1. Purpose
At Emerald North State School, we treat behaviour of students like any other content area - we teach (explicitly) what is required, and reward when the expectation has been met. In doing so, we ensure the provision of a safe, respectful and disciplined learning environment for all members of the school community, 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.

This process (School Wide Positive Behaviour Support, or “SWPBS” driven) has allowed us to shift the focus of student management at school. This has progressed through these stages:

- **2010.** Major focus was correcting behaviour as levels of time on task in classrooms was reduced by student conduct.
- **2011.** Rewarding compliance and ensuring consistency. This coupled with modification to student behaviour support for specific students, maintaining behaviour maintaining key messages and understandings for all allowed significant progress.
- **2012.** Specific focus on Learning Behaviours - perhaps most importantly, this focus has allowed the application of processes that support and manage student behaviour to closely align with areas of learning where we are working to improve student performance levels.

The school explicitly teaches the behaviours required by students to meet the performance targets outlined in the school Explicit Improvement Agenda (submitted annually). The process of a school wide focus on learning behaviour allows us to ensure that learning “enablers” are being rewarded continuously. To clarify this - please take the following examples:

In 2012- our school Improvement Focus was reading. The school-wide behaviour focus includes elements that would assist students to effectively participate in our reading program, like:

- Completing 4 episodes of reading at home
- Meeting my reading goal for Term (and understanding it)
- Read a book I would not normally choose
- Increase reading stamina.

The content of these target behaviours would be modified to suit the planned Improvement outlined at the start of any year.

2. Consultation and data review
Emerald North State School developed this plan in collaboration with our school community. Consultation with parents and staff was undertaken through meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process. This review process is done regularly by the school’s SWPBS team which sets direction for behaviour focus, support for staff in managing and ensures consistency. This group is has staff representation for all sectors, as well as P&C (Community representatives) The draft of this was taken to P&C Executive for consultation and approval, and will be formally adopted at our final meeting in 2012.
The Plan was endorsed by the Principal, Mr Jorgen Neilson, Mr Alan Johnson, the President of the P&C and Mr Paul Wood, Assistant Regional Director in 2012.

3. Learning and behaviour statement
All areas of Emerald North 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 Emerald North 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 Responsible.
- Be Respectful.

Our school community at Emerald North State School believes in a safe, supportive and disciplined learning environment. To achieve this, the following rights will be observed by all members of the school community:

- the rights of students to learn
- the rights of teachers to teach
- the rights of parents to be involved in the education of their children
- the rights of all to be safe
- the rights of all to be treated with respect and dignity

All members of the Emerald North State School Community will:

- take responsibility for their own behaviour
- actively participate in the learning/teaching process
- show respect for others, themselves and the school environment
- co-operate with others in a respectful manner

Staff at the school will:

- provide a safe and supportive learning environment
- provide an engaging curriculum which responds to the needs of all students
- communicate openly and constructively with both students and caregivers
- provide for the development of the social skills of the students
- treat all students fairly and consistently
- continually monitor school practices to ensure they meet the needs of the students

Caregivers at the school will:

- show an interest in their child’s education
- co-operate with the school to achieve the best outcomes for their child
- maintain open communication with staff regarding the education and behaviour of their child
- assist the school with any behaviour support plans that concern their child

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.
## The Provision of a Safe, Supportive and Disciplined Learning Environment

