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

1. Purpose

Education Queensland and Healy State School are committed to provisions that ensure all children have a right to and receive a quality education.

Healy State School's values and beliefs revolve around School Wide Positive Behaviour Support. This is an approach that establishes the social culture, learning and teaching environment and individual behaviour support needed to achieve academic and social success for all students. Healy State School believe that all students have the right to learn and feel safe in a supportive environment.

2. Consultation and Data Review

Healy State School's Responsible Behaviour Plan for Students has been developed in consultation with the school community and endorsed by the Principal, President of the P&C and the Principal's line manager, the Assistant Regional Director.

Parents/carers were consulted as a part of the process of formulating Healy State School Code of School Behaviour and the Responsible Behaviour Plan for Students, and have been informed of the School Wide Positive Behaviour Support approach through newsletters and information bulletins.

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

3. Learning and Behaviour Statement

Our school is built upon the supportive efforts of its whole school community through productive learning relationships, mutual trust and respect. Healy State School aims for all school members to feel safe, valued and challenged in an environment which offers intentionally inviting learning environments, in the pursuit of skills for lifelong learning through curriculum, interpersonal relationships and school organisation. We encourage open and honest communication which is proactive rather than reactive, and encourages non-discriminatory behaviours which are modelled and reinforced daily.

Healy State School also has a strict policy on the use of technology. The capacity now for students to abuse other students, students to abuse teachers and principals, and even teachers using sites in unproductive ways is not acceptable. Therefore, Healy State School has expectations that all school members are aware of the legal, ethical and responsible use of technology within Education Queensland's Code of Conduct Guidelines.

Healy State School maximises the opportunities for students to learn by focussing on the whole child and endeavouring to build their repertoire of academic, life and social skills. This is highlighted by the clearly defined expectations matrix utilised throughout the school. The matrix is supported by a weekly focus on social skills through whole school presentations and classroom

lessons. The expectations matrix is clearly linked to the whole school expectations and aligned with school improvement objectives, attendance policy and individual learning goals.

At Healy State School, we are in the business of learning:
- All children can learn;
- All children can enjoy learning;
- All children have a right to learn, and teachers have a right to teach; without persistent disruption;
- Our school recognises the rights of all to be safe; and
- All children have the capacity to be responsible for their own behaviour.

Healy State School
All Healy Staff work in partnership to provide a safe and supportive environment by:
- Developing educational outcomes which are relevant, meaningful, challenging and inclusive to all students;
- Providing a routine with expectations;
- Partnerships between school, community and home are valued;
- Promote Responsible Thinking Processes both in the classroom and in the playground;
- Use The Essential Skills to develop positive classroom management; and
- Participating in classroom profiling to reflect on general classroom skills.
- Participate in collegial coaching to develop pedagogy and reflective practices within the classroom.

Students:
The staff at Healy State School believes that every child is entitled to an education. At Healy we provide:
- The opportunity for every child to participate in a challenging educational environment;
- A safe and supportive learning environment that respects the right of each and every child to learn;
- Opportunities for students to make responsible decisions about their own learning and behaviour;
- An expectation that all students will demonstrate respect and pride for themselves, other members of the school community and the school environment; and
- Expectations that students will cooperate and show respect to staff and others in authority.

Parents/Caregivers:
At Healy State School, we believe that parents/caregivers participation in their child's education is essential for students to succeed. It is every parents/caregivers responsibility to work with the school to support their child's education. Parents/Caregivers are expected to:
- Show an active interest in their children's schooling and progress;
- Communicate and cooperate with staff in maintaining a safe and respectful learning environment for all students and staff;

- Ensure their child/ren attends school regularly and has the necessary equipment;
- Have constructive communication and relationships with staff regarding their children's behaviour, learning and wellbeing; and
- Be actively involved in the development of support plans and case management plans.

Principal:
- Maintain and communicate the expectations of behaviour in the school community;
- Ensure fairness and consistency in implementing the schools Responsible Behaviour Plan;
- Consistently communicate and maintain the expectations of behaviour in the school community;
- Establish productive partnerships to enhance individual case management; and
- Review and monitor the effectiveness of school practices and their impact on student learning.

