



The Code of
**School
Behaviour**
Better Behaviour
Better Learning



Upper Mt Gravatt State School

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

Upper Mt Gravatt State School (UMGSS) 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

Upper Mt Gravatt State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying informed the development process. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also were considered.

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

3. Learning and behaviour statement

At Upper Mt Gravatt we believe in effort and initiative. We encourage our students to reach their full potential and always give of their very best. These sentiments are embodied in the school motto "Strive to Excel".

Upper Mount Gravatt State School is an inclusive community that welcomes and supports children from all over the world. All stakeholders at Upper Mt Gravatt State School make 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.

Our school community has adopted the Kidsmatter philosophies and we utilise the "You Can Do It" Program Achieve to embed our common language. We have identified three domains to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

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

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At UMGSS 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

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

| SCHOOLWIDE EXPECTATIONS TEACHING MATRIX | | | | | | |
|---|---|---|--|---|---|--|
| | ALL AREAS | CLASSROOM | PLAYGROUND | STAIRWELL | TOILETS | BUS LINES/BIKE RACKS |
| BE RESPECTFUL | <ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself | <ul style="list-style-type: none"> Walk Sit still 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 a 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 | <ul style="list-style-type: none"> Respect privacy of others | <ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter to the gate Wait inside the gate until the bus stops |
| 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 | <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 | <ul style="list-style-type: none"> Have your name marked on the bus roll Leave school promptly |
| BE SAFE | <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 | <ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed | <ul style="list-style-type: none"> Wash hands Walk | <ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Have your bus pass ready |

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

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

Upper Mt Gravatt State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Upper Mt Gravatt State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - the Use of Personal Technology Devices* at School (Appendix 1)
 - procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
 - 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 Upper Mt Gravatt State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

'You Can Do It' Gotcha Cards

Staff members hand Gotcha cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they '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 the designated collection at the Library. On Wednesdays at assembly a lucky draw takes place and prizes are given to that week's Gotcha winners.

Weekly awards are conferred on assembly for sporting and community awards as well as 'Student of the Week'. The half hour assembly is treated as a whole-of-school lesson in social skills

Teachers explicitly teach elements in the "YOU CAN DO IT" Education Program is linked to the nationally identified essential values. The language of this education program is embedded in the daily conversations held between all school stakeholders.

Organization – Organized students use their time efficiently and have all the equipment they need to start their work each day. Each child's possessions are stored neatly and safely within the classroom.

Confidence – Confident students are not afraid to make mistakes when learning something new. They expect to be liked and not afraid to meet new classmates. When someone wants them to do something they don't want to do, confident children tell them nicely what they want to do.

Persistence – Children who are persistent keep on trying when things seem hard or not fun. These students believe that the harder they try, the better they get.

Getting Along – This means that children are friendly, tell the truth and care about others. These students are able to fix problems without squabbling or fighting. When children get along they follow the important rules of the classroom and home.

Resilience – This means that children have the ability to 'bounce back' from difficult and stressful events in their lives.

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 expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully 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: SAID Team (Support, Adjust, Intervene, Differentiate)

Each year a small number students at Upper Mt Gravatt State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students who work with the SAID team attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

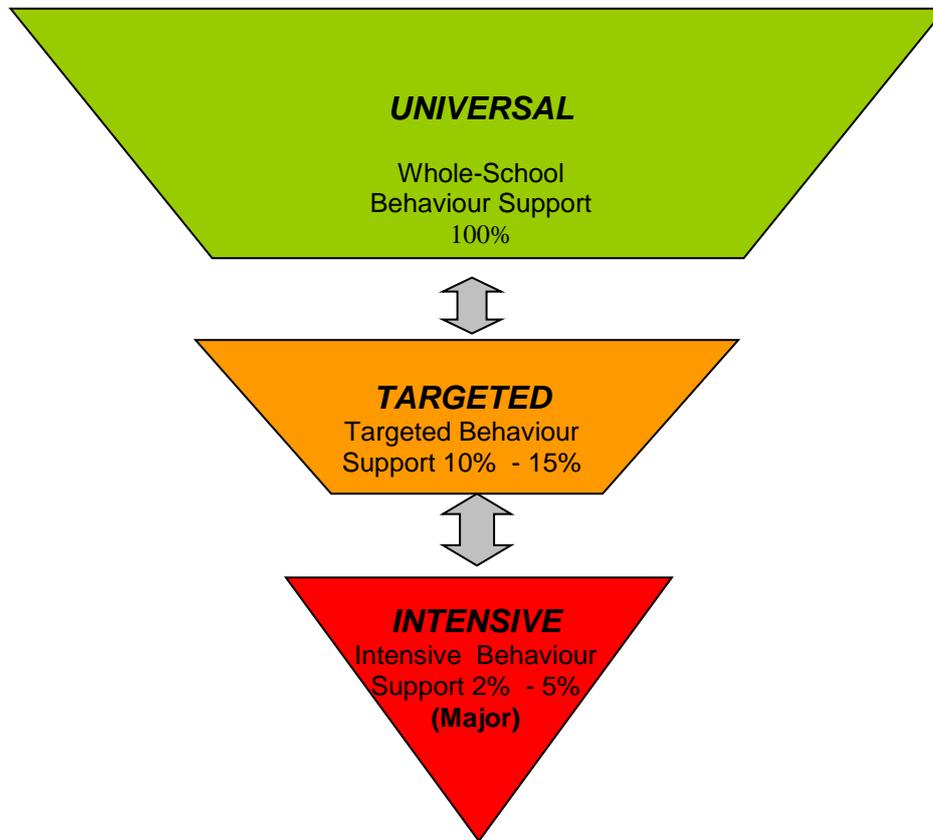
The SAID team is coordinated by the Deputy Principal with active support from the Special Needs Committee and staff. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after working with the SAID team or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Strategies used for targeted behaviour support include:

| | |
|--|---|
| Curriculum Adjustment | <ul style="list-style-type: none">• working with a teacher aide or learning support teacher• adjusted class work• working with a peer or older student. |
| Verbal | Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none">• specific reinforcement e.g. Thank you for sitting down.• Targeted direction giving. |
| Non-Verbal | Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none">• body language – smile, thumbs up• behaviour charts• proximity to the child in terms of desk placement• awards |
| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none">• One on one curriculum support with the teacher• Teacher aide support• Work with another member of school staff• Curriculum support through an older classmate |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: <ul style="list-style-type: none">• Peer tutoring/ Class jobs/ School jobs• Working with a younger or older classmate |

Behaviour Linked to Degree of Support



Intensive behaviour support:

Upper Mt Gravatt 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The SAID team works with other staff members to develop appropriate behaviour expectations and strategies

- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The SAID 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 specialist behaviour services staff.

YCDI SUPPORT INDICATORS

EXPECTATIONS:

*Students will be able to identify their behaviour standard.

*Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change

*All students will strive to reach a COMMENDABLE or EXCELLENT standard.

| BEHAVIOUR CODE | UNACCEPTABLE | AT RISK | GOOD | COMMENDABLE |
|----------------------|--|--|--|--|
| | Intensive Support | Targeted Support | Universal Support | EXCELLENT |
| CONFIDENCE | Rarely <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. | Sometimes <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment • Resolves conflict without aggression. | Usually <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Acknowledges and respects personal space of self and others; • Follows school rules and routines; • Moves safely through school environment • Resolves conflict without aggression. | Always (and encourages others to) <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Acknowledges and respects personal space of self and others; • Follows school rules and routines; • Moves safely through school environment • Resolves conflict without aggression. |
| PERSISTENCE | Rarely <ul style="list-style-type: none"> • Begins set tasks • Completes tasks to a satisfactory level. • Manages time effectively • Contributes to class discussions and activities. • Demonstrates interest in subjects. • Attempts homework. | Sometimes <ul style="list-style-type: none"> • Attempts set tasks. • Completes tasks to a satisfactory level. • Manages time effectively • Contributes to class discussions and activities. • Demonstrates interest in subjects. • Attempts homework. | Usually <ul style="list-style-type: none"> • Attempts set tasks • Completes tasks to a satisfactory level. • Manages time effectively • Contributes to class discussions and activities. • Demonstrates interest in subjects. • Completes homework. | Always (and encourages others to) <ul style="list-style-type: none"> • Attempts set tasks • Completes tasks to a high standard. • Manages time effectively • Contributes to class discussions and activities. • Demonstrates interest in subjects. • Completes homework. |
| GETTING ALONG | Rarely <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Interacts appropriately; • Follows class and school expectations. | Sometimes <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Interacts appropriately; • Follows class and school expectations. | Usually <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Interacts appropriately; • Follows class and school expectations. | Always (and encourages others to) <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Interacts appropriately; • Follows class and school expectations. |
| ORGANIZATION | Rarely <ul style="list-style-type: none"> • Has appropriate equipment for tasks. • Listens to and follows instructions and directions • Makes appropriate choices without supervision. • Accepts responsibility for own behaviour. | Sometimes <ul style="list-style-type: none"> • Has appropriate equipment for tasks. • Listens to and follows instructions and directions • Makes appropriate choices without supervision. • Accepts responsibility for own behaviour. | Usually <ul style="list-style-type: none"> • Has appropriate equipment for tasks. • Listens to and follows instructions and directions • Makes appropriate choices without supervision. • Accepts responsibility for own behaviour. | Always (and encourages others to) <ul style="list-style-type: none"> • Has appropriate equipment for tasks. • Listens to and follows instructions and directions • Makes appropriate choices without supervision. • Accepts responsibility for own behaviour. |

5. Consequences for unacceptable behaviour

Upper Mt Gravatt 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.