<table>
<thead>
<tr>
<th>Rule</th>
<th>All</th>
<th>Students</th>
<th>Staff</th>
<th>Parent/Community</th>
<th>DET (Department of Education and Training)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Teachers, Office Staff, Cleaners, Teacher Aides, Support Services Staff, Principal)</td>
<td>(Teachers, Office Staff, Cleaners, Teacher Aides, Support Services Staff, Principal)</td>
<td>(Teachers, Office Staff, Cleaners, Teacher Aides, Support Services Staff, Principal)</td>
<td>(Teachers, Office Staff, Cleaners, Teacher Aides, Support Services Staff, Principal)</td>
</tr>
<tr>
<td>Safe</td>
<td></td>
<td>• acting in a physically appropriate manner</td>
<td>• quickly follow staff instructions</td>
<td>• observe, report and action safety issues as required</td>
<td>• observe, report and action safety issues as required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• quickly follow staff instructions</td>
<td>• actively prevent student access to unsafe environments</td>
<td></td>
<td>• follow up on safety breaches with your child/ren</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• actively prevent student access to unsafe environments</td>
<td>• observe, report and action safety issues as required</td>
<td></td>
<td>• delegated officer to ensure reported safety issues are appropriately processed</td>
</tr>
<tr>
<td>Respectful</td>
<td>• show respect for others, themselves and the school environment</td>
<td>• speak politely to all people</td>
<td>• model respectful behaviour to students/staff</td>
<td>• model respectful behaviour to students/staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• co-operate with others in a respectful manner</td>
<td>• active participation in teams</td>
<td>• facilitate participation in teams</td>
<td>• follow up on breaches of respect with your child/ren</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• include others in all activities</td>
<td>• positively participate in teams</td>
<td></td>
<td>• delegated officer to ensure reported issues of respect are appropriately processed</td>
</tr>
<tr>
<td>Responsible</td>
<td>• take responsibility for their own behaviour</td>
<td>• owning up for your actions</td>
<td>• model responsible behaviour to students/staff</td>
<td>• model responsible behaviour to students/staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• actively participate in the learning/teaching process</td>
<td>• knowing your own learning/behaviour goals</td>
<td>• setting student learning/behaviour goals (teacher)</td>
<td>• follow up on breaches of responsibility with your child/ren</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• model responsible behaviour to students/staff</td>
<td>• positively rewarding students on reaching goals (all)</td>
<td>• attend parent/teacher meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• positively rewarding students on reaching goals (all)</td>
<td>• provide an engaging curriculum which responds to the needs of all students</td>
<td>• support P&amp;C initiatives</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• provide an engaging curriculum which responds to the needs of all students</td>
<td></td>
<td></td>
<td>• delegated officer to ensure reported issues concerning responsible behaviour are appropriately processed</td>
</tr>
</tbody>
</table>
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 Emerald North 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 weekly focus is shared at parade each week as a goal for students to focus on achieving. This focus is explicitly taught by teachers, and rewards are allocated to students demonstrating or improving this behaviour. At the following weeks parade a rewards is given to a student in the class who has shown improvement, whenever applicable.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. The Emerald North State School behaviour matrix is displayed with pride thought the school, proudly displaying the eagle fly logo.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL AREAS</td>
</tr>
<tr>
<td>CLASSROOM</td>
</tr>
<tr>
<td>PLAYGROUND</td>
</tr>
<tr>
<td>BETWEEN BUILDINGS</td>
</tr>
<tr>
<td>TOILETS</td>
</tr>
<tr>
<td>BUS LINES/GATES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>Use equipment appropriately</th>
<th>Use own bike/scooter only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td>Respect privacy of others</td>
<td></td>
</tr>
<tr>
<td>Use polite language</td>
<td>Walk bike/scooter to the gate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait inside the gate until the bus stops</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>Be on time</th>
<th>Use toilets during breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be in the right place at the right time</td>
<td>Be prepared</td>
<td>Have your name marked on the bus roll</td>
</tr>
<tr>
<td>Follow instructions straight away</td>
<td>Take an active role in classroom activities</td>
<td>Leave school promptly</td>
</tr>
<tr>
<td></td>
<td>Keep work space tidy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be honest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask permission to leave the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete set tasks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAFETY</th>
<th>Respect others’ personal space and property</th>
<th>Wash hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care for equipment</td>
<td>Walk</td>
<td>Walk</td>
</tr>
<tr>
<td>Clean up after yourself</td>
<td>Respect others’ right to learn</td>
<td>Wash</td>
</tr>
<tr>
<td>Wait your turn</td>
<td>Talk in turns</td>
<td>Walk</td>
</tr>
</tbody>
</table>

**SCHOOLWIDE EXPECTATIONS TEACHING MATRIX**

**ALL AREAS**

- Use equipment appropriately
- Keep hands, feet and objects to yourself
- Use polite language

**CLASSROOM**

- Sit still
- Enter/exit in an orderly manner
- Allow others to work
- Raise your hand to speak
- Be a good listener

**PLAYGROUND**

- Participate in school approved games
- Wear shoes and socks or sandals (not thongs) at all times