Others: (support personnel, ancillary & non-school based staff, community representatives)
- Supply expertise, support and assistance when required;
- Facilitate the gathering, storage and distribution of resources; and
- Model behaviours that are appropriate for the students.

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

Healy State School aims to develop behaviour in students through a focus on three levels of support:
1. **Universal Behaviour Support;**
2. **Targeted Behaviour Support;**
3. **Intensive Behaviour Support.**

The outline listed below is not exhaustive. Some would be appropriate at all levels. They are listed to prompt thinking and problem solving when managing positive and problematic behaviours.

1. Universal Behaviour Support
Leadership   Personal and social development Classroom management   School community relationships Positive environment   Social skill development and instruction Implementation of SWPBS   Whole school consequence framework
Positive relationships between student/s and teachers
2. Targeted Behaviour Support
Contracting   Counselling (GO) Negotiations   Confrontation skills Timetabling to provide additional structure and routine for the student Support services   Individual Behaviour Plans (IBP) Revision of school plans   Implementation of SWPBS
3. Intensive Behaviour Support
Restitution Daily report Suspension Withdrawal Alternative programs (PLU)

Managed attendance plans
Behaviour Improvement Condition (BIC)
Recommendation for exclusion

Whole School Behaviour Support

At Healy State School, we create a supportive learning environment across our whole school by:

- Delivering consistent messages through School Wide Positive Behaviour Support documentation and procedures as negotiated with staff;
- Communicating, modelling and recognising expectations regarding school behaviour;
- Using open communication between home and school to ensure parents are aware of Healy's expectations;
- Celebrating student success through a range of curricula, and extra-curricular activities;
- Responding to individual incidents through a logical and transparent process;
- Supporting staff, students and parents through professional development, education and learning processes;
- Shared school values and a positive, inclusive school culture; and
- Managing incidents through clear and well understood processes.

Healy State School implements the following proactive and preventative actions to support student behaviour (please refer to):

