



# Annandale State School

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

### **1. Purpose**

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

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

### **2. Consultation and data review**

Annandale State School developed this plan in collaboration with our school community. A review of school data sets from 2013-2015 also informed the development process. Also informing the development process were:

- Year level meetings including school support staff;
- Team meetings;
- Educational Leadership Team meetings;
- Administration meetings; and
- Whole School Community through newsletter, P&C meetings and initial enrolment meetings with enrolling families

The Plan was endorsed by the Principal and the President of the P&C.

### **3. Learning and behaviour statement**

All areas of Annandale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is You Can Do It – 5 Keys to Success

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 Annandale 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:

- Be Organised;
- Be Persistent;
- Be Confident;
- Be Resilient; and
- Get Along With Others

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

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

##### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Annandale State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our 5 Keys to Success. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	SPECIALIST CLASSES	TOILETS	BUS /BIKE RACKS
Persistence	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> <li>Work tough</li> <li>Give lots of effort</li> </ul>	<ul style="list-style-type: none"> <li>Complete set tasks in timeframe</li> <li>Try to get the best results you can</li> <li>Work tough and give lots of effort</li> <li>Take an active role in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Participate in use of approved online sites and educational games</li> <li>Be courteous and polite in all online communications</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Be tolerant</li> </ul>	<ul style="list-style-type: none"> <li>Complete set tasks in timeframe</li> <li>Try to get the best results you can</li> <li>Work tough and give lots of effort</li> <li>Take an active role in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Use own bike/scooter only</li> <li>Wait with teacher at the bus stop</li> </ul>
Organisation	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Keep work space tidy</li> <li>Be honest</li> <li>Return homework</li> <li>Set goals</li> </ul>	<ul style="list-style-type: none"> <li>Report any unacceptable behaviour to a teacher</li> <li>Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>Return equipment to appropriate place at the sports bell</li> <li>Wear shoes and socks at all times</li> <li>Be sun safe; wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Keep work space tidy</li> <li>Be honest</li> <li>Return homework</li> <li>Set goals</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> </ul>	<ul style="list-style-type: none"> <li>Walk bike/scooter in school grounds</li> <li>Have your name marked on the bus roll</li> <li>Leave school promptly</li> </ul>
Getting Along	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Use polite language</li> <li>Wait your turn</li> <li>Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Walk to class and line up quietly</li> <li>Enter and exit room in an orderly manner</li> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Respect others' personal space</li> <li>Talk in turns</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to use online resources free from interference or bullying</li> <li>Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Care for the environment</li> <li>Think first before acting</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and in an orderly way so that others are not disturbed</li> <li>Enter and exit room in an orderly manner</li> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Respect others' personal space</li> <li>Talk in turns</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands after using the toilet and before eating food</li> <li>Respect privacy of others</li> <li>use toilets appropriately / care for facility</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Keep your belongings nearby</li> <li>Have your bus pass ready</li> <li>Use own bike/scooter only</li> <li>walk beside bike / scooter on the path</li> </ul>
Confidence	<ul style="list-style-type: none"> <li>Speak with a clear voice</li> <li>Trying something new</li> <li>Being a risk taker</li> </ul>	<ul style="list-style-type: none"> <li>Speak with a clear voice</li> <li>Trying something new</li> <li>Being a risk taker – have a go</li> </ul>	<ul style="list-style-type: none"> <li>Keep any usernames or passwords private</li> </ul>	<ul style="list-style-type: none"> <li>Have a go at new things</li> <li>Be tolerant</li> </ul>	<ul style="list-style-type: none"> <li>Speak with a clear voice</li> <li>Trying something new</li> <li>Being a risk taker – have a go</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Ask for assistance</li> <li>Wait your turn</li> </ul>

<b>Resilience</b>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Seek assistance when needed</li> <li>▪ Be tolerant of others</li> <li>▪ Using positive self talk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Ask for help when needed</li> <li>▪ Use strategies to solve problems</li> <li>▪ Give lots of effort and try hard</li> <li>▪ Work tough</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Ask for help when needed from teachers on duty</li> <li>▪ Be tolerant of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Ask for help when needed</li> <li>▪ Use strategies to solve problems</li> <li>▪ Give lots of effort and try hard</li> <li>▪ Work tough</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be calm while waiting</li> <li>▪ Display tolerance</li> </ul>
-------------------	---	---	--	--	---	---	--

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

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

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members (Principal and Deputy Principals) regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Annandale State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- 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.