**BETWEEN BUILDINGS**

- Walk one step at a time
- Carry items
- Keep passage ways clear at all times

**TOILETS**

- Respect privacy of others

**BUS LINES/GATES**

- Use own bike/scooter only
- Walk bike/scooter to the gate
- Wait inside the gate until the bus stops
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- creation of a positive whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Must/should/could chart are displayed in each classroom as a reference guide for behaviours
- A common language is used amongst all school staff to encourage continuity for students
- Bright yellow posters are displayed in all learning areas of the school. The posters display the school behaviour matrix, fly high and an in depth look at the school rules.

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.
Whole – School Behaviour Support

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Emerald North State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Management plans 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.
- Managed professional development, education or training for all members of the school community.
- Each teacher is to foster an understanding of the school’s Code of Behaviour through planned lessons at the commencement of each Semester.
- Regular Social Skilling lessons throughout the year.
- Consistent classroom procedures with regard to dealing with rewarding appropriate behaviours that is part of a whole school approach ie Awards Day, Positive Purple Letters home to parents.
- Logical consequences are discussed and implemented.
- Students are recognised on parade for positive behaviour and high achievements.
- Children’s work is displayed in the office foyer on a class rotational basis.
- Behavioural concerns will be discussed as part of classroom meetings.
- Teachers will use the micro-skills in dealing with day-to-day issues in classrooms.
- The teaching and use of ‘The High Five’ to deal with harassment.
- 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).

At all times students should be respected and valued as individuals and be given the opportunity to develop self-discipline. In a well-managed classroom where the following occur,

- classroom rules are displayed and enforced fairly and consistently
- expectations are high
- problems are resolved quickly

the majority of students should be able to display appropriate behaviour and to develop self-discipline.

Reinforcing expected school behaviour
At Emerald North 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 eg Positive Purple Notes, Bronze, Silver and Gold Awards, Gotcha Awards. 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.

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

Targeted Behaviour Support

Re-directing low-level and infrequent problem behaviour

Where inappropriate behaviour occurs, teachers could:

- ignore inappropriate behaviours;
- provide positive reinforcement for appropriate behaviour;
- ask the student to re-state the appropriate rule;
- provide “time out” for the student; praise appropriate behaviour with rewards;
- change seating arrangements;
- request verbal or written apologies;
- request that lost time be made up;
- instigate loss of privileges;
- conduct a class meeting have students acknowledge their behaviour and discuss with teacher;
- notify parents;
- use the “Buddy Classroom” strategy (see Appendix Three);
- plan a student contact;
- detain the student;
- discuss the problem with colleagues;
- counsel the student or phone the office when urgent assistance is required.

**Intensive behaviour support:**
Emerald North 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. From time to time some students who do not display appropriate behaviour will require a student behaviour management plan for the classroom (see Appendix Four) or for the playground (see Appendix Five).

For students whose behaviour is continually inappropriate, the classroom teacher can raise issues at the Student Achievement Committee (SAC) Meeting. In some cases an Individual Behaviour Management (IBP) Plan will need to be implemented (See Appendix Four/Five). This plan is negotiated with the student, caregivers, classroom teacher, the Guidance Officer and a member of the Administration Team. A case manager is assigned to individual cases to supervise and administrate the case. Regular follow up is had with both students and parents of students involved in BMI plans. The plans are seen as a whole school approach with learning time and play times both being monitored. Goals are set and achieved and reviewed. All goals are documented and celebrations happen when progress is made. All feedback in progress is shared with the student, parents and class teacher.

5. **Consequences for unacceptable behaviour**
Emerald North 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. Teachers record unacceptable behaviours in OneSchool.

**Minor and major behaviours**
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
• 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.
  5. asks students to point to where they believe they are currently sitting on the Must/Should/Could chart and to explain where they need to be sitting on the chart.

It is the teachers responsibility to make regular contact with parents regarding behavioural issues. It is beneficial if this contact is made early as it often prevents the problem escalating. All contact needs to be recorded in one school, record of contact.

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.

