Avondale State School

Responsible Behaviour Plan for Students
(based on The Code of School Behaviour)

1. Purpose
Avondale 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
Avondale State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2013 also informed the development process. This plan aligns with the school’s Annual Improvement Plan for School Wide Positive Behaviour Support which is the framework which underpins the behaviour management policies and procedures at Avondale State School.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in 2014, and will be reviewed in 2017 as required in legislation.

Copies of revised plans issued to whole school community members.

3. Learning and behaviour statement
All areas of Avondale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Avondale State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be respectful
- Be responsible.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>UNDERCOVER/EATING AREA</th>
<th>WALKWAYS</th>
<th>TOILETS</th>
<th>BUS LINES</th>
</tr>
</thead>
</table>
| **BE SAFE** | • Walk  
• Sit still  
• Enter and exit room in an orderly manner  
• Wait quietly and sensibly for your teacher  
• Use equipment appropriately | • Keep your hands and feet to yourself  
• Participate in school approved games  
• Wear shoes and socks at all times  
• Sticks and stones are to remain on the ground  
• Be sun safe – no hat no play | • Walk  
• Sit when eating  
• Put lunch boxes away  
• Remain seated in designated area till released by staff  
• Be aware of younger students | • Walk on concrete  
• Keep stairways and passages clear  
• Rails are for hands | • Wash hands and use good hygiene  
• No playing  
• Go directly to and from toilets  
• Report any inappropriate behaviour | • Wait patiently in line behind gate for instructions  
• Listen to adult on bus duty  
• Walk to bus line and bus  
• Single file onto bus |
| **BE RESPECTFUL** | • Use your manners  
• Sit still  
• Enter and exit room in an orderly manner  
• Use equipment appropriately  
• Do not disrupt others learning | • Play fairly, take turns  
• Invite others to join in.  
• Care for the environment  
• Share equipment | • Look at those that are speaking to you  
• Share eating areas  
• Respect the privacy and personal space of others | • Walk quietly and orderly so others are not disturbed  
• Use your manners when passing | • Wait your turn  
• Respect the privacy of others  
• Keep the environment clean for others to use | • Wait quietly in line  
• Listen to adults-teachers and bus drivers.  
• Hands and feet to yourself |
| **BE RESPONSIBLE** | • Be prepared and punctual  
• Complete set tasks  
• Keep work space tidy  
• Be honest  
• Do your best  
• Have a go | • Play in the correct areas  
• Share with others  
• Be a problem solver  
• Return equipment at end of playtimes  
• Make good choices | • Keep your food to yourself  
• Put your rubbish in the bin  
• Sit in your own area to eat  
• Take care of younger students | • Walk in these areas  
• Wait your turn on stairs  
• Take care of younger students | • Use toilets during breaks and before school  
• Flush toilet after use  
• Use quiet voices  
• Report any breakages or misuse | • Be prompt to bus lines  
• Walk to and from bus  
• Sit on bus seat properly and quietly  
• Ride to and from school quietly |
Whole School Behaviour Support – Positive School Culture (SWPBS)
- Recognition of appropriate behaviour in all areas
- Armbands for positive classroom behaviour
- Armbands for positive playground behaviour
- Whole school recognition of positive behaviour - student of the week, in-class reward systems, celebration days, recognition in school newsletter

Targeted Behaviour Support – Monitoring Behaviour
- Playground behaviour slips
- Minor incident reports
- Office referrals for repeated offences
- Loss of play/privileges
- Time out/Buddy classroom

Intensive Behaviour Support
- Individual risk management and crisis plans
- IBSP’s and support planning
- Lock Down procedures
- Exit plans to remove students
- Support team intervention – Guidance, FBA, Restorative Justice, Managed attendance
Avondale State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Annual induction and update sessions regarding SWPBS behaviour management practices to all staff. (induction booklet)
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices. (SWPBS focus)
- Comprehensive induction programs in the Avondale State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

**Reinforcing expected school behaviour**

At Avondale 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.

**Arm bands**

Staff members award arm bands each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them an arm band. At the end of each day, arm bands are collated by the classroom teacher by recording a tally mark for each band on behaviour chart that has each student individually listed.

The student that has the most tally marks for the month then receives a ‘Student of the Month’ award for their classroom. This award is presented on parade. Families are informed that their child is to receive this award and are invited to attend the parade.

Students that have earned armbands throughout the term are invited to participate in a ‘Rewards Day’ at the end of the term. Rewards Day activities can vary and may include a pizza day, movie day or a special craft activity. These rewards will vary depending on the amount of armbands received. (This is explained in the parent pamphlet). If a student receives 2 major behaviour incidents over the term, they will not be eligible to participate in Rewards Day celebrations.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**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 remind them of the school expectations Be safe, Be respectful, Be responsible.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, be more helpful to staff and other students or be more engaged in learning tasks. 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.