- Guidelines for personal technology devices at school (Appendix 1).
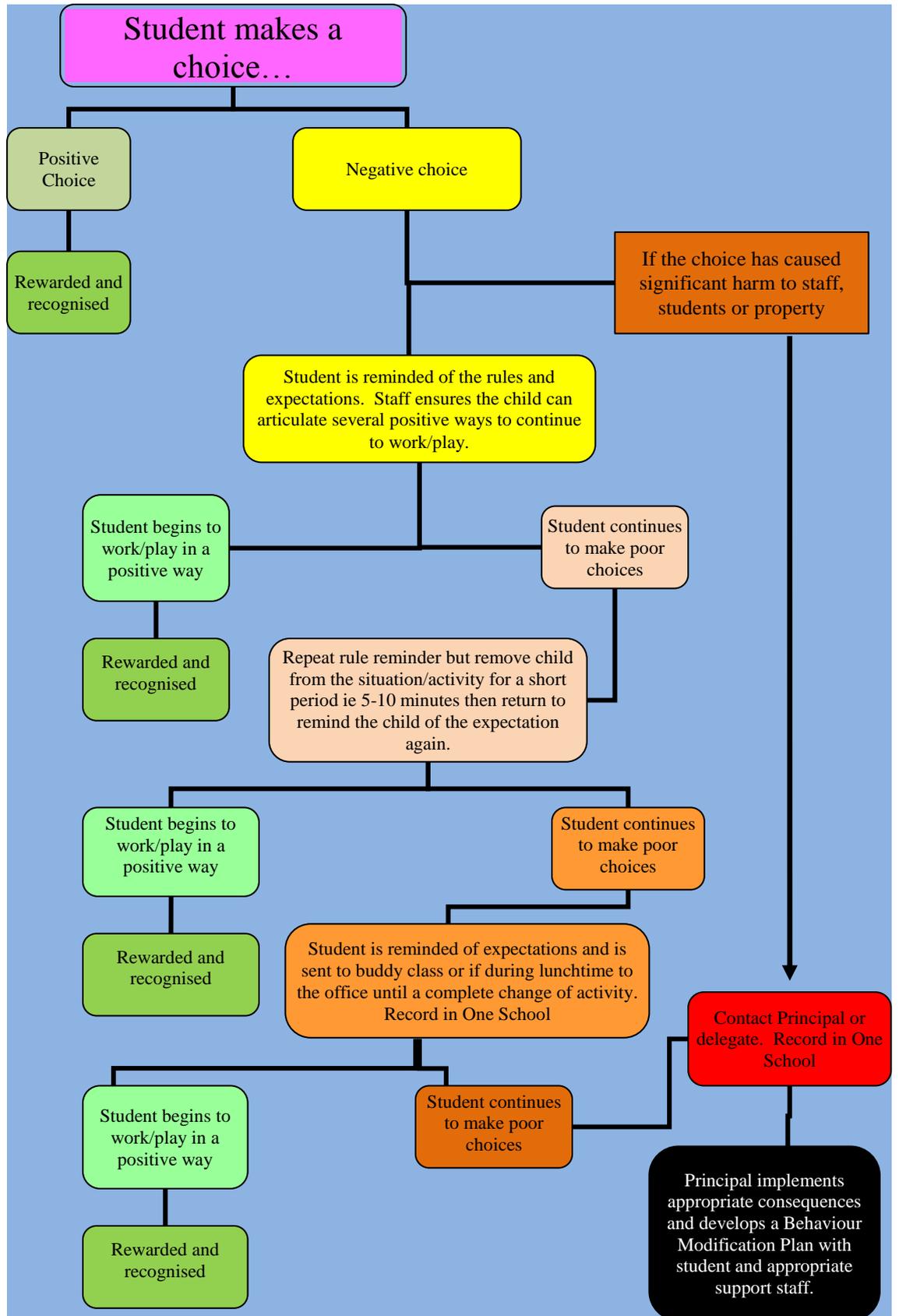- A whole school approach to bullying (Appendix 2).

Healy State School's mission is to develop and enhance children's natural curiosity and openness through the benefit of a high quality education. We encourage children to build a sense of responsibility and respect for their community and the world around them. Healy State School strives to create a positive, supportive and safe environment where students will acquire the necessary skills to thrive in a diverse society as lifelong learners. At Healy State School, we meet the individual and common needs of all learners by providing a creative and balanced curriculum.

In order to achieve this, Healy State School has implemented a whole school process based on Positive School Behaviour Models. Students are given clear expectations and taught how to comply with these instructions. Students who are working in an acceptable or better manner are rewarded for their actions and can earn extrinsic and intrinsic rewards for their positive choices.

Students who find positive decision making hard are supported to learn from their mistakes and change their actions.

The Code of
School
Behaviour

Better Behaviour
Better Learning

Student makes a choice…

Positive Choice → **Rewarded and recognised**

Negative choice

If the choice has caused significant harm to staff, students or property

Student is reminded of the rules and expectations. Staff ensures the child can articulate several positive ways to continue to work/play.

Student begins to work/play in a positive way → **Rewarded and recognised**

Student continues to make poor choices

Repeat rule reminder but remove child from the situation/activity for a short period ie 5-10 minutes then return to remind the child of the expectation again.

Student begins to work/play in a positive way → **Rewarded and recognised**

Student continues to make poor choices

Student is reminded of expectations and is sent to buddy class or if during lunchtime to the office until a complete change of activity. Record in One School

Student begins to work/play in a positive way → **Rewarded and recognised**

Student continues to make poor choices

Contact Principal or delegate. Record in One School

Principal implements appropriate consequences and develops a Behaviour Modification Plan with student and appropriate support staff.

Rewards for Positive Behaviour:

As a school in 2013, we commenced implementing School Wide Positive Behaviour Support. This system enables a whole school approach to rewarding expected classroom and playground behaviour. In addition it ensures that all classrooms are following the same steps when rewarding behaviour. As a school

Queensland

it is expected that all expected behaviour within the school be acknowledged with GOTCHA's and positive praise. GOTCHA's will be added to the weekly and termly raffle draws on parade.