Major problem behaviours may result in the following consequences:
• **Level One:** Behaviours that impact minimally on others safety, or right to learn. Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
• **Level Two:** Behaviours that impact moderately (or higher) Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
• **Level Three:** Behaviours that may require external support- outside agencies. Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons (such as knives) or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
The following table *outlines examples (not limited)* of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school | • Running on concrete or around buildings  
                   • Not walking bike in school grounds                             |                                                                  |
| Play            | • Incorrect use of equipment  
                   • Not playing school approved games  
                   • Playing in toilets                                               | • Deliberate act - intent to seriously harm  
                   • Possession of weapons                                             |
| Physical contact | • Minor physical contact (eg: pushing and shoving)  
                   • Serious physical aggression/ threats  
                   • Fighting  
                   • Bringing of weapons such as knives or supplying illegal substance |                                                                  |
| Correct Attire  | • Not wearing a hat in playground  
                   • Not wearing shoes outside                                          |                                                                  |
| Other           | • Possession or selling of drugs                                                                   |                                                                  |
| Class tasks     | • Not completing set tasks that are at an appropriate level  
                   • Refusing to work                                                 | • Leaving school without permission                                |
| Being in the right place | • Not being punctual (eg: lateness after breaks)  
                   • Not in the right place at the right time.  
                   • Leaving class without permission (out of sight)               |                                                                  |
| Follow instructions | • Low intensity failure to respond to adult request ?? diff actions  
                   • Non compliance  
                   • Unco-operative behaviour                                          | • Inappropriate use of online behaviours including threats          |
| Accept outcomes for behaviour | • Minor dishonesty- definitions??  
                   (restorative/ nat justice??)                                  | • Major dishonesty                                                  |
| Rubbish         | • Littering                                          |                                                                  |
| Mobile Phone    | • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)  
                   • Staff use of mobile                                             | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
| Language        | • Inappropriate language (written/verbal)  
                   • Calling out  
                   • Disrespectful tone/ attitude  
                   • Offensive language                                               | • Aggressive language  
                   • Verbal abuse / directed profanity                                 |
| Property        | • Petty theft (objects not costing parents directly)  
                   • Lack of care for the environment  
                   • Vandalism- requiring correction/ cleaning                        | • Stealing / major theft  
                   • Wilful property damage  
                   • Vandalism- requiring repair/ replacement                         |
| Others          | • Not playing fairly  
                   • Minor disruption to class  
                   • Minor defiance  
                   • Minor bullying / harassment                                      | • Major bullying / harassment (incl.online threats and bullying)  
                   • Major disruption to class  
                   • Blatant disrespect  
                   • Major defiance                                                      |
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.
- Using the Must/ Should/Could to show current behaviour and as a guide to where the behaviour need to be

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

Ensuring consistent responses to problem behaviour
At Emerald North State School 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.

Conditions of Re-entry after suspension:
When students are placed on suspension work is supplied by their class teachers for the duration of their leave. Upon re-entering the school:

- the work allocated during suspension is presented to the principal, and then forwarded to the teacher.
- a meeting is conducted with a member of the admin team.
- A behaviour monitor booking with goals is set by the student and the admin team. The booklet and goals are reviewed daily and the student is required to take the booklet home and get it signed by parents/caregiver. It is an expectation of this school that any student returning from suspension will complete this booklet for a minimum of 2 weeks.

Responding to Major Incidents, or consistent (repetition) of behaviours.
As the process described above is implemented, there may be times where the support provided will not be able to meet the needs of the student’s behaviour and continuing this would adversely affect the ability of the school to deliver outcomes to the student (or in some cases, the other students at the school). Alternatively, there may be instances that are so severe that the occurrence may mean that a student’s enrolment at this school cannot continue.

In both of these cases, the process used comes directly from the policy “Safe Supportive and Disciplined Learning Environment” (http://ppr.det.qld.gov.au/education/learning/Pages/Safe-Supportive-and-Disciplined-School-Environment.aspx). This process outlines the use of:

- Internal measures (time out, detention etc)
- External Meausres (Short/ Long Suspensions)
- Agreements for improved behaviour (Case Management and Behaviour Improvement Conditions)
- Recommendation/ Proposal to Exclude.

In all cases Student Disciplinary Absences are used after consideration has been given to all other responses, and the conditions associated with exit and re-entry from a School Disciplinary Absence.
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/herself or to others.

