Patrick Estate State School

Responsible Behaviour Plan for Students

1. Purpose
Patrick Estate 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
A consultation process with the school community has occurred in the development of the school’s Responsible Behaviour Plan for Students. The consultation process has been conducted during P&C meetings and in small group individual meetings held with parents during term 3 and 4 2012. Further consultation was held between the principal and staff. During the discussions, issues such as behaviour expectations, attendance, unexplained absences, student transitions into a new school environment, suspensions, and behaviour incidents were examined.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required by legislation.

3. Learning and behaviour statement
All areas of Patrick Estate 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 Patrick Estate State School to create and maintain a positive and productive learning and teaching environment, where the whole 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 safe
- Best effort.

Our school 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 Patrick Estate S.S. 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 practices in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed practices and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th>School Wide Expectations Teaching Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td>*Use equipment appropriately</td>
</tr>
<tr>
<td><em>Keep hands, feet and objects to yourself</em></td>
</tr>
<tr>
<td><em>Ask permission to leave the classroom / area</em></td>
</tr>
<tr>
<td><em>Raise your hand to speak</em></td>
</tr>
<tr>
<td><em>Respect others' right to learn</em></td>
</tr>
<tr>
<td><em>Use polite language</em></td>
</tr>
<tr>
<td><em>Be honest</em></td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
</tr>
<tr>
<td><em>Walk</em></td>
</tr>
<tr>
<td><em>Sit still</em></td>
</tr>
<tr>
<td><em>Enter and exit room in an orderly manner</em></td>
</tr>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><em>Be on time</em></td>
</tr>
<tr>
<td><em>Be in the right place at the right time</em></td>
</tr>
<tr>
<td><em>Follow instructions straight away</em></td>
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<tr>
<td><strong>Classroom</strong></td>
</tr>
<tr>
<td><em>Be prepared</em></td>
</tr>
<tr>
<td><em>Complete set tasks</em></td>
</tr>
<tr>
<td><em>Take an active role in classroom activities</em></td>
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<tr>
<td><em>Keep work space tidy</em></td>
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<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><em>Move around the classroom in an orderly manner</em></td>
</tr>
<tr>
<td><em>use all equipment safely</em></td>
</tr>
<tr>
<td><em>take turns</em></td>
</tr>
<tr>
<td><em>be a good listener</em></td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
</tr>
<tr>
<td><em>Play fairly, take turns, invite others to join in and follow rules</em></td>
</tr>
<tr>
<td><em>Care for the environment</em></td>
</tr>
<tr>
<td><em>Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat</em></td>
</tr>
<tr>
<td><strong>Playground</strong></td>
</tr>
<tr>
<td><em>Participate in school approved games</em></td>
</tr>
<tr>
<td><em>follow instruction given by teachers</em></td>
</tr>
<tr>
<td><em>Railis are for hands</em></td>
</tr>
<tr>
<td><em>Walk one step at a time</em></td>
</tr>
<tr>
<td><em>Carry items Keep passage ways clear at all times</em></td>
</tr>
<tr>
<td><strong>Playground</strong></td>
</tr>
<tr>
<td><em>Be a problem solver</em></td>
</tr>
<tr>
<td><em>Move peacefully and quickly in single file</em></td>
</tr>
<tr>
<td><strong>Stairwell</strong></td>
</tr>
<tr>
<td><em>Move</em></td>
</tr>
<tr>
<td><em>Play fairly, take turns, invite others to join in and follow rules</em></td>
</tr>
<tr>
<td><em>Care for the environment</em></td>
</tr>
<tr>
<td><em>Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat</em></td>
</tr>
<tr>
<td><strong>Stairwell</strong></td>
</tr>
<tr>
<td><em>Walk quietly and orderly so that others are not disturbed</em></td>
</tr>
<tr>
<td><strong>Toilets</strong></td>
</tr>
<tr>
<td><em>Respect privacy of others</em></td>
</tr>
<tr>
<td><em>Use own bike/scooter only</em></td>
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<tr>
<td><em>Walk bike/scooter to the gate</em></td>
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<tr>
<td><em>Wait inside the gate until the bus stops</em></td>
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<tr>
<td><strong>Bus Lines/ Bike Rack</strong></td>
</tr>
<tr>
<td><em>Have your name marked on the bus roll</em></td>
</tr>
<tr>
<td><em>Leave school promptly</em></td>
</tr>
<tr>
<td><strong>Toilets</strong></td>
</tr>
<tr>
<td><em>Wash hands</em></td>
</tr>
<tr>
<td><em>Walk</em></td>
</tr>
<tr>
<td><strong>Bus Lines/ Bike Rack</strong></td>
</tr>
<tr>
<td><em>Wait your turn</em></td>
</tr>
<tr>
<td><em>keep your belongings nearby</em></td>
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<tr>
<td><em>wait until you are asked to move to the correct location.</em></td>
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</tbody>
</table>
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.