Specific policies have been developed to address:

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

### **Reinforcing expected school behaviour**

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

#### **Annandale State School Positive Notice**

Staff members hand out “You Can Do It” cards each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they ‘catch’ a student following the rules they can choose to give them a “You Can Do It” card. When students are given a Positive Notice card they drop the card in one of the designated collection points at the following locations:

- School administration block;

On assembly each week, all nominated students are recognised and award certificates are given to five individual students in Prep to Year 2 and five individual students in Year 3 to 6 and these students are given a certificate and icy cup. All students who receive a “You Can Do It” card and award are recorded on One School in positive behaviour.

### **Responding to unacceptable behaviour**

#### *1. Re-directing low-level and infrequent problem behaviour*

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

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

### Classroom Expectations

In the first week of the school year, teachers will explicitly teach clear and concise classroom procedures, which will:

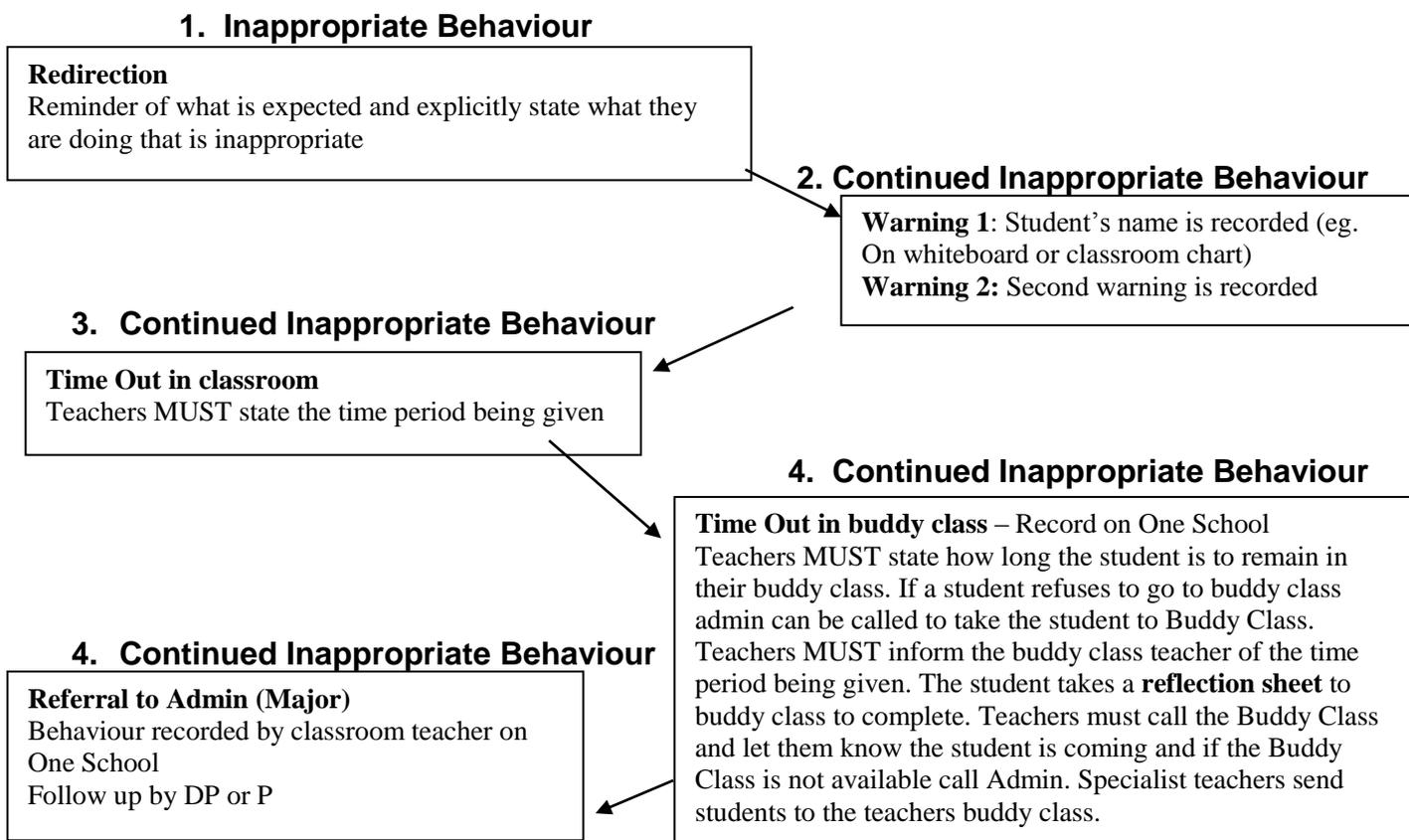
- encourage children to take ownership of the School Standards and Expectations; and
- promote responsible behaviour through the 'You Can Do It' program.