In addition to this each class has their own individualised rewards systems that outline goals linked to the whole school behaviour expectations. Teachers are afforded the opportunity to personalise these systems to best suit the needs of the students in their class.

Other Rewards:

Awards and certificates: All teachers will present one certificate on assembly each week. They are for a Healy Student of the Week, a student who is working hard to meet the school expectations or an Academic level, for hard work in an area of learning.
Our Attendance recognition is one student from each year level who has attended all week will be selected to receive a reward.

Targeted behaviour support

Students that require targeted behavioural support have access to a wide range of resources. Students are identified through data, which has been collected by administration, the classroom teacher and the Leadership Team. These students will be flagged by the Leadership Team upon their third referral, and a team meeting of teachers, aides and other appropriate people will be devised to develop ideas and strategies, that will assist the student to engage in positive behavioural choices. Parents will be contacted at this stage to inform them of the additional support being offered.

Parents/Caregivers, administration, and class teachers will play an important part in this process. All parties will need to be supportive of behavioural techniques agreed upon, and follow through with set goals to enable the student to positively modify their behaviour. The Leadership Team, teachers and parents/caregivers will collaboratively develop a contract outlining support strategies for the student. These include:
- Curriculum access;
- Positive reinforcement;
- Open and honest communication with parents throughout the process; and
- Clear and consistent response to inappropriate behaviours.

Intensive behaviour support

Students who are considered to be 'seriously at risk' of significant educational underachievement due to their inappropriate behaviours are supported through a Case Manager. The Case Manager for these students is the class teacher. The Case Manager works in collaboration with the Principal and parents. Support from our Guidance Officer and Student Services Committee may also be involved. Intensive behaviour support will be provided through a proactive, supportive and corrective manner. Some members of staff are trained in physical restraint, and may use restraint techniques to ensure safety of all school community members.

Proactive Support is provided to those students who are at risk of being suspended or have been recommended for exclusion. These are students who, although have been targeted for behaviour support, are not responding to the

support provided. Proactive Support should encompass the following from the case manager:

- Data to indicate inappropriate behaviours, consequences used and triggers;
- Individual behaviour support plan devised in conjunction with a case manager, principal, parent and student; and
- Referral to Guidance for social/emotional intervention.

Supportive Support works on strategies that will support both the teacher and student. These strategies may be put into place by the Case Manager, or may be additional support from other members of the school community.

Corrective Support is the action taken by teachers when disruptive behaviours occur. Corrective Support is aimed at students who have experienced an array of severe management strategies such as suspension. Before re-entering school after suspension, a re-entry plan is developed in conjunction with the case manager, parent, and teachers to develop:

- A risk management plan which explores goals linked to the consequences of actions in order to minimise a reoccurrence of inappropriate behaviours;
- Clear and concise consequences with appropriate responses to inappropriate behaviour; and
- Positive reinforcement of correct behaviours and a celebration of goal achievement.

This re-entry plan is shared with parents and staff to keep them informed of the goals that have been agreed upon by all parties and ensure that the individual behavioural needs of the student is met with consistency. Parents and the student will be kept informed of any major breaches of behaviour and consequences will be developed based upon individual circumstances.

5. Emergency situation or critical response

An emergency situation is when there is a person, or persons injured, requiring immediate attention or the threat of injury to one or more persons. A critical response is the processes and procedures used during this incident to ensure the personal safety and security of all involved. Such incident may include, but are not limited to persons with weapons, students in dangerous or precarious positions, dangerous animals in the grounds, fire etc.

In the event of an incident that is of a high level and poses potential risk of injury or harm to people, including the child, other children and staff, the school may involve outside agencies such as police, fire or ambulance as required to ensure the safety of all.

In all cases the priority in these situations is the safety of people first. A lock down in classrooms or evacuation maybe called to prevent other students and staff being involved or harmed. All staff and students are trained as a part of regular safety drills as to what to do in this situation.