Patrick Estate S.S. 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 Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Patrick Estate S.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.
- Development of specific policies to address: the Use of Personal Technology Devices* at School (Appendix 1) and Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Patrick Estate S.S., 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.

Patrick Estate S.S. Positive Behaviour Notice (GOTCHA’s)

Staff members hand GOTCHA’s out to students they observe following the school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they give them GOTCHA. When students are given a GOTCHA they drop the card in one of the designated collection points at the following locations:

- The Shed
- Classroom

Each Friday at the end of first break the principal makes a random draw from the collection boxes and awards six students with a prize (three students from Prep-3 and three students from 4-7). GOTCHA’s are never removed as a consequence for problem behaviour.

At the Monday Weekly parade one student from each class receives the ‘Patty’ Award from exhibiting outstanding application of the three school expectations and this is then recorded on One School in the Positive Awards classification.

In each class there is also an award system tailored towards academic achievement in relation to student goals. Each student has a hundreds grid
They will earn stickers for their academic achievement in tasks. For every 50 stickers the student achieves they will earn a certificate that is presented to them on parade. This is then recorded on One School in the Positive Awards classification. Stickers are never removed once earned.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Students are taught to use the ‘High 5’ problem solving strategy.

**Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully and how to have a positive attitude to show their best effort. 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.

**Targeted behaviour support**

Each year a small number students at Patrick Estate S.S. are identified through our data as requiring a little 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 requiring an Individual Behaviour Support Plan attend their normal scheduled classes and activities with appropriate adjustments in relation to the learning needs and environment 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 to the Program through academic support, adult mentoring or intensive social skills training.

The Individual Behaviour Support Plan is coordinated by the school-based Special Needs Committee with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported. Parents of a student on an Individual Behaviour Support Plan are given regular feedback on the student’s progress. This is delivered via phone calls, letters, emails or organised interviews.

Students whose behaviour does not improve after participation in the Individual Behaviour Support Plan or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive behaviour support
Patrick Estate S.S. 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 Special Needs Committee:

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

The Special Needs Committee 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 district-based behavioural support staff.

5. Consequences for inappropriate or unacceptable behaviour
Patrick Estate State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form (Appendix 4) is used to record all minor and major problem behaviour. Behaviour incidents may also be recorded on OneSchool

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem 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 inappropriate 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 inappropriate 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 process where a 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 school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student’s behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:
- **Level One**: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, individual support plan AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

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**Definition of consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time out</strong></td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</td>
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<tr>
<td></td>
<td>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</td>
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<tr>
<td><strong>Detention</strong></td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</td>
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<tr>
<td></td>
<td>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
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<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of Patrick Estate State School has the power to temporarily remove property from a student, as per the procedure</td>
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<tr>
<td></td>
<td><em>Temporary Removal of Student Property by School Staff.</em></td>
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</tbody>
</table>
School Disciplinary Absences (SDA)

**Suspension**
A principal may suspend a student from school under the following circumstances:
- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the school.

**Behaviour Improvement Condition**
A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.

A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:
- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour
- no longer than three months.

**Proposed exclusion or recommended exclusion**
A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
- disobedience
- misconduct
- other conduct that is prejudicial to the good order and management of the school, or
- breach of Behaviour Improvement Conditions.