Each classroom will display the 'Five Keys to Success' in a prominent position in the classroom and refer to this when managing behaviour. Each class will display the consequences (warning 1, warning 2, timeout in the classroom, buddy class and timeout) and reward process used within the classroom

The language of the classroom should reflect the underlying philosophy and the 'Habits of Mind' as presented in the 'You Can Do It' program.

Each class will establish a Buddy Class as part of the Buddy System. Teachers will choose a teacher from another year level and one whose classroom is not in the same year level. This will assist in establishing a distance which can help calm the acting out individual.

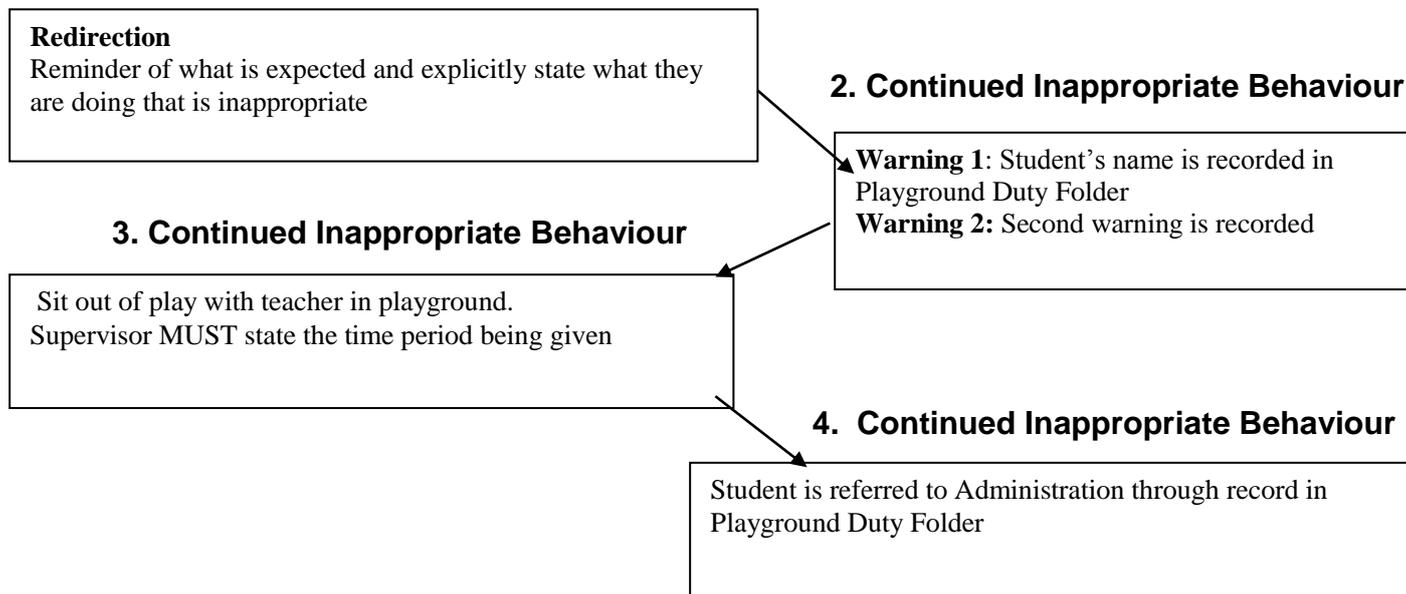
**Below is an example of what a classroom consequences hierarchy looks like. Relieving teachers are also expected to implement this structure on a daily basis.**