After the incident the student/s involved in causing the incident may then have the appropriate consequences imposed. Students who witnessed or were affected by the incident will be counselled and families contacted. This may include the support of the Guidance Officer or the relevant support staff.

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; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Healy'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.

Training will be provided to staff in appropriate use of physical intervention, with students, when trainers are reasonably available for delivery of professional development.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained and may be recorded on OneSchool:
- Incident report (Appendix 3);
- Health and Safety incident record (link);
- Debriefing report (for student and staff) (Appendix 4).

6. Consequences for unacceptable behaviour

Classroom rules and expectations are discussed and developed between teachers and students at the commencement of the school year but based around the Healy State School Expectations and Behaviour Matrix. Students need to know that there is consistency across classes and staff in order to make appropriate choices.

These rules are based on the whole school Behaviour Management Plan and are positive in their nature.

Healy State School Expectations:
- ☺ Respect Yourself
- ☺ Respect Others
- ☺ Respect Property
- ☺ Be a Learner

Misconduct, by a student enrolled at Healy State School, is defined to include misconduct happening while the student is:

- Attending or representing the school; or
- Travelling directly to or from the school.

If a student does not abide by the School Code of Conduct, action will be taken. Action will range from a warning to a formal Disciplinary Absence (Suspension), dependent upon a number of factors including:
- The threat to the safety of others;
- The nature of the incident;
- The age and nature of the students;
- Whether the breach was the first on, or one in a series of repeated events about which the breach caused disruption to the e=learning of others;
- A student's socio-environmental factors; and
- To suspend means to prohibit the student from attending the school which the suspension is in force.

Healy State School recognises three levels of inappropriate behaviour.

Low Level Behaviours – Teacher Managed	
Possible Behaviours	*Possible Responses/Consequences*
- Reluctance to start work - Poor attitude - Calling out - Inappropriate language - Inappropriate talk - Deliberate interruptions - Disrespect - Failure to follow class rules - Chewing/eating in class - Disruptive noise - Interfering with property of others Immediately repairable damage to property without cost - Out of bounds areas - Bringing valuable items to school e.g. iPod, mobile phone - Misuse of technology - No Broad brimmed hat (sun safety) - No enclosed shoes eg. Thongs, reef shoes - Food sharing - Out of bounds area - Running on Cement - Littering - Rough play - Not sitting until dismissed - Annoying others - Teasing/name calling - Swearing (verbal) incidental or accidental	*In the first instance a Rule Reminder should always be issued but also consider:* - Essential Skills to redirect - Positive reinforcement to redirect - Consider seating plan - Time out in class and lunch times - Write out school rules - Removal of privileges - Parent Contact - Verbal/written apology - Sitting in undercover area - Pick up litter - Follow teacher - Supervised play - Confiscation of items (will be returned at end of school day for a first offence, collected by parents at their convenience for a second offence)
Continuation of these behaviours must result in parent contact and recording on One School.	

Medium Level Behaviours – Teacher Managed with Admin Assistance	
Possible Behaviours	*Possible Responses/Consequences*
- Repeated Low Level Behaviour over time - Teasing/annoying - Minor swearing with intent: e.g. shit, bloody hell, Bugger etc. (written or verbal) - Disobedience - Insolence - Threatening behaviour - Throwing objects - Vandalism/property damage that can be repaired as minimal cost - Interfering with others right to learn - Continued lack of respect - Unsafe actions - Leaving school grounds - Harassment – taunts - Physical Harassment – pushing, shoving, hat slapping etc. - Intimidation – body language, verbal - Toilet play - Spraying water - Interfering with the property of others - Use of mobile devices	Actions recorded and placed on OneSchool Time Out within the classroom - Develop a Teacher/Student Behaviour Contract - Buddy class - Use school resources e.g. - Admin Team - IEW - Referral to Student Services - Teacher to contact parent - Behaviour monitoring/goals - Teacher student conferencing - Whole school weekly behaviour plan - Teacher/Staff to discuss with Principal with student - Playground contract - Exclusion from playground areas (move to different play area) - Time out seat (Yellow) - Mobile devices confiscated and stored in office (returned at end of day or collected by parent if repeat offence)

