



Responsible Behaviour Plan for Students – Wellers Hill State School

based on *The Code of School Behaviour*

1. Purpose

Wellers Hill 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

Wellers Hill State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during 2018. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016-2018 also informed the process.

The Plan will be endorsed by the Principal, Chair of the P&C and Assistant Regional Director, and will be reviewed in 2021 as required in legislation.

3. Learning and behaviour statement

All areas of Wellers Hill 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 the Wellers Hill State School community 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 A Learner**
- **Be Safe**
- **Be Responsible**
- **Be Respectful.**

Our school rules will be 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 Wellers Hill State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

| | ALL AREAS | CLASSROOM | PLAYGROUND | STAIRWAYS/ ELEVATOR | TOILETS | BUS /BIKE RACKS/PICK UP ZONES |
|---------------|---|--|--|---|---|--|
| BE A LEARNER | <ul style="list-style-type: none"> ▪ Attend school every day ▪ Ask for help ▪ Listen when the teacher explains things ▪ Be prepared for learning | <ul style="list-style-type: none"> ▪ Be prepared for lessons ▪ Ask for help when you need it ▪ Review what you have done each day ▪ Complete your work to the best of your ability ▪ Follow teachers' instructions ▪ Complete homework tasks assigned ▪ Put what you have learned into everyday practice (where possible) | <ul style="list-style-type: none"> ▪ Learn the rules of the games ▪ Play fairly and respect other peoples' views ▪ Learn how to solve problems in a sensible way ▪ Learn how to use equipment properly | <ul style="list-style-type: none"> ▪ Learn the safe way to use stairways ▪ Learn the etiquette of moving up and down steps in a respectful and responsible way. ▪ Use the elevator only under adult supervision ▪ Follow the rules for safe use of the elevator | <ul style="list-style-type: none"> ▪ Use the toilets sensibly. ▪ Try to go to the toilets during breaks | <ul style="list-style-type: none"> ▪ Learn the rules of the road. ▪ Learn how to ride my bike safely ▪ Learn how to look after my bike and make sure it is in good working order. |
| BE RESPECTFUL | <ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn | <ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener | <ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment ▪ Walk on hard surfaces. | <ul style="list-style-type: none"> ▪ Walk quietly and orderly so that others are not disturbed | <ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Quiet voices in and around toilets. | <ul style="list-style-type: none"> ▪ Wait your turn ▪ Keep your belongings nearby in an orderly manner. |

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| BE RESPONSIBLE | <ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away | <ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Do your best | <ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell | <ul style="list-style-type: none"> ▪ Move peacefully in single file | <ul style="list-style-type: none"> ▪ Use toilets during breaks ▪ Use the toilets in a responsible manner. ▪ Toilets are not a play area – use the appropriate areas | <ul style="list-style-type: none"> ▪ Leave school promptly ▪ Have bus pass ready ▪ Sit quietly ▪ Respect all travellers |
| BE SAFE | <ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself. ▪ Treat others with respect. | <ul style="list-style-type: none"> ▪ Walk ▪ Sit attentively. ▪ Enter and exit room in an orderly manner | <ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear your own broad brimmed hat | <ul style="list-style-type: none"> ▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪ Keep passage ways clear at all times ▪ Keep left | <ul style="list-style-type: none"> ▪ Wash hands ▪ Walk in and around toilets | <ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter in school grounds. ▪ Follow instructions of teacher/aide when waiting for bus/car. ▪ Wait for car to stop in safety zone |

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

- **Explicit** 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.

Wellers Hill State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Wellers Hill State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Use of Technology Devices at School.*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

At Wellers Hill 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. At the basic level, praise and visual reinforcement is provided. In classrooms behaviour charts are used to reinforce appropriate 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.

Wellers Hill State School “Gotchas”:

Staff members hand ‘Gotcha’ cards out to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘**catch**’ a student following the rules they can choose to give them a Gotcha card. When students are given a Gotcha card they drop the card in designated boxes in the Library. Gotchas are not to be used as an incentive to bring about good behaviour. They are an **overt consequence of appropriate behaviour**.

At each Whole School Assembly the House Captains select four students from their House from the submitted cards and these students are given the opportunity to choose a prize from the “Gotcha” box if they are in Prep – Year 2 or receive an iceblock from the tuckshop in Year 3 – Year 6. On alternate weeks the Gotchas will be announced at 1:00pm on Thursdays. When a child receives five Gotchas he/she is eligible to receive a certificate from the Principal/Deputy Principals. Cards are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

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 or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

Each year a small number students at Wellers Hill State School are identified through our data as needing an 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. These students will be part of the Respond Program. Students who participate in the Respond Program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they will have increased daily opportunities to receive positive contact with adults, possible additional support

from school and other agency personnel 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 Respond Program is coordinated by the Learning Enrichment Team. 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.