## Playground Expectations

Below is an example of what a playground consequences hierarchy looks like. Relieving teachers are also expected to implement this structure on a daily basis. Duty teachers wear a yellow high visible vest

### 1. Inappropriate Behaviour (Minor)



### Inappropriate Behaviour (Major)



### 2. Targeted behaviour support: Respond program

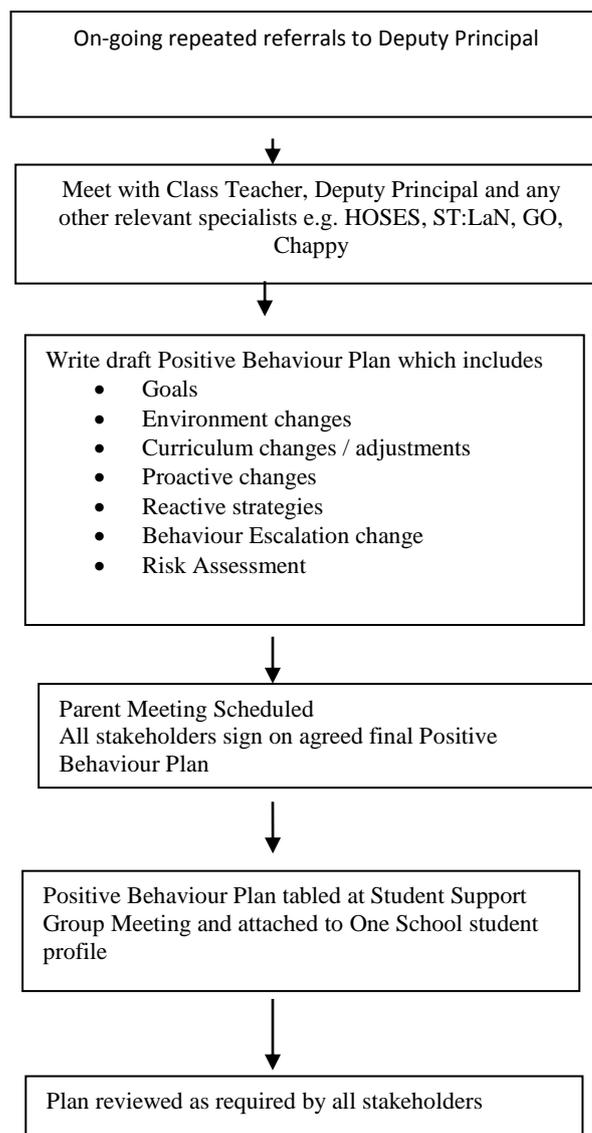
3.

Each year a small number students at Annandale State School are identified through our data as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students who are identified as requiring a Positive Behaviour Plan attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults (Deputy Principal, STLaN, Chappy or Guidance Officer) and increased opportunities to receive positive reinforcement for demonstrating appropriate behaviours through timetables that are shown regularly to the Deputy Principal or Principal at the start of both play breaks. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training. These adjustments are developed by the Deputy Principal, Classroom Teacher and any other relevant specialist staff. Once the Positive Behaviour Plan has been developed a meeting is held with the student's parent/guardian and the adjustments and strategies shared. The agreed upon plan is then signed and copies provided to all stakeholders. The plan is monitored closely by the Deputy Principal and reviewed by all stakeholders when required.

Students whose behaviour does not improve after participation in a Positive Behaviour Plan, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

## Individual Positive Behaviour Plan Process



### 3. Intensive behaviour support: Behaviour Support Team

Annandale 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 Deputy Principal or Principal, Case Manager and other school specialist staff work together to:

- develop appropriate behaviour support strategies ;
- monitor the impact of support for individual students through continuous data collection; and
- identify adjustments as required for particular student(s).