**Cancellation of enrolment**
The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school | - Running on concrete or around buildings  
- Running in stairwells  
- Not walking bike in school grounds | - Throwing objects  
- Possession of weapons |
| Play               | - Incorrect use of equipment  
- Not playing school approved games  
- Playing in toilets |   |
| Physical contact   | - Minor physical contact (eg: pushing and shoving) | - Serious physical aggression  
- Fighting |
| Correct Attire     | - Not wearing a hat in playground  
- Not wearing shoes outside |   |
| Being Safe         | - Possession or selling of drugs  
- Weapons including knives and any other items which could be considered a weapon being taken to school  
- Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |   |
<table>
<thead>
<tr>
<th>Being Responsible</th>
<th>Class tasks</th>
<th>Being in the right place</th>
<th>Follow instructions</th>
<th>Accept outcomes for behaviour</th>
<th>Rubbish</th>
<th>Mobile Phone or personal technology devices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not completing set tasks that are at an appropriate level</td>
<td>Not being punctual (eg: lateness after breaks)</td>
<td>Low intensity failure to respond to adult request</td>
<td>Minor dishonesty</td>
<td>Littering</td>
<td>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
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<tr>
<td></td>
<td>Refusing to work</td>
<td>Not in the right place at the right time.</td>
<td>Non compliance</td>
<td></td>
<td></td>
<td>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<td></td>
<td></td>
<td></td>
<td>Unco-operative behaviour</td>
<td></td>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Being Respectful</td>
<td>Language</td>
<td>Property</td>
<td>Others</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Inappropriate language (written/verbal)</td>
<td>Petty theft</td>
<td>Not playing fairly</td>
<td></td>
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<td></td>
<td>Calling out</td>
<td>Lack of care for the environment</td>
<td>Minor disruption to class</td>
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<tr>
<td></td>
<td>Poor attitude</td>
<td></td>
<td>Minor defiance</td>
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<tr>
<td></td>
<td>Disrespectful tone</td>
<td></td>
<td>Minor bullying</td>
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<td></td>
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<td></td>
<td>Major bullying</td>
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<td></td>
<td></td>
<td></td>
<td>Major disruption to class</td>
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<td></td>
<td>Blatant disrespect</td>
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<td></td>
<td></td>
<td></td>
<td>Major defiance</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td></td>
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<td></td>
<td>Major dishonesty that impacts on others</td>
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<tr>
<td></td>
<td>Offensive language</td>
<td>Stealing / major theft</td>
<td>Major bullying</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Aggressive language</td>
<td>Willful property damage</td>
<td>Major disruption to class</td>
<td></td>
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<tr>
<td></td>
<td>Verbal abuse / directed profanity</td>
<td>Vandalism</td>
<td>Blatant disrespect</td>
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</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency responses or critical incidents
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.

Immediate Strategies
- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Patrick Estate SS’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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

Students at Patrick Estate S.S. are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

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

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Bravehearts
- 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.

Patrick Estate 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
provide written or verbal statements that will be taken into consideration in the decision making processes
ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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 departmental procedures
    - 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
    - National Safe Schools Framework
    - Working Together resources for schools
    - Cybersafety and schools resources
    - Bullying. No way!
    - Take a Stand Together
Endorsement

Principal

P&C President or Chair, School Council

Principal's Supervisor

Date effective:

from 1st MARCH 2013 to

The Code of School Behaviour
Better Behaviour Better Learning

Queensland Government
Education Queensland
Appendix 1

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 at all times during the school day.

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

We uphold the value of trust and the right to privacy at Patrick Estate S.S.. 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 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.

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

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

Purpose

1. Patrick Estate S.S. 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 Patrick Estate S.S. 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 Patrick Estate S.S. 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 Patrick Estate S.S. 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 Patrick Estate S.S. 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 expectations and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the students to use the ‘High 5’ strategy of how to solve a problem. Students are encouraged to report all forms of bully like behaviour.

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 Patrick Estate S.S. 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. Patrick Estate S.S. 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

WORKING TOGETHER TO KEEP PATRICK ESTATE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Patrick Estate 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 a 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.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Patrick Estate 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 the principal.
### Appendix 4

**Patrick Estate State School**

**Behaviour Referral Form**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground (Area)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referring staff member:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Problem Behaviour**

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
<td>Defiance/Disrespect</td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions</td>
<td>Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Contact</th>
<th>Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Actions involving serious physical contact where injury may occur or intended to cause harm (eg. hitting, punching, hitting with an object, kicking, scratching etc).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate language</th>
<th>Inappropriate / Abusive language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity language (eg shut up, idiot etc)</td>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disruption</th>
<th>Disruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity but inappropriate disruption.</td>
<td>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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Property Misuse</th>
<th>Vandalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity misuse of property.</td>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups</td>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dishonesty</th>
<th>Major Dishonesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td>Student delivers message that is untrue and / or deliberately violates rules and/or harms others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (e.g. not wearing correct footwear / no hat)</th>
<th>Harassment / Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Expectation Category</th>
<th>Be</th>
<th>Be</th>
<th>Best Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be SAFE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Others involved in incident**

<table>
<thead>
<tr>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
## Patrick Estate State School - Incident Report

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Time incident started</td>
</tr>
<tr>
<td>Time incident ended</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred <em>immediately</em> before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

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*The Code of School Behaviour*

Better Behaviour
Better Learning

*Queensland Government*  
*Education Queensland*