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

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Intensive behaviour support: Behaviour Support Team

Wellers Hill State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Behaviour Support Team*:

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

The *Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for inappropriate or unacceptable behaviour

Wellers Hill State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Responsible Thinking referral form is used to record minor and major problem behaviour. The receipt of three Responsible Thinking referrals will result in a letter being sent to parents.

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary

4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to 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, referral to Respond Program
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to the school based Respond 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.

Definition of consequences*

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| Time out | 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. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |
| Detention | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. 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). |
| Temporary Removal of Property | A principal or staff member of Wellers Hill State School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff.</u> |

| School Disciplinary Absences (SDA) | |
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| Suspension | <p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ 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 | <p>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.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ 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 | <p>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:</p> <ul style="list-style-type: none"> ▪ 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 | <p>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.</p> |

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

RESPONDING TO PROBLEM BEHAVIOURS:

Minor/Major Behaviours:

The following table outlines examples of major and minor problem behaviours and the possible consequences for inappropriate behaviour:

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| <p>Be Safe</p> | <p>We all contribute to a happy and safe school environment by:</p> <ul style="list-style-type: none"> • Moving in a quiet and orderly manner • Being sun safe • Playing and working cooperatively and sensibly | <p>Minor: Handled by Staff Members</p> <ul style="list-style-type: none"> • Not wearing a hat in playground • Running on concrete, around buildings or in stairwells • Not walking bike in school grounds • Incorrect use of equipment • Not playing school approved games • Playing in toilets • Rough play • Minor physical contact (eg: pushing and shoving) • Not wearing shoes outside • Throwing food/objects | <p>Rule reminders Classroom behaviour plan consequences Community service</p> <ul style="list-style-type: none"> • Litter patrol • Gardening • Assisting peers or teacher <p>Time out or Cool off time Natural consequence - Loss of privilege or desired responsibility Apology- spoken</p> |
| | | <p>Major: Referred to School Administration</p> <ul style="list-style-type: none"> • Frequently repeated minor infringements • Throwing objects with intent to hurt • Possession/use of weapons • Serious physical aggression • Fighting • Possession or selling of drugs • Deliberately endangering the safety of children with severe allergic reactions. | <p>Rule reminders (as above) Restitution/ Mediation</p> <ul style="list-style-type: none"> • Apology - written <p>Detention</p> <ul style="list-style-type: none"> • Make up time • Make a plan of appropriate behaviour • Official letter may go home • Record of incident entered in One School File <p>Parent Involvement</p> <ul style="list-style-type: none"> • Meeting or Letter • Daily or Weekly communication • Follow through at home <p>Referral for Support</p> <ul style="list-style-type: none"> • Guidance Officer or AVT Behaviour • Health Agency <p>Suspension or Exclusion</p> <ul style="list-style-type: none"> • 1 to 5 days • 6 to 20 days • Suspension with view to Exclusion |

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| <p>Be Responsible</p> | <p>We are all responsible for ensuring our behaviour choices have positive effects by:</p> <ul style="list-style-type: none"> • Working to the best of our ability • Being in the right place at the right time <p>Being organised with our belongings</p> | <p>Minor: Handled by Staff Members</p> <ul style="list-style-type: none"> • Not completing set tasks(including Homework) • Refusing to work • Not being prepared for an activity • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time • Non compliance/Unco-operative behaviour • Minor dishonesty • Littering <p>Not handing in mobile phone to the office at the beginning of each day.</p> | <p>Rule reminders Classroom behaviour plan consequences Community service</p> <ul style="list-style-type: none"> • Litter patrol • Gardening • Assisting peers or teacher <p>Time out or Cool off time Natural consequence - Loss of privilege or desired responsibility Apology- spoken</p> |
| | | <p>Major: Referred to School Administration</p> <ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission • Major dishonesty • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation | <p>Rule reminders (as above) Restitution/ Mediation</p> <ul style="list-style-type: none"> • Apology - written <p>Detention</p> <ul style="list-style-type: none"> • Make up time • Make a plan of appropriate behaviour • Official letter may go home • Record of incident entered in One School File <p>Parent Involvement</p> <ul style="list-style-type: none"> • Meeting or Letter • Daily or Weekly communication • Follow through at home <p>Referral for Support</p> <ul style="list-style-type: none"> • Guidance Officer or AVT Behaviour • Health Agency <p>Suspension or Exclusion</p> <ul style="list-style-type: none"> • 1 to 5 days • 6 to 20 days <p>Suspension with view to Exclusion</p> |