The *Student Support Services Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's Administration Staff and where necessary the Guidance Officer.

### 5. Consequences for unacceptable behaviour

Annandale State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix

3) is used to record minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

### **Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team and recorded on One School as Major.

**Minor** behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

**Major** behaviours are those that:

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

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member completes the One School referral process and calls Administration

Major problem behaviours may result in the following consequences:

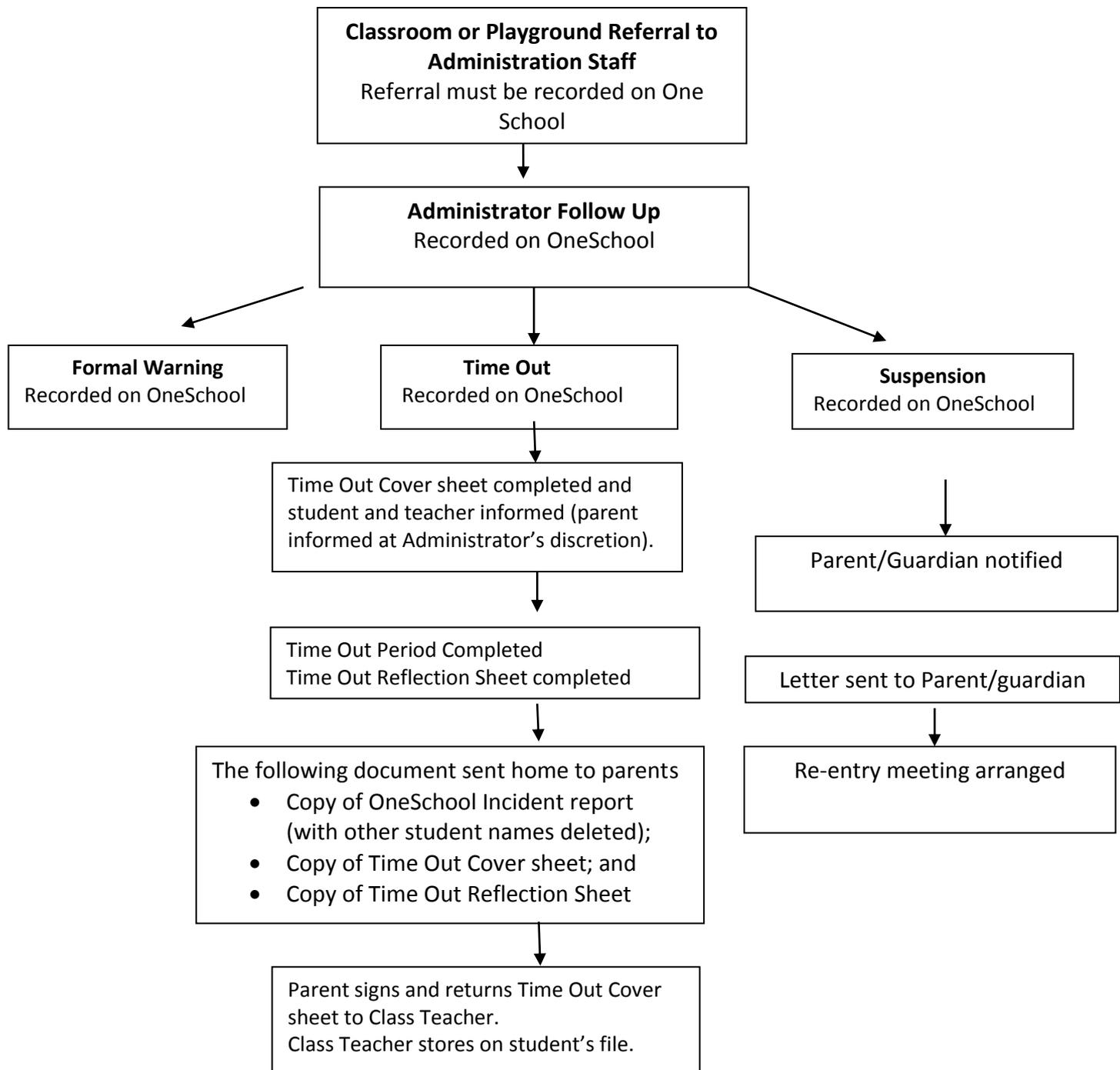
- **Level One:** Time in timeout and parent contacted, removal to office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence,
- **Level Two:** Parent contact, parent and school meetings to develop Positive Behaviour plan, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