Appropriate physical intervention may be used to ensure that Emerald North 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:
- One School Behaviour Record
- One School Contact Record (if making parental contact without having made a 1 school entry)
- incident report
- Health and Safety incident record

7. Network of student support

To enable a safe and supportive learning environment, our teachers aim to:
- be pleasant and welcoming
- be approachable
- speak quietly – creating a non stressful atmosphere
- promote self esteem and confidence
- respect students and value their contributions
- know the students
- interact with children outside the classroom
- involve parents in a positive manner
- be supportive and protective of students
- share a joke and be friendly
- have good listening skills
- mediate between students when problems arise
- provide curriculum that is appropriate to the learning needs of students
- use a variety of teaching methods
- create stimulating and challenging learning environments
- empower students to take on an active role in their education

Students at Emerald North State School are supported through positive reinforcement and a team system of targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
• Administration Staff
• Guidance Officer
• Positive Learning Centre Staff
• Senior Guidance Officer
• School Chaplain
• Adopt –a – Cop

Support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre.

8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Where practical these circumstances should be known to all staff.

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

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 1995
• Workplace Health and Safety Regulation 1997
• Rightto 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!
- You Can Do It
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Jorgen Neilson  Alan Johnson  Paul Wood
Principal  P&C President  Asst. Regional Director

Date: 

Effective Date: November 2012- December 2015
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.

Mobile Phones
Mobile phones are not to brought to school by students. As with other personal technology devices, mobile phones found in the possession of students will be confiscated and may be collected at the end of the day from the school office.

In the event that a student needs to have a mobile phone as a safety measure or as a means for contact after school, the student is to bring the phone into the office in the morning, hand it in and then collect it at the end of the day.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ 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

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

**Online behaviour**

Inappropriate use of any online behaviour will be have the following consequences:

1. Student is warned, reminded of expectations under the internet agreement (signed by the student)
2. Privileges to use ICT’s at school will be removed for a period of no more than 2 weeks.
3. Parent Meeting, and removal of ICT access for not less than 4 weeks.
4. Possible suspension for continued infringement. (NB Suspension may be the logical consequence in the first instance if the content accessed warrants it- eg explicit pornography, weapon making, drug making etc)
Appendix 2

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

Purpose

1. Emerald North 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 Emerald North 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 Emerald North 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 Emerald North 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.

6. The bringing of weapons (such as knives) can be seen as a form of bullying and will not be tolerated by Emerald North State School. The following consequences can be enforce if the weapons are brought to school. ???????

7. Online behaviour is becoming an increasingly complex field to monitor student conduct. For the intention of managing student conduct, the following behavioural expectations apply:
   - Making public comment regarding another student at this school, will be considered an act of bullying due to the public nature of such comment, and the potential for others to “weigh in” on and comment.
• The use of on-line media to make threats students, staff or community members will be taken a serious threats to a person’s safety. These behaviours will be treated as “major” and consequences will be applied in line with those listed on page 9.

Rationale
8. 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.

9. The anti-bullying procedures at Emerald North 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
10. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
• Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

11. 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.

12. 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.

13. 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.
14. 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 Emerald North 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’.

15. Emerald North 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.
ACKNOWLEDGEMENT PLAN

* Verbal
  ♦ specific Reinforcement.
  ♦ E.g. Good sitting
  ♦ Feedback direction

* Non Verbal
  ♦ Body language - smile
  ♦ Behaviour charts
  ♦ PUS privately understood signals
  ♦ Proximity
  ♦ Incentive awards/ token economy.

* Increased attention
  ♦ i.e one to one

* Communications within the school community
  ♦ letter home, newsletter comment.

