy of the Behaviour Management Policy and their child's behaviour records are sent for their perusal. ▪ Support staff such as the Behaviour Management Teacher and Guidance Officer is informed of student's behaviour and input requested. ▪ The student's behaviour continues to be tracked and monitored. ▪ The student commences a classroom and/or playground behaviour contract that is sent home daily for parents to sign and return.
LEVEL 3	Greater than 80, but less than 110	▪ The student's parents are called for an interview where they are informed that their child has reached Level 3 of the Behaviour Management Policy. The Behaviour Management Policy is explained and consequences outlined if their child fails to improve his/her behaviour. Reactive and proactive strategies discussed and implemented. ▪ The student's behaviour continues to be tracked and monitored. ▪ Discretionary participation in interschool sport, excursions etc.
LEVEL 4	Greater than 110, but less than 130	▪ The student's parents will be requested to attend an urgent interview to inform them that their child has reached Level 4 of the Behaviour Management Policy. The parents are informed of possible impending suspension of their child. Reactive/proactive strategies discussed and implemented. ▪ Exclusion from all excursions etc. ▪ The student's behaviour continues to be tracked and monitored.
LEVEL 5	**Greater than 130, but less than 150**	▪ The student will undergo an in school suspension and/or formal suspension. ▪ The student's behaviour continues to be tracked and monitored. ** In the event a student has been suspended and then upon return continues to accumulate demerit points, the student will be re-suspended after accumulating 40 demerit points within a two week period from re-entry after suspension.*
	Greater than 150	▪ **Recommendation/Consideration for expulsion.**

* School camps and Reward Days eligibility will also be dependent on the total amount of demerit points collected throughout the year.

* A student is able to be suspended for any serious incident regardless of the current points that they have accrued.

* Any consequences for students with disabilities that are implemented will be done in consultation with the HOSES.

Emergency or Critical Incident Responses

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

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

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

Basic defusing strategies

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

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

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

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

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

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

Appropriate physical intervention may be used to ensure that Burleigh Heads 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:
- incident report
- [Health and Safety incident record](link) (link)
- debriefing report (for student and staff)

Network of Student Support
Students at Burleigh Heads State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Behaviour Management Teacher
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

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.

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.

Burleigh Heads State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
    - express opinions in an appropriate manner and at the appropriate time
    - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
    - receive adjustments appropriate to their learning and/or impairment needs.

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

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

Some Related Resources

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

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

Purpose

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

Rationale

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

7. The anti-bullying procedures at Burleigh Heads State School are an addition to our already research-validated 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

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 nonclassroom 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 nonclassroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. 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.

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

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

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Burleigh Heads State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

13. Burleigh Heads 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.

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be signed in at the office before 9.00am and collected after 3.00pm.

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 Burleigh Heads 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.

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

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.