Area	Minor	Major
Movement around school	<ul style="list-style-type: none"> <li>• Running on concrete or around buildings</li> <li>• Running in stairwells</li> <li>• Not walking bike in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing / persistently running around school after numerous warnings</li> </ul>
Play	<ul style="list-style-type: none"> <li>• Incorrect use of equipment</li> <li>• Not playing school approved games</li> <li>• Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing objects</li> <li>• Possession of weapons</li> </ul>
Physical contact	<ul style="list-style-type: none"> <li>• Minor physical contact (for example, pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>• Serious physical aggression</li> <li>• Fighting</li> </ul>
Correct Attire	<ul style="list-style-type: none"> <li>• Not wearing a hat in playground</li> <li>• Not wearing shoes outside</li> </ul>	
IT Abuse and inappropriate use of electronic devices (e.g. mobile phones)	<ul style="list-style-type: none"> <li>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Possession or selling of drugs</li> <li>• Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
Class tasks	<ul style="list-style-type: none"> <li>• Not completing set tasks that are at an appropriate level</li> <li>• Refusing to work</li> <li>• Refusal to hand in homework</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing refusal to complete work</li> </ul>
Being in the right place	<ul style="list-style-type: none"> <li>• Not being punctual (eg: lateness after breaks)</li> <li>• Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving class without permission (out of sight)</li> <li>• Leaving school without permission</li> </ul>
Follow instructions	<ul style="list-style-type: none"> <li>• Low intensity failure to respond to adult request</li> <li>• Non compliance</li> <li>• Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing refusal to follow instruction</li> <li>• Deliberate disobedience</li> <li>• Insolence</li> </ul>
Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>• Minor dishonesty (lying about involvement in a low-level incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Major dishonesty that has a negative impact on others</li> </ul>
Rubbish	<ul style="list-style-type: none"> <li>• Littering</li> </ul>	
Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
Language / Verbal aggression (including while online)	<ul style="list-style-type: none"> <li>• Inappropriate language (written/verbal)</li> <li>• Calling out</li> <li>• Poor attitude</li> <li>• Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>• Offensive language</li> <li>• Aggressive language</li> <li>• Verbal abuse / directed profanity</li> </ul>
Property / Vandalism	<ul style="list-style-type: none"> <li>• Petty theft</li> <li>• Lack of care for the environment</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing / major theft</li> <li>• Wilful property damage</li> <li>• Vandalism</li> </ul>
Bullying and patterns of anti-social behaviour	<ul style="list-style-type: none"> <li>• Not playing fairly</li> <li>• Minor disruption to class</li> <li>• Minor defiance</li> <li>• Minor bullying / victimisation/ harassment</li> <li>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Major bullying / victimisation /harassment</li> <li>• Major disruption to class</li> <li>• Blatant disrespect</li> <li>• Major defiance</li> <li>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

### Managing an Incident referred to Administration

Below is an example of how a Referral to Administration Staff could occur. Referral to Administration Staff would occur after all of the Classroom and Playground Expectations flow chart have been followed and the inappropriate behaviour has continued **or if the incident is of a serious nature.**



# TIME OUT

Time Out is a strategy used at Annandale State School to provide time for students to learn how to more effectively manage their own behaviour. This strategy may also be used to provide space and time to assist a student in their calming down process. It may occur within the child's classroom program (an area in their own classroom or a buddy classroom) or during a lunch break (in the Time Out Room). The procedures below refer to the Time Out Room only as individual classroom teachers will manage any in class Time Out as it arises.