* Added responsibilities

* Meaningful roles
  ♦ i.e. peer tutoring

* Whole group celebrations

CORRECTION PLAN

Micro Skills
- Selective attending, giving choices, following through, defusing.
  * Nonverbal cues.
  * Direction / redirection
  * State choices and consequences
  * Enforce consequences
- In class timeout for reflection – alternate setting
- Buddy class or teacher for reflection.
- Repair damage done (i.e cleanup)
- Loss of personal time to complete work (with teacher follow up)
- In school suspension
- Full day withdrawal – buddy class

STUDENT BEHAVIOUR MANAGEMENT PLAN FOR:
JO SMITH / YEAR 6/7

Resolution / Restitution with Key Adult

CRISIS PLAN

1. Contact Admin
   ♦ Intercom/red card
2. Maintain personal safety
3. Distance, stance.
4. Remove other students if necessary.
5. Reassure student that he/she is safe.
   ♦ Voluntary parent contact by admin with options for parent action.
   ♦ Talk to student on the phone
   ♦ Supervise student at school for rest of the day.
   ♦ Withdraw student for the rest of the day. (explained absence)
   ♦ Let school handle it.
7. Case conference
   (1-1)discussion/investigation) reflection sheet.
8. Suspension 1-5days, 6-20days.
9. Reduced school hours ( AEP Alternative Education Program - graduated re-entry).
10. Cancellation, exclusion

YES

APPROPRIATE?

SAFE?

MANAGEABLE?

YES

COOPERATIVE

RESOLUTION / RESTITUTION WITH KEY ADULT
ACKNOWLEDGEMENT PLAN

♦ POSITIVE REINFORCEMENT
  - VERBAL (Specific recognition of behaviour, continuous feedback)
  - NON VERBAL (smile, body language, hand gestures, etc.)

♦ MEANINGFUL ROLES
  e.g. Helping peers/younger students, older students organising activities, taking messages etc.

♦ PROVIDING INDIVIDUAL SUPPORT AS NEEDED
  Giving particular attention to target students.

♦ GETTING INVOLVED
  Where possible be a part of activities.

CORRECTION PLAN

- Using Non Verbalts (shake the head, frown, etc.).
- Proximity (be close to where trouble is escalating).
- Cue with parallel acknowledgement (praise a student near the offending student for doing the right thing).
- Use humour to make suggestions
- Reminder of rule/warning
- Give choices and consequences (must be fair and logical)
- Time out in teacher designated area
- Time out walking with teacher
- Direct student to move to another area
- Direct appeal (e.g. “I’d like you to…”)
- Remember to always:
  - Speak calmly, politely, respectfully (let’s model how we wish students to speak to us).
  - Avoid eye contact, power struggles and confrontation. The student is responsible for their behaviour, the teacher must try and keep calm.
Acknowledgement Plan

1. Verbal
   - Specific reinforcement. E.g., good sitting, lovely handwriting, great maths work.
   - Rule reminder, e.g., remember to raise hand to ask a question.
   - Private acknowledgement of appropriate behaviour, e.g., you’ve had a great lesson, well done!

2. Non-Verbal
   - Body language – smile, pats on back, thumbs up.
   - Individual behaviour charts
   - Incentive awards/token economy.
   - Certificates of Good Behaviour
   - Raffle tickets

3. Increased attention
   - One to one
   - Helping with Special Ed children
   - Lower grade assistance.

4. Communications across the school community
   - Letter home (positive purple letters) or phone call, newsletter recognition.

5. Added responsibilities
   - Admin jobs

6. Whole group celebrations
   - SERS day

Correction Plan

1. Nonverbal cues, e.g., signals, proximity, body language, facial expression
2. Direction/redirection, e.g., remember that we . . .
3. State choices and consequences
4. Enforce consequences
   - In-class timeout for reflection – alternate setting
   - Buddy class or teacher for reflection.
   - Out of class time for reflection – observe from a distance to ascertain his safety
   - Repair damage done (i.e., cleanup)
   - Personal reflection with class teacher (1-2 mins)
   - Parent contact – phone.
   - Half day withdrawal - admin

Support from
Class Teacher
Admin Staff

Resolution / Restitution
with Key Adult

Crisis Plan

3. Contact Admin
   - Phone – classroom
   - Red card - playground

4. Maintain personal safety
5. Distance, stance.
6. Remove other students if necessary.
7. Reassure Alan that he is safe.
8. Parent contact by Katrina with options for parent action.
   - Withdrawal to Admin
   - Withdraw student for the rest of the day. (explained absence)
   - Let school handle it (Possibility of suspension and/or police involvement)
9. De-briefing
10. Investigation of event.
11. Discussion with parent.
12. Possible suspension 1-5 days, 6-20 days.

Yes

Cooperative

Yes

No