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

1. Purpose

Healy 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

Healy State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken in 2016. A review of school data sets from 2014-2016 also informed the development process.

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

3. Learning and behaviour statement

All areas of Healy 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 Positive Behaviour for Learning.

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 Healy 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 expectations to teach and promote our high standards of responsible behaviour:

- Be Respectful
- Be Responsible
- Be Safe
- Be a learner

These expectations are referred to as our Healy Habits. The Principal also has two *"favourite"* rules that all students must adhere to at all times. They are:

- Keep your hands and feet to yourself
- Mind your own business

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

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 Healy 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 three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	**CLASSROOM**	**ONLINE**	**PLAYGROUND/ EATING AREA**	**MOVING AROUND THE SCHOOL**	**TOILETS**	**BUS LINES/BIKE RACKS**
BE RESPECTFUL	▪ Keep hands, feet and objects to yourself ▪ Mind your own business ▪ Use your manners at all times ▪ Dress appropriately ▪ Respect others' personal space and property	▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener	▪ Use approved online sites and educational games ▪ Be courteous and polite in all online communications ▪ Respect others' right to use online resources free from interference or bullying	▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat ▪ Raise your hand when asking for permission to leave	▪ Rails are for hands ▪ Walk one step at a time ▪ Keep passage ways clear at all times	▪ Respect privacy of others	▪ Use own bike/scooter only ▪ Wait inside the gate until the bus stops
BE RESPONSIBLE	▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away ▪ Leave valuable items at home	▪ Be prepared and organised ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space and classroom tidy ▪ Be honest	▪ Report any unacceptable behaviour to a teacher ▪ Post only appropriate content online	▪ Eat without talking ▪ Eat your own food ▪ Be responsible for all of your belongings ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell ▪ Put all rubbish in the bin	▪ Move peacefully in single/double lines	▪ Use toilets during breaks ▪ Use toilets properly ▪ Report damages to a teacher	▪ Walk bike/scooter in school grounds ▪ Leave school promptly

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND/ EATING AREA	MOVING AROUND THE SCHOOL	TOILETS	BUS LINES/BIKE RACKS
BE SAFE	▪ Use equipment appropriately ▪ Care for equipment ▪ Clean up after yourself ▪ Wait your turn ▪ Use words to solve problems	▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner	▪ Keep any usernames or passwords private ▪ Follow all teacher instructions about keeping private information off online sites	▪ Walk – Running only on the oval or basketball court ▪ Stay in bounds ▪ Sit down while eating ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment	▪ Walk at all times ▪ Walk quietly and in an orderly way so that others are not disturbed ▪ Carry items	▪ Wash hands after using the toilet and before eating food ▪ Walk	▪ Wait your turn ▪ Keep your belongings nearby ▪ Line up in the correct order
BE A LEARNER	▪ Come to school every day ▪ Use polite and positive language	▪ Display a positive attitude	▪	▪	▪	▪	▪

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.

Healy 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' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Healy State School's 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 Healy 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.

Healy State School Reward Points
Staff members hand out Reward Points 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 displaying preferred behaviour they can choose to give them a Reward Point.

Reward Points - Outside the Classroom
When a student is in a situation that is outside of the classroom, a staff member can complete a Reward Point slip. Examples of these situations are play time, eating time, sport, excursions or parade. The student will take the slip back to their classroom and give it to their classroom teacher. The classroom teacher will add the student's point to their classroom points system.

Reward Points - Inside the Classroom
When students are with their classroom teacher or in a classroom situation, they should be regularly rewarded for displaying positive behaviour. Examples of positive behaviour can include:
- raising their hand and waiting to be called on before speaking
- participating in whole class or individual learning activities
- paying attention when the teacher is talking
- following instructions
- displaying any of the Schoolwide Behaviour Expectations

Positive behaviour will be repeated when it is acknowledged. Regular acknowledgement will result in the behaviour being regularly repeated.