## Time Out Room Procedures

1. The Time Out Room may be a possible consequence of inappropriate behaviours in both classroom and playground once it has become a managed incident as per Consequences of Unacceptable Behaviour table)
2. Before using the strategy of sending students to the Time Out Room, the teacher **must** discuss the situation with the Principal / Deputy Principal.
3. When sending a student to the Time Out Room, the referring Administrator **must** complete an **Timeout Form** and One School incident form and send with the student.
4. The Time Out Room Roll will be kept by the teachers performing this duty and monitored by a member of the Administration team on a weekly basis.
5. Students and the teacher on duty are to report to the designated Time Out Room at the beginning of the break. Students will bring their lunch with them.

## Responsibilities of Students:

- Students must arrive on time;
- Students are to complete set work silently; and
- Students are to remain in Time Out for the whole of the break

## Responsibilities of Teacher on Duty:

- Collect Time Out Room roll;
- Complete roll upon arrival (including comments about whether behaviour was satisfactory or unsatisfactory);
- Work with student(s) on Reflection Sheet ; and
- When a student has completed their Time Out sessions, return the Incident Report form to the Class Teacher.

## Relate problem behaviours to expected school behaviours

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

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

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

## Ensuring consistent responses to problem behaviour

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

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

## 6. Emergency or critical incident responses

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

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

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

### Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## **Physical Intervention**

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

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

Appropriate physical intervention may be used to ensure that Annandale 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 and the underlying function of the behaviour.

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

## **Record keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## **NON – VIOLENT CRISIS INTERVENTION INCLUDING PHYSICAL RESTRAINT**

Conforming to EQ policy:

- Safe Supportive and Disciplined School Environment - Version 6.2 dated 12/09/12

<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

### ***In unforeseen circumstances when a student:***

- Threatens or engages in acts of violence towards other students staff or persons;
- Threatens or engages in actual harm to self;
- Threatens or engages in actual significant damage to property; and
- When other strategies including crisis communication strategies have been tried and proven unsuccessful or are not practicable in the circumstances.

### ***Physical intervention/restraint is an option.***

Annandale State School staff members have been trained in non-violent crisis intervention. Staff will attempt to de-escalate the situation using the following approach:

1. **Be supportive (used when the person is anxious)**  
Staff must be empathetic and actively listen to what is upsetting the individual. They must avoid being judgemental and avoid dismissing the person.
2. **Be directive (used when the person is defensive)**  
The staff member must set clear, simple and enforceable limits for the individual.
3. **Use non-violent physical intervention/restraint (used when the person is acting out and verbal aggression may become physical aggression)**  
Restraint will only be used as a last resort. Restraint will only occur when there is a trained member of staff to provide assistance.
4. **Instigate therapeutic rapport (used when the person in crisis has calmed and has regained control)**  
It is important for the staff member to re-establish communication with the student and to strengthen the relationship.
5. **Post-vention (used when the crisis has passed)**  
Debriefing of staff will occur after each incident, which will include critical reflection. Counselling for the student will be organized.

### **7. Network of student support**

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer

External support is also available through the following government and community agencies:

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

### **8. Consideration of individual circumstances**

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

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

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

- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs.

## 9. Related legislation

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

## 10. Related policies and procedures

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

## 11. Some related resources

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

## ***Endorsement***

Jan Cooper

Principal

Keith Wilson

P&C President

Effective Date: 18 April 2016 – 31 December 2017

### The Use of Personal Technology Devices at Annandale State 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.

#### **Personal Technology Devices at School**

Students should not bring valuable personal technology devices like mobile phones, cameras, video cameras or MP3 players, iPods, or video/computer games to school as there is a risk of damage or theft. No responsibility is taken for the security of these devices at school.

Should the devices be necessary, a letter of permission from the parent must be submitted to the Office and such devices must be turned off and given to the teacher for safe keeping for the entire school day.

***Please note that we recommend these devices NOT be brought to school.***

#### **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 strongly discouraged by the school because of the potential for theft and general distraction and/or disruption with them. However, if they are at school they must be turned off and given to the class teacher. Personal Technology Devices are not to be used during the school day without written authorisation from the Principal. Personal Technology Devices used in class during exams or class assessment will not only incur disciplinary action for breach of policy, but will also be considered as an assumption of cheating.

