RACEVIEW STATE SCHOOL

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

1. Purpose
Raceview 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
Initial consultation with staff was undertaken during the latter part of 2018. Ongoing monitoring of school data sets has also informed the development process.

The Draft Plan has been endorsed by the Principal and is in the process of being endorsed by the President of the P&C and the Assistant Regional Director after the next stages of consultation with the community, parents and students has occurred. It will be reviewed in 2021 as required under legislation.

3. Learning and behaviour statement
All areas of Raceview 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 school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

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 Raceview State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

We have identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

To help facilitate this we use SPORTy expectations.

**S-Self Control  P-Persistence  O-Organisation  R-Respect  T-Team Player**

We have a weekly focus lesson on each of these.
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 Raceview 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached. The Schoolwide Expectations Teaching Matrix below outlines specific behavioural expectations in the range of school settings.

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Classroom Including Specialist Lessons</th>
<th>Playground</th>
<th>Waiting Under A Block before school</th>
<th>Assembly</th>
<th>Tuckshop</th>
<th>Eating Areas</th>
<th>Toilets</th>
<th>Moving around the school</th>
<th>Out of School Activities</th>
<th>Bus</th>
<th>Entering/Exiting the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use the High Five</td>
<td>• stay focussed (do not be distracted)</td>
<td>• allow others to do their work</td>
<td>• use equipment safely</td>
<td>• sit quietly</td>
<td>• talk quietly</td>
<td>• move quickly and safely during class times</td>
<td>• talk only to familiar people</td>
<td>• sit quietly on the bus</td>
<td>• walk when in a crowd</td>
<td>• walk bikes in and out of the grounds</td>
<td></td>
</tr>
<tr>
<td>• stay focussed (do not be distracted)</td>
<td>• allow others to do their work</td>
<td>• sit still and safely on chairs</td>
<td>• play safe games</td>
<td>• face the front</td>
<td>• walk when moving to bin</td>
<td>• talk quietly during class times</td>
<td>• stay with the school group</td>
<td>• sit in a seat</td>
<td>• follow the directions of lights or crossings</td>
<td></td>
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</tr>
<tr>
<td>• allow others to do their work</td>
<td>• allow others to do their work</td>
<td>• enter and exit considerably</td>
<td>• sticks and stones stay on the ground</td>
<td>• talk quietly</td>
<td>• move quickly and safely during class times</td>
<td>• walk carefully down stairs</td>
<td>• go straight to or from school</td>
<td>• get on and off the bus considerately</td>
<td>• go straight to or from school</td>
<td></td>
<td></td>
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<tr>
<td>• allow others to do their work</td>
<td>• allow others to do their work</td>
<td>• enter and exit considerably</td>
<td>• use all technology appropriately</td>
<td>• stay sitting</td>
<td>• talk quietly during class times</td>
<td>• walk facing forwards</td>
<td>• walk in lines when moving with your class</td>
<td>• walk bikes in and out of the grounds</td>
<td>• use crossing and footpaths</td>
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</tr>
<tr>
<td>• allow others to do their work</td>
<td>• allow others to do their work</td>
<td>• enter and exit considerably</td>
<td>• use all technology appropriately</td>
<td>• stay sitting</td>
<td>• talk quietly during class times</td>
<td>• walk in lines when moving with your class</td>
<td>• walk bikes in and out of the grounds</td>
<td>• use crossing and footpaths</td>
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</tr>
<tr>
<td>• stay focussed (do not be distracted)</td>
<td>• allow others to do their work</td>
<td>• enter and exit considerably</td>
<td>• use all technology appropriately</td>
<td>• stay sitting</td>
<td>• talk quietly during class times</td>
<td>• walk in lines when moving with your class</td>
<td>• walk bikes in and out of the grounds</td>
<td>• use crossing and footpaths</td>
<td>• walk bikes in and out of the grounds</td>
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<td></td>
</tr>
<tr>
<td>• keep your bag with you</td>
<td>• keep your bag with you</td>
<td>• keep your bag with you</td>
<td>• return equipment</td>
<td>• keep questions and comments on topic</td>
<td>• make sure your lunch box is where it should be</td>
<td>• be aware of your varying time responsibilities</td>
<td>• have your bus pass ready</td>
<td>• walk bikes in and out of the grounds</td>
<td>• walk bikes in and out of the grounds</td>