Classroom Reward Points Systems
Teacher may choose their preferred method for awarding/recording Reward Points. This methods may include:

a. Tally Charts and Raffle Tickets – To help maintain the flow of lessons, teachers can give a tally mark to students on a *Raffle Ticket* chart and the tickets can be handed out at a later, more convenient, time. Students collect their raffle tickets in a zip-lock bag that is kept in their desks. Students are not to take their raffle ticket bags home.

b. Tally Charts and Digital Record (i.e. Classroom Dojo) – Similarly to the use of raffle tickets, teachers would choose an appropriate time to transfer the tally marks on the tally charts to the digital program.

When a student receives 20 Reward Points, the following events will occur:

1. The student will receive a prize from their classroom teacher.
   o Teachers may determine what prizes are available for selection.
   o Prizes might include: stickers; small toys; time doing their favourite activity; vouchers.
   o Teachers may decide that some prizes require multiples of 20 points before being awarded.
   o Teachers will choose an appropriate time for students to receive their prize. This time may be at the end of the day or at the end of the week.
2. The classroom teacher will issue the student with a Superstar entry into a draw that occurs on parade.
   o Prizes for this draw will be awarded by the office
   o All of the entries will be kept for a Mega Draw to occur at the end of the year.
3. The classroom teacher will enter a positive behaviour record on OneSchool.
   o Teachers are to use the following information:
       Category: Awards
       School Category: 20 Class tickets/points
       Details: "For displaying positive behaviour 20 times"
   o To save time, teachers can enter multiple students in the same Positive Behaviour Record on OneSchool

Parallel Acknowledgement

Teachers are strongly encouraged to use parallel acknowledgement with their students. To stop a student from engaging in a low level negative behaviour, teachers should acknowledge/reward a student who is displaying the opposite, positive behaviour.

Example 1: When a student calls out, the teacher should reward a student who raised their hand and quietly waited to be called upon by the teacher.

Example 2: When a student is distracted and not doing their work, the teacher should reward someone who is working hard.

Rewards Points and Negative Behaviour

Reward Points (single points or 20 points) **must** never taken away from students as a consequence for problem behaviour. Undesired behaviour **must** be dealt with by using the following procedures.

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.

When responding to low-level behaviour, staff will follow the Consequence Procedure outlined below.

Staff may also choose to ask the student 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.

2. Targeted behaviour support: Behaviour Tracking Program
Each year a small number of students at Healy State School are identified through our data as needing a little bit 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 in the Behaviour Tracking Program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made for these students through academic support, adult mentoring or intensive social skills training.

The Program is coordinated by the Principal with active staff involvement. All staff members are provided with continuous professional development and support from the school.

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

3. Intensive behaviour support: Student Services Team
Healy 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 Student Services team:
• works with other staff members to develop appropriate behaviour support strategies;
• monitors the impact of support for individual students through ongoing data collection;
• makes adjustments as required for the student; and
• works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support 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 and regional behavioural support staff.

5. Consequences for unacceptable behaviour
Healy 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.

To ensure consistency, school staff use the following process when addressing student behaviour.

Reward and Consequence Procedure (The Behaviour Levels)