#### **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 Annandale 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) build 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 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.

### **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 HOSES, Deputy Principal or Principal.

### **Staff Use of Personal Electronic Devices**

Staff will model responsible use of electronic devices in public areas of the school. Devices will be turned off during class and meeting times. Staff should use professional judgement in ensuring students' and their own safety in specific circumstances (e.g. on excursions, PGD etc).

### **Consequences of Misuse**

It is a reasonable expectation that staff will enforce the *Personal Electronic Devices Policy*.

### **Students will comply with all reasonable requests from staff.**

In the event that a student does not follow this policy, the following consequences will apply:

1. Immediate confiscation by the teacher;
2. Electronic device will be taken to the office as soon as possible where the teacher will label the device for future collection;
3. Collection can only be made by parent/guardian. The device will not be returned to the student.

Students who repeatedly refuse to comply with this policy will be dealt with through the school's Responsible Behaviour Plan.

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

#### Definition:

Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others." – Bill Belsey.

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically – or their property, reputation or social acceptance on more than one occasion. People who use the internet, email, intranets, phones or similar technologies to bully others are cyber bullies.

#### Purpose

Annandale 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 Annandale. 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 Annandale 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 Annandale 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.

## **PREVENTION:**

### **A. Primary Prevention:**

- Professional development for staff relating to forms of bullying including cyber bullying through Australian Communications and Media Authority (ACMA);
- Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable through newsletters and parent workshops through Australian Communications and Media Authority (ACMA);
- Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the schools' programs and response;
- Provide programs that promote resilience, life and social skill, assertiveness, conflict resolution and problem solving through the You Can Do It Program;
- Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber-bullying;
- All students to be provided with individual and confidential computer and network log ins and passwords;
- Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network (auditing). Firewalls to be installed to eliminate outside traffic into the school's network and intranet;
- The use of mobile phones by students will be limited – phones turned off and put in teacher's desk whilst at school - with consequences implemented for any students who use mobile phones inappropriately; and
- The curriculum to include anti-bullying messages and strategies through the You Can Do It Program.

### **B. Early Intervention:**

- Encourage children and staff to report bullying incidents involving themselves or others;
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying;
- Regular monitoring of student traffic on school's computer networks to identify potential problems (auditing);
- Parents encouraged to contact school if they become aware of a problem; and
- Public recognition and reward for positive behaviour and resolution of problems.

### **C. Intervention:**

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented;
- Parents to be contacted;
- Students and staff identified by others as bullied will be informed of allegations;
- Both bullies and victims will be offered counselling and support;
- Students will be taken off the system for a period of time;
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Responsible Behaviour Plan for Students.

### **D. Consequences:**

Consequences for students will be individually based and may involve:

- exclusion from class;
- exclusion from playground;
- school suspension;
- time off the computer system;

- withdrawal of ICT privileges;
- ongoing counselling from appropriate agency for both victim and bully;
- Reinforcement of positive behaviours;
- Ongoing monitoring of identified bullies;
- rewards of positive behaviour; and
- report offensive content to the ACMA.

If you see content which is offensive or illegal you can:

- make a report to the ACMA – [www.cybersmart.gov.au](http://www.cybersmart.gov.au); and / or
- report suspicious online behaviour to the Australian Federal Police.

If you are concerned about online behaviour that involves sexual exploitation of a child you can:

- report it to the Australian Federal Police Child Protection Operations team.

The AFP works with State and Territory police and international law enforcement agencies to investigate online child sex exploitation which occurs using telecommunications services, such as internet or mobile phones.

If you know about a child who is in immediate danger or risk call Triple Zero (000) or contact your local police.

**Evaluation:**

This policy will be reviewed with whole staff, student, parent and community input as part of the school's two-year review cycle along with the Responsible Behaviour Plan for Students.

### Appropriate use of social media

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

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

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

No student of Annandale State 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 Annandale State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Annandale State School whether those behaviours occur during or outside school hours.

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

#### Role of social media

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

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

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

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

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

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

#### Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

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

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

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

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

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

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

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

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

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

There are significant penalties for these offences.

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