High Level Behaviours – Admin Managed	
Possible Behaviours	*Possible Responses/Consequences*
- Swearing (written and verbal) at others or about others including staff and students - Threatening students and staff - Bullying - Serious Vandalism - Theft - Assault - Significant property damage with significant costs to repair - Smoking/spray cans (sniffing) - Spitting on someone - Dangerous Play - Possession of a dangerous object - Alcohol/drugs - Use of mobile devices to bully, harass or film others	Actions recorded and placed on OneSchool and referred to the Principal - Parental involvement - Consequence and /or restitution - Police/Adopt a Cop involvement - Behaviour Unit referral - Suspension 1-20 days (home) - Recommendation for exclusion - Recommendation for expulsion from Queensland State Schools - Confiscation of device and collection by parent - Compliance with the directions/requests of police

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Process for Re-entry to School Following Suspension

After a suspension, students will have a negotiated re-entry to school following an interview with the student and parents. A student's re-entry will be supported by an action plan, which will list the appropriate behaviours and expectation that the student will display. This plan will be negotiated between the Principal, class teacher, the student and parent/caregiver at the re-entry interview.

Parents must accompany their children and be involved in the re-entry process. During the re-entry meeting the principal will:
- Re-state and explain the reasons for suspension;
- The child is counselled as to behaviour that is required in the school;
- The child then lists behaviours that have to be corrected;
- With the help of the Principal, Teacher and Parent the child draws up an action plan to be followed; and
- Copies of this action plan to be given to and signed by all parties.

Behaviour Contract: In most circumstances a student returning from suspension will be placed on a Behaviour Contract to show parents daily progress. This may be extended until such time as the child demonstrates consistent behaviour choices in line with the school Expectations Matrix.

Students who have had multiple suspensions imposed will have a Behaviour Improvement Condition imposed for continued repeated offences.

Students may be detained as consequences for disobedience, misconduct or other breaches of school discipline. This will occur in school time or outside with parental consent.

Ensuring consistent responses to problem behaviour
At Healy 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.

7. The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. At Healy State School, these may include the following support personnel:

School teaching and support staff including;
- School administration
- Parents
- Family Support Worker
- Guidance Officer
- Student Services Committee

Regional Support Staff
- Advisory Visiting Teachers
- Physiologist
- Positive Learning Unit

Community Support Staff
- Centacare
- Child Safety
- Bush Children
- Police Liaison Officer
- Adopt a Cop
- Community Health
- Child and Youth Mental Health
- Local medical providers

The Student Services committee provides support to students who require more targeted or intensive support. The committee consists of teachers, school support personnel, Guidance Councillors, Speech Language Therapists, behaviour support personnel and the Principal.

Local government agencies such as Centacare, Department of Communities, Department of Child Safety etc. also work closely with the school to provide support where necessary.

8. Consideration of individual circumstances

At Healy State School, we believe that the consequences for breaking school rules or breaching the schools Responsible Behaviour Plan can vary according to a number of factors including:

- Age of student;
- Previous behaviour record;
- Severity of the incident;
- Intent of the action;
- Honesty and genuine remorse;
- Learning difficulties;
- Special needs;
- Academic ability;
- Degree of provocation;
- Social-emotional development;
- Amount of reliable evidence; and
- Student supports outside of school.

Administration must consistently apply the following questions when investigating an incident:

1. What Happened?
2. What did you want to happen?
3. What were you thinking/feeling at the time?
4. What have you thought about/felt since?
5. What did you think when you realised what had happened?
6. Who has been affected by what you did? In what way?
7. What impact has this incident had on you and others?
8. Are you able to control your thoughts/feelings at this time?
9. What do you think needs to happen to make things right?