When a student is engaged in unacceptable behaviour, the teacher will use the following strategies:
- Distract the student from the cause of their behaviour
- Re-direct the student towards the preferred positive behaviour e.g. “I can see that you are upset about this, but right now I need you to ‘Be Safe’ and sitting in your place.
- Repeat the re-direction and offer a choice: “I need you sitting in your place now and doing your work. You can do your work now or at playtime. Which would you like to do?”
- Offer some cool-down time, in a designated area and for a specific time, either in class or out of the class. “I want you to sit here quietly for five minutes. Then you can join in again, if you are being safe and ready to learn.”
- Contact “Buddy Class” and take the student there for some time away from the classroom environment.
- Contact Administration for assistance from Principal. If the student displays dangerous behaviour, other students may be removed from the vicinity.
- If necessary, Lock-Down Procedures are to be followed. Police may be called if the situation is serious enough.

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

Students who are thus identified (usually through discussion between staff members and referral to the Principal), will have discussions with their class teacher and /or the Principal, to consider what has happened and why. The student will be asked to help create a plan to avoid the problematic behaviour. They can then attend their normal scheduled classes and activities with appropriate adjustments as required. Consequences for the problematic behaviour are also discussed with the student, so he/she is aware of the plan to assist the change in behaviour, and what will happen if the behaviour does not change. Often the plans involve rewards that the student can obtain from the class teacher by demonstrating the positive behaviour required to replace the problematic behaviour. This gives the student daily positive contact with significant adults and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the student’s program through academic support, adult mentoring or intensive social skills training.

This procedure is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with the opportunity to raise issues of student behaviour at staff meetings or at special needs meetings.

Staff members have reporting responsibilities via OneSchool to document major incidents involving students. Class Teachers are informed of minor incidents, so they can keep a tally via a data collection sheet in their class roll folders, and see if a pattern is emerging.

If a student has 3 minor incidents, the classroom teacher contacts the family to inform them of this behaviour. If this behaviour escalates to 5 minors, it is considered a major incident and the family is then contacted by the Principal.

Intensive behaviour support: Behaviour Support Strategies
Avondale 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. This support is co-ordinated as the need arises. The following stakeholders can be involved in developing and maintaining individualized behaviour plans: Principal, Class Teacher, Parents/Carers, Guidance Officer, Advisory Visiting Teachers, Child Safety Officers, and Disability Services Staff. The following strategies are among those that are used:

- working with other staff members to develop appropriate behaviour support strategies
- monitoring the impact of support for individual students through continuous data collection
- making adjustments as required for the student, and
• working with the School Behaviour Leadership Team (Principal and Class Teachers) to achieve continuity and consistency.

Avondale State School has a simple and quick referral system in place. Following referral, Administration 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 district-based behavioural support staff when required.

Data is collected on students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention.

• **Background information:** Teachers collect comprehensive information about the student’s medical, disability, school and behavioural history from parents, previous teachers and other professionals.

• **Functional analysis of behaviour:** The incident, description and antecedents of the problem behaviour are analysed and a hypothesis about the function of the problem behaviour is formulated.

• **Intervention planning:** The process whereby the strategies and tactics to be employed are explored and decided upon by the team (teachers, parents, teacher aides, other professionals, student as appropriate) and involves the development of a multi-element plan on which is recorded the Ecological Strategies, Positive Programming, Focused Support and Situational Management strategies deemed appropriate for the student in the light of the background data collected and the functional analysis of behaviours. This intervention plan is included in the IPBSP.

• **Intervention implementation and review:** The process whereby staff are trained, parents are informed, and the IPBSP is implemented, monitored and reviewed.

• **Intervention evaluation:** This occurs at specified times and ensures that assessment of the IEP goal and IPBSP takes place.

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5. **Consequences for unacceptable behaviour**

Avondale 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. A Behaviour Observation Note (Appendix 3) is used to record all minor and major problem behaviour. The recording of five minor behaviours constitutes a major behaviour.

**Minor and major behaviours**

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

• **Minor** problem behaviour is handled by staff members at the time it happens

• **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

• are minor breaches of the school rules

• do not seriously harm others or cause you to suspect that the student may be harmed

• do not violate the rights of others in any other serious way

• are not part of a pattern of problem behaviours

• do not require involvement of specialist support staff or Administration.
Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- 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 and remind the student of expected school behaviour. The staff member then escorts the student to Administration if the principal is in the office. If the Principal is teaching, the student is required to work in their classroom until they can be relocated to the Administrative area.