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| Be Respectful | <p>We show respect for all people and property within our school environment by:</p> <ul style="list-style-type: none"> • Being courteous and using our manners • Showing tolerance of our differences <p>Treating others as we would like to be treated</p> | <p>Minor: Handled by Staff Members</p> <ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out/not listening • Answering back • Poor attitude • Disrespectful tone/manner • Petty theft • Lack of care for the environment/property • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment-verbal, physical, social and electronic <p>Putting down others</p> | <p>Rule reminders Classroom behaviour plan consequences Community service</p> <ul style="list-style-type: none"> • Litter patrol • Gardening • Assisting peers or teacher <p>Time out or Cool off time Natural consequence - Loss of privilege or desired responsibility Apology- spoken</p> |
| | | <p>Major: Referred to School Administration</p> <ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity • Stealing / major theft • Wilful property damage • Vandalism • Major bullying / harassment • Major disruption to class • Blatant disrespect • Wilful disobedience • Major bullying / harassment-verbal, physical, social and electronic • Deliberately endangering the safety of children with severe allergic reactions. | <p>Rule reminders (as above) Restitution/ Mediation</p> <ul style="list-style-type: none"> • Apology - written <p>Detention</p> <ul style="list-style-type: none"> • Make up time • Make a plan of appropriate behaviour • Official letter may go home • Record of incident entered in One School File <p>Parent Involvement</p> <ul style="list-style-type: none"> • Meeting or Letter • Daily or Weekly communication • Follow through at home <p>Referral for Support</p> <ul style="list-style-type: none"> • Guidance Officer or AVT Behaviour • Health Agency <p>Suspension or Exclusion</p> <ul style="list-style-type: none"> • 1 to 5 days • 6 to 20 days <p>Suspension with view to Exclusion</p> |

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

Dealing with Problem Behaviours:

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure students understand the relationship of the problem behaviour to expected school behaviour. Staff members might use the following to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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 unacceptable 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 Wellers Hill State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- debriefing report (for student and staff).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse

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

- Disability Services Queensland
- Child and Youth Mental Health

- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- 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.

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

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

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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related 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

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

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 (other than those required for learning) 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 Wellers Hill 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

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

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

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Mobile Phone and Other Electronic Equipment Acceptable Use Policy

- Students must display courtesy, consideration and respect for others whenever they are using a mobile phone or electronic devices (including those with Bluetooth functionality).
- Mobile phones are to be handed in to the office upon arrival at school. If a student is found in possession of a mobile phone at school, he or she will be required to hand it in at the office and can collect it at the end of the day.
- In special circumstances, In-phone cameras may be used. However, they are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets. When students wish to use these devices, it is with the approval of the Principal or his delegate.
- The use of mobile phones and electronic devices (including those with Bluetooth functionality) that contravene the school's 'Acceptable Use Policy' will lead to the devices being confiscated by school staff, with collection/return to occur at the end of the school day where the device is not required for further investigation.
- Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Websites, Bluetooth) of such material will result in disciplinary action and contravenes the Invasion of Privacy Act 1971.
- The sending of text messages or posting of statements, still or video images to websites that contain obscene language, inappropriate behaviour and/or threats of violence by students identified as Wellers Hill students, may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action up to and including recommendation for exclusion and potentially police investigation.
- Electronic devices (including those with Bluetooth functionality) may not be taken into or used by students at exams or during class assessment unless expressly permitted by school staff.
 - **Special Circumstances Arrangement**
 - Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
 - **Inappropriate behaviour outside of school hours**
 - Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

- *Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature*

Appendix 2

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

Purpose

1. Wellers Hill 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 Wellers Hill 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 Wellers Hill 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, threatening harm with foodstuffs to which students may be allergic, 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 Wellers Hill State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Wellers Hill State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. (Copy available on the website or from the school office)
10. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Wellers Hill 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'.

No Blame Interview:

13. The *No Blame Interview* takes the view that bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of 'higher values' such as empathy, consideration and unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators, then no lasting change can be expected. The *No Blame Interview* aims to raise the level of empathy and understanding for the child being bullied without apportioning blame to the perpetrators.

Hi Five Strategy:

14. The philosophy behind the Hi Five Strategy is a simple but highly effective one**when applied properly.**

The strategy is designed to empower children to deal with bullying and harassment in a positive and assertive way by giving them choices. It will absolutely **not** stop bullying ...it simply redresses the imbalance of power.

There are Five Steps and these **must be** taught explicitly to all children and should be revisited regularly throughout the school year. This strategy is just as effective in Year 6 as it is Prep.

Appendix 3

WORKING TOGETHER TO KEEP WELLERS HILL STATE SCHOOL SAFE

We can work together to keep knives out of school. At Wellers Hill 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 or Deputy Principals 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 up to and including suspension or recommendation for exclusion.
- 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 Wellers Hill State Schools 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 or Deputy Principals.

Appendix 4

Physical Intervention Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

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

Questions for student

- What was it that you needed?
- What upset you most?

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

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

DRAFT