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<tr>
<td>• have homework tasks done and at school</td>
<td>• have homework tasks done and at school</td>
<td>• keep homework tasks done and at school</td>
<td>• take play equipment with you</td>
<td>• be patient</td>
<td>• be in the right line</td>
<td>• have your bike securely</td>
<td>• log your mobile phone (or other device) at the office</td>
<td>• walk bikes in and out of the grounds</td>
<td>• walk bikes in and out of the grounds</td>
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<td></td>
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<tr>
<td>• know your own timetable</td>
<td>• know your own timetable</td>
<td>• keep work space tidy</td>
<td>• keep questions and comments on topic</td>
<td>• sit with your class</td>
<td>• be in the right line</td>
<td>• log your mobile phone (or other device) at the office</td>
<td>• walk bikes in and out of the grounds</td>
<td>• walk bikes in and out of the grounds</td>
<td>• walk bikes in and out of the grounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• keep work space tidy</td>
<td>• keep work space tidy</td>
<td>• keep your bag with you</td>
<td>• check your order</td>
<td>• put orders in on time</td>
<td>• be in the right line</td>
<td>• log your mobile phone (or other device) at the office</td>
<td>• walk bikes in and out of the grounds</td>
<td>• walk bikes in and out of the grounds</td>
<td>• walk bikes in and out of the grounds</td>
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</tr>
<tr>
<td>everyone has the right to learn</td>
<td>follow the rules of the game</td>
<td>listen actively</td>
<td>eat your own food</td>
<td>hand up and listen when bell goes</td>
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<tr>
<td>be honest and truthful</td>
<td>show good sportsmanship</td>
<td>applaud appropriately</td>
<td>wait for your friends in your own area</td>
<td>remove your own food scraps</td>
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<tr>
<td>treat others the way you want to be treated</td>
<td>invite others to play</td>
<td>remain attentive so that other can listen</td>
<td>only be at the tuckshop if you are buying food</td>
<td>make healthy food choices</td>
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<tr>
<td>wait your turn</td>
<td>care for all property</td>
<td>respect yourself</td>
<td>allow others privacy</td>
<td>respect the judgments of adults in charge</td>
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<tr>
<td>follow directions immediately</td>
<td>respect school environments</td>
<td>respect school environments</td>
<td>knock on doors</td>
<td>respect the place you are in</td>
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<tr>
<td>keep hands, feet and other objects to self</td>
<td>respect your school</td>
<td>respect school environments</td>
<td>wash and dry hands</td>
<td>represent the school positively</td>
<td></td>
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</tr>
<tr>
<td>respect yourself</td>
<td>respect school environments</td>
<td>respect school environments</td>
<td>flush after use</td>
<td>represent the school positively</td>
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<tr>
<td>respect your school environments</td>
<td>respect school environments</td>
<td>respect school environments</td>
<td>use the correct year level toilets</td>
<td>respect the bus driver</td>
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<tr>
<td>No Bullying</td>
<td>be fair and reasonable</td>
<td>include and accept others</td>
<td>use encouraging words</td>
<td>respect the bus driver</td>
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<tr>
<td>be fair and reasonable</td>
<td>include and accept others</td>
<td>help others</td>
<td>avoid trouble</td>
<td>respect the bus driver</td>
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<tr>
<td>be fair and reasonable</td>
<td>include and accept others</td>
<td>help others</td>
<td>stay out of fights</td>
<td>walk your bike near pedestrians</td>
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<td></td>
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</tr>
<tr>
<td>include and accept others</td>
<td>help others</td>
<td>use encouraging words</td>
<td>solve problems together</td>
<td>be patient in a crowd</td>
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<td></td>
</tr>
<tr>
<td>avoid trouble</td>
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<td>solve problems together</td>
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</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from reminders at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Raceview State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Raceview State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated problem behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour
At Raceview 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.

Raceview State School Positive