Major problem behaviours may result in the following consequences:

- **Level One**: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program
  
  AND/OR

- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school

- **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 will incur an immediate period of suspension of 10-20 days, will require a detailed behaviour support plan and risk management plan to be compiled prior to their re-entry and may in extreme circumstances be recommended for exclusion.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>- Running on concrete or around buildings</td>
<td>- Re-occurrence of running behaviour after continued warnings</td>
</tr>
<tr>
<td>Playground</td>
<td>- Incorrect use of equipment</td>
<td>- Throwing objects/equipment</td>
</tr>
<tr>
<td></td>
<td>- Not playing by the rules</td>
<td>- Physical assault</td>
</tr>
<tr>
<td></td>
<td>- Rough play</td>
<td>- Running away</td>
</tr>
<tr>
<td>Physical contact</td>
<td>- Minor physical contact (eg: pushing and shoving)</td>
<td>- Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Fighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Running away</td>
</tr>
<tr>
<td>Safety attire</td>
<td>- Not wearing a hat in playground</td>
<td>- Re-occurrence of not complying with safety attire.</td>
</tr>
<tr>
<td></td>
<td>- Not wearing shoes outside</td>
<td>- Inappropriate jewellery</td>
</tr>
<tr>
<td>Bus Lines</td>
<td>- Not staying in designated area</td>
<td>- Ignoring adult instructions</td>
</tr>
<tr>
<td>Classroom</td>
<td>- Not completing set tasks that are at an appropriate level</td>
<td>- High level noncompliance</td>
</tr>
<tr>
<td></td>
<td>- Refusing to work</td>
<td>- Destruction of school and personal property</td>
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<tr>
<td>Being in the right place</td>
<td>- Not being punctual (eg: lateness after breaks)</td>
<td>- Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>- Not in the right place at the right time.</td>
<td>- Leaving school without permission</td>
</tr>
<tr>
<td>Playground</td>
<td>- Not following adult directions</td>
<td>- Persistent noncompliance/refusal</td>
</tr>
<tr>
<td></td>
<td>- Not playing fairly</td>
<td>- Inappropriate playground behaviour</td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>- Denying and or lying involvement in inappropriate behaviour</td>
<td>- Major escalation of behaviour following intervention by adult</td>
</tr>
<tr>
<td>Electronic devices</td>
<td>- Inappropriate use of electronic devices – iPad, mobile phone, electronic games</td>
<td>- Cyber bullying and misuse of technology</td>
</tr>
<tr>
<td>Classroom interaction</td>
<td>- Inappropriate language (written/verbal)</td>
<td>- Offensive language</td>
</tr>
<tr>
<td>Property</td>
<td>- Calling out</td>
<td>- Aggressive language</td>
</tr>
<tr>
<td></td>
<td>- Poor attitude</td>
<td>- Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>- Petty theft – borrowing equipment without asking</td>
<td>- Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>- Lack of care for the environment</td>
<td>- Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>- Misuse of property</td>
<td>- Vandalism</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>- Not playing fairly</td>
<td>- Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>- Minor disruption to class</td>
<td>- Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>- Minor defiance</td>
<td>- Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>- Minor bullying / harassment</td>
<td>- Major defiance</td>
</tr>
</tbody>
</table>

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
- use of Social Stories e.g. written and electronic if required.

Should 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 Avondale 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.
## CONSEQUENCES FOR UNACCEPTABLE BEHAVIOURS

### MINOR
- running on concrete around buildings
- careless use of equipment
- off task behaviour
- unsafe behaviour
- low level non-compliance
- minor physical contact
- rough play

### STRATEGIES & CONSEQUENCES

**Proactive**
- distract & redirect
- rule reminders
- warning of consequence

**Reactive**
- time out
- Buddy classroom
- Removal from playground
- Loss of play
- Daily communication book

### MAJOR
- Persistent minor behaviours (5)
- Dangerous behaviour- throwing objects
- Refusing to follow directions
- Property damage
- Verbal/physical abuse
- Bullying & harassment (cyberbullying)
- Biting, spitting
- Leaving school grounds

### STRATEGIES & CONSEQUENCES

**Proactive**
- Daily communication book
- Managed playground plan
- Daily check-in/monitoring

**Reactive**
- Call Administration for assistance
- Removal from classroom/playground
- Exit from school

### 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**

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

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

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

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

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

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

Appropriate physical intervention may be used to ensure that Avondale State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix )
- Health and Safety incident record (link MYHR)
- Classroom anecdotal records and summaries
- OneSchool entries
MANAGING CRITICAL INCIDENTS

In the case of a student becoming uncontrollable and violent, a lock down is signalled by use of an intermittent siren signal.