9. Related legislation

- Education (General Provisions) Act 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
- Freedom of Information Act 1992

10. Related policies

Enrolment in State Primary, Secondary and Special Schools
Inclusive Education
Safe, Supportive and Disciplined School Environment
Student Protection
Student Dress Code
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
Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
Managing Electronic Identities and Identity Management
Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework (**ncab.nssfbestpractice.org.au/resources/resources.shtml**)
- National Framework for Values Education in Australian Schools (**www.valueseducation.edu.au**)
- National Framework for Values Education in Australian Schools – Queensland (**www.education.qld.gov.au/curriculum/values/**)
- National Safe Schools Week **www.safeschoolsweek.dest.gov.au**
- Bullying. No Way! (**www.bullyingnoway.com.au**)
- MindMatters (**www.curriculum.edu.au/mindmatters**)
- School Wide Positive Behaviour Support (**www.learningplace.com.au/deliver/content.asp?pid=24668**)
- Code of Conduct for School Students Travelling on Buses **http://www.transport.qld.gov.au/buscode**

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Endorsement:

_____   _____   _____
Principal   **P&C President or**   **Assistant Regional Director**
                            Chair, School Council   **(Schools)**

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

Purpose

1. Healy 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 Healy 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 Healy 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 Healy 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 Healy 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 Healy 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. Healy 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 Code of
School Behaviour

Better Behaviour
Better Learning

Queensland

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 including personal mobile phones.

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 by a parent/caregiver. 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 by a parent/caregiver.

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 (Mobile Telephones, etc.)

Bringing personal technology devices, such as mobile phones, to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in to the office in the morning. If students do not do this the personal technology device will be confiscated and only returned to the parent/caregiver at the end of the school day. Devices in the office shall be stored in a locked cupboard and collected by the student at the end of the school day.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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.

Incident Report

A. Name: Date:

Person Completing Form:

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

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Queensland

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

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

Debriefing should provide information on:
- Who was involved?
- What happened?
- Where it happened?
- Why it happened?
- What we learned?

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

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

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

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

The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Queensland

Healy State School Student Behaviour Expectations Matrix

	WHOLE SCHOOL	CLASSROOM	PLAY AREA / UNDERCOVER AREA	EATING AREAS	TOILET AREAS	TRANSITIONS / LINING UP
RESPECT YOURSELF	I keep my hands and feet to myself	I walk around the classroom	I wear shoes and a broad brimmed hat	I sit while eating	I wash my hands	I walk when moving around the school
	I use my words to solve problems	I use equipment safely	I use equipment safely	I eat my own food	I use toilets properly	I sit quietly in lines
	I walk when moving around the school	I use furniture appropriately	I play school approved games	I use my own drink bottle	I walk in the toilet areas	I return to class promptly
	I choose my own behaviour	I ask permission to leave the room	I stay in bounds	I put my hand up for permission to leave	I report damages to the class teacher	I am strong and smart and on time to class
	I wear my school uniform with pride	I am only in the classroom when a teacher is present	I walk on concrete	I put my rubbish in the bin		
		I am ready to learn		I keep myself clean		
		I am responsible for my learning				
RESPECT OTHERS	I treat others the way I want to be treated	I follow all adult directions	I invite others to join in	I make strong and healthy choices	I respect the privacy of others	I walk quietly and appropriately around the school
	I follow all adult directions	I raise my hand to speak	I share equipment	I keep eating areas clean and tidy	I clean up after myself	
		I use positive language	I use positive language	I ask permission to leave	I care for my school	
		I respect others right to learn	I consider others	I keep myself clean		
		I listen when others speak				
RESPECT PROPERTY	I use school equipment & treat property appropriately	I keep the classroom tidy	I look after equipment	I pack my lunch box away	I report damages	
	I care for the natural environment	I return equipment to its rightful place	I put my rubbish in the bin		I use water responsibly	
					I use equipment appropriately	

BE A LEARNER	I come to school everyday	I am organised	I learn new games and activities		I dress myself appropriately	
	I have a positive attitude to learning	I come to school every day	I develop social skills			
		I ask for help				
		I try my best				