Student Choices	Possible Classroom Consequences
Student follows classroom expectations	Reward Level – Choose 1 or more (Green level) • Non-verbal positive recognition • Verbal positive recognition • Reward Points, Raffle tickets • Superstar slips • Parade/Newsletter recognition • Student of the week certificates • Superstar level achievement certificate • Superstar end-of-year prize draw
Student makes a choice to ignore school/classroom expectations (Minor Behaviour)	Optional Step – Choose 1 or more • Non-verbal reminder (minor) • Verbal reminder (minor) • Move directly to Yellow level (minor) • Move directly to Blue level (major)
Student continues previous behaviour or makes another choice to ignore school/classroom expectations	Step 1 Consequence – Warning (aka Yellow Level, Yellow face) • Visual reminder (mandatory) • Verbal rule reminder (optional) • Behaviour record on OneSchool (optional)
Student continues previous behaviour or makes another choice to ignore school/classroom expectations (Minor Behaviour)	Step 2 Consequence - Time Out All (aka Orange Level, Orange face) • Visual recognition • Verbal rule reminder • 15 minutes in SSS Room • SSS Room Referral When time permits • Behaviour record on OneSchool
Student continues previous behaviour or makes another choice to ignore school/classroom expectations (Minor or Major Behaviour)	Step 3 Consequence - Buddy Class All (aka Blue Level, Blue Face) • Visual recognition • Verbal direction to 'Buddy Class' • 30 minutes out of play time • SSS Room Referral When time permits • Behaviour record on OneSchool • Teacher contacts parents/carers • Contact/refer incident to principal • Other Level 1 or 2 consequences stated above (optional – to be determined by the Principal)
Student continues previous behaviour or makes another choice to ignore school/classroom expectations (Minor or Major Behaviour)	Step 4 Consequence – Principal All (Red Level, Red Face) • Visual recognition • Contact the principal • Multiple lunch times out of play time • SSS Room Referral When time permits • Behaviour record on OneSchool • Teacher/Principal contacts parents/carers • Other Level 1, 2 or 3 consequences stated above (optional – to be determined by the Principal)

Each student has their name on a peg. When their behaviour requires them to move down a level, the student will physically move their peg to the required level. This process allows the student to associate a physical/concrete consequence for their behaviour. A teacher may choose to move a student's peg down, rather than having the student do it, if it's in the best interest of the learning situation.

Students do not move back up the levels for displaying positive behaviour. If a student turns their behaviour around, they should be rewarded using Reward Points rather than having their consequence taken away.

When using the above procedure, students receive their consequence (SSS Room) at the next available play break. Some consequences will last for more than one play break and carry over until the next break or the next day.

A SSS Referral Form (Appendix 4) is used when sending students to the SSS Room at lunch time.

When students return from their break time, any student whose peg is not on green, will need to move their peg back to the green level. This process of physically moving their peg from a negative level back to its positive starting place will help the student to acknowledge that they need to make better choices or their peg will be moved again and they will receive another consequence. Students **must** move their own peg back up. This task **must not** be delegated to another student.

Playground Consequences
The process for dealing with negative behaviour in the playground is similar to the classroom process. The main difference is that there are a lot more verbal reminders and less chances for visual reminders.

The following table outlines the procedure for dealing with negative behaviour in the playground.

Student Choices	Possible Playground Consequences
Student follows playground expectations	Reward Level – (Green level) Choose 1 or more • Non-verbal positive recognition • Verbal positive recognition • Reward Point • Parade/Newsletter recognition • Student of the week certificates
Student continues previous behaviour or makes another choice to ignore school/playground expectations (Minor Behaviour)	Step 1 Consequence Choose 1 or more (aka Yellow Level, Yellow face) • Non-verbal reminder • Verbal rule reminder • Time out of play - *"You are not being safe/respectful/ responsible. Sit down for two minutes."* (Play time) • Verbally direct student to take their lunch and move away from the group (Eating time) • Behaviour record on OneSchool (optional)
Student continues previous behaviour or makes another choice to ignore school/playground expectations (Minor Behaviour)	Step 2 Consequence – Choose 1 or more (aka Orange Level, Orange face) • Verbal rule reminder • Time out of play - *"You are not being safe/respectful/ responsible. Sit down for two/five minutes."* (Play time) • Verbally direct student to take their lunch and move away from the group (Eating time) • Behaviour record on OneSchool (optional)

Student continues previous behaviour or makes another choice to ignore school/playground expectations (Minor or Major Behaviour)	Step 3 Consequence – SSS Room (aka Blue Level, Blue Face) • Verbal rule reminder • SSS Room Referral • Verbal direction to Office (Play or Eating) • 30 minutes out of play time When time permits • Behaviour record on OneSchool • Contact/refer incident to principal • Teacher/Principal contacts parents/carers • Other Level 1, 2 or 3 consequences stated above (optional – to be determined by the Principal)	All

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.