This is the sign for all students and staff to go inside, close and lock doors, move away from windows and take refuge out of sight until the all-clear is given.

Students and staff practice this as part of their orientation unit at the start of each year, and drills take place once a term, as with Fire Drills.

A more complete account of this procedure is given in Appendix 6.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer/GO-IBS
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- Regional support Health Nurse

Support is also available through the following government and community agencies:

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

8. Consideration of individual circumstances

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

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

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

WORKING TOGETHER TO KEEP AVONDALE STATE SCHOOL SAFE
We can work together to keep knives out of school. At Avondale State School:
• Every student has the right to feel safe and be safe at school.
• No knives are allowed to be taken to school by students.
• There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

How can parents help to keep Avondale State School safe?
• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact Principal.

WORKING TOGETHER TO KEEP AVONDALE STATE SCHOOL SAFE
What Students Need to Know:

We can work together to keep knives out of school. At Avondale State School:
• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
You are not allowed to have any type of knife at school including:
• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?
• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined with consequences such as detention and suspension.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Avondale State School safe?
• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

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

Effective Date: July 2014 – 31 December 2017
The Use of Personal Technology Devices at School

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Avondale State School. When Students use 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), this 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 involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®), laptop computers, PDAs, Blackberries®, 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.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Purpose
1. Avondale 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 Avondale 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 Avondale 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 Avondale 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 Avondale 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 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.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide 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 Avondale 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. Avondale 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.
Appendix 3

Avondale State School Major incident form

Used for providing information about students’ actions to the Principal for Major Behaviours.

These forms are always accessible to Staff Members, in folders in the playground and in classrooms.

Major Behaviour Referral

Student/s ________________________          Class ________________

Referring Staff Member _______________________     Time ____________  Date ____________

Area ______________________   Witness/es Staff/Students _______________________________

Location – please circle

Classroom Specialist PE/Music/LOTE/Library Admin Eating Area Toilets Playground Library Oval

One School Behaviour Categories

<table>
<thead>
<tr>
<th>Bullying/Harassment</th>
<th>Lying/Cheating</th>
<th>Process prohibited items</th>
<th>Threats to others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiant/Threats to adults</td>
<td>Misconduct involving an object</td>
<td>Property misconduct</td>
<td>Truant/Skip class</td>
</tr>
<tr>
<td>Dress code</td>
<td>Other conduct prejudicial to the good order and management of the school</td>
<td>Refusal to participate in the program of instruction</td>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Physical misconduct</td>
<td>Substance misconduct</td>
<td></td>
</tr>
</tbody>
</table>

One School Consequences (used to manage this incident)

<table>
<thead>
<tr>
<th>Alternative activity or program</th>
<th>Individual behaviour support plan</th>
<th>Restitution</th>
<th>Natural consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apology – Written/Verbal</td>
<td>Letter home</td>
<td>Parent interview</td>
<td>Withdrawal from class</td>
</tr>
<tr>
<td>Disable login</td>
<td>Mediation meeting</td>
<td>Phone call home</td>
<td>Withdrawal of play</td>
</tr>
</tbody>
</table>

Details for One School – (this information may be viewed by parents)

1. Observed behaviour of the student   2. Who/What was the behaviour directed toward 3. Action taken to de-escalate the behaviour

Additional Admin Consequences

<table>
<thead>
<tr>
<th>Restorative justice</th>
<th>Formal warning</th>
<th>In school suspension</th>
<th>Suspension – 1-5 days</th>
<th>Suspension 6-20 days</th>
</tr>
</thead>
</table>

18
Appendix 4

Used for providing information about students’ actions to their Class Teacher for Minor Behaviours. If staff members do not have access to One School, this form may be used to give to Administrative staff or the classroom teacher to record major incidents on One School.

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
<td>Low intensity brief failure to follow directions</td>
<td>Defiance/Disrespect Continued refusal to follow directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Low intensity language (eg shut up, idiot etc)</td>
<td>Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group</td>
</tr>
<tr>
<td>Disruption</td>
<td>Low intensity but inappropriate disruption.</td>
<td>Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Low intensity misuse of property.</td>
<td>Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td>Dress Code Refusal to comply with school dress code.</td>
</tr>
<tr>
<td>Safety</td>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td>Safety Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td>Major Dishonesty Student delivers message that is untrue and/or deliberately violates rules and/or harms others</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Expectation Category</th>
<th>Be SAFE</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>

Appendix 5

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 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?
• 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.