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 and breeches of school rules are those that:

- 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:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, time-out, individual meeting with the student, apology, restitution or loss of extra-curricular privileges
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out a referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- 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, referral to Special Needs Committee for Individual Behaviour Plan
AND/OR
- Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, behaviour improvement conditions.
- 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.

The following table outlines examples of major and minor problem behaviours:

| | Area | Minor | Major |
|--------------------------|-------------------------------|---|--|
| Being Safe | Movement around school | <ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds | |
| | Play | <ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets | <ul style="list-style-type: none"> Throwing objects Possession of weapons |
| | Physical contact | <ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) | <ul style="list-style-type: none"> Serious physical aggression Fighting |
| | Correct Attire | <ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside | |
| | Other | | <ul style="list-style-type: none"> Possession or selling of drugs |
| Being Responsible | Class tasks | <ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work | |
| | Being in the right place | <ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. | <ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission |
| | Follow instructions | <ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour | |
| | Accept outcomes for behaviour | <ul style="list-style-type: none"> Minor dishonesty | <ul style="list-style-type: none"> Major dishonesty |
| | Rubbish | <ul style="list-style-type: none"> Littering | |
| | Mobile Phone | <ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | <ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
| Being Respectful | Language | <ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone | <ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity |
| | Property | <ul style="list-style-type: none"> Petty theft Lack of care for the environment | <ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism |
| | Others | <ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment | <ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance |

Definition of consequences

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

School Disciplinary Absences

| | |
|--|---|
| 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><i>A 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.

Relate inappropriate or unacceptable behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Upper Mt Gravatt 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.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Upper Mt Gravatt 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.

6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Immediate Strategies

- Avoid escalating the unacceptable behaviour
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner

Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Physical intervention may only be used if all non-physical interventions have been exhausted and:

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

Appropriate physical intervention may be used to ensure that Upper Mt Gravatt 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.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

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

7. Network of student support

Students at Upper Mt Gravatt 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
- Youth Support Coordinator

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

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](#)

12. Endorsement

Principal

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

Assistant Regional Director

Effective Date: to



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 disciplinary consequences.

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 Upper Mt Gravatt State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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, 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 proposal/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 the Queensland Police Service.

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.

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

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.*

Appendix 2

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

Purpose

1. Upper Mt Gravatt State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Upper Mt Gravatt 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 Upper Mt Gravatt 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 Upper Mt Gravatt 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 Upper Mt Gravatt State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyber-bullying often does not occur at school. Students are explicitly taught Cyber-safety for example how to safely conduct and internet search, what cyber-bullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately.
 - Report any instances they see as a bystander of cyber-bullying to parents and/or teachers immediately.

Our school will then investigate and respond to any incident of cyber-bullying.

10. Upper Mt Gravatt 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.

11. 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 Upper Mt Gravatt 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'.
12. Upper Mt Gravatt 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.

WORKING TOGETHER TO KEEP UPPER MT GRAVATT STATE SCHOOL SAFE

We can work together to keep knives out of school. At UMGSS:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

What kinds of knife are banned?

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

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

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

How can parents help to keep Upper Mt Gravatt State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the office to speak to the Principal or Deputy Principal.

Appendix 4

Upper Mt Gravatt State School Internal Behaviour Referral Form (Optional)

| | | | | |
|---------------------------------|--------------|---------------|-------------------------------|--|
| Student Name: | | | Location (please tick) | |
| Date: | Time: | Class: | Playground | |
| Referring staff member : | | | Specialist Lesson | |
| | | | Classroom | |
| | | | Other | |

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

| | | | |
|------------------------------------|--|---------------|----------------|
| School Expectation Category | | | |
| Be SAFE | | Be Respectful | Be Responsible |

| | | | | | |
|------------------------------------|--|-------|--|-------|-------|
| Others involved in incident | | | | | |
| None | | Peers | | Staff | Other |

Appendix 5

**Incident Report
(optional)**

Name: Date:

Person Completing Form:

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