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 from class time (time out) or lunch time (SSS Room), individual meeting with the student, apology, restitution or detention for work completion.
• a re-direction procedure. The staff member uses the above Consequence Procedure.

The recording of three minor behaviours constitutes a major behaviour. When recording on OneSchool, staff should select Major Behaviour and Third Minor Referral.

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 will complete a OneSchool behaviour record at an appropriate time and refer it to the appropriate people.

Major problem behaviours may result in one or more of the following consequences:
• **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege (leadership positions, school representation), restitution, loss of break times (SSS Room), warning regarding future consequence for repeated offence
• **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Services Team, 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
Being Safe	Movement around school	• Running on concrete or around buildings • Running/jumping on or from stairs • Not walking bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (for example, pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	
	Accept outcomes for behaviour	• Minor dishonesty (lying about involvement in a low-level incident)	• Major dishonesty that has a negative impact on others
	Rubbish	• Littering	
	Mobile Phone or personal technology devices	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

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 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 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 Healy 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.

7. Network of student support

Students at Healy 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
- Positive Learning Unit Staff
- Senior Guidance Officer
- Family Support Worker
- Advisory Visiting Teachers
- 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
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

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

o   receive adjustments appropriate to their learning and/or impairment needs.

Healy State School will ensure differentiated approaches recognise disability, while not accepting inappropriate behaviour.

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!
- Code of Conduct for School Students Travelling on Buses

Endorsement

_____   _____
Principal   **P&C President or**
                                                      Chair, School Council

Effective Date: 1 January 2017 – 31 December 2018

The use of personal technology devices at school

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

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®, IPads® and devices of a similar nature.

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

Confiscation
Permitted personal technology devices (i.e. IPods® or IPads® approved for class use, USBs) used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

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

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

We uphold the value of trust and the right to privacy at 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

Purpose
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.

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

Bullying behaviours that will not be tolerated at 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.

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

The anti-bullying procedures at Healy State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school expectations and the 2 favourite school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Anti-bullying skills and knowledge will taught to all students on parade. Teachers will also reinforce these skills in class. At all times, simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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'.

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

Appropriate use of social media

Healy 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.

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

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

This policy reflects the importance of students at Healy 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 Healy 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 Healy 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.

Healy 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.

Healy 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, Healy State School expects its students to engage in positive online behaviours.

Healy State School

MURRIJUNDA **Behaviour Referral Form**

Name:

Date:	Level: Orange Blue Red

Class Lunch	SSS: 15m 30m _____

Area		Minor
Being Safe	Movement around school	• Running on concrete or around buildings • Running/jumping on or from stairs • Not walking bike in school grounds
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets
	Physical contact	• Minor physical contact (for example, pushing and shoving)
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour
	Accept outcomes for behaviour	• Minor dishonesty (lying about involvement in a low-level incident)
	Rubbish	• Littering
	Mobile Phone or personal technology devices	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)
Being Respectful	Language (including while online)	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone
	Property	• Petty theft • Lack of care for the environment
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Other: _____

Staff: _____

(Copy two to a page on red paper).

Healy State School

Behaviour Referral Form

MURRIJUNDA

Name:

Date:	Level: Blue Red

Class Lunch	SSS: 30m _____

Area		Major
Being Safe	Movement around school	
	Play	• Throwing objects • Possession of weapons
	Physical contact	• Serious physical aggression • Fighting
	Correct Attire	
	Other	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	
	Being in the right place	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	
	Accept outcomes for behaviour	• Major dishonesty that has a negative impact on others
	Rubbish	
	Mobile Phone or personal technology devices	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Other: _____

Staff: _____

Template Version Control: 24 January 2014

Appendix 5

Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form: Date:

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

Appendix 6

Debriefing Report

Formal debriefing
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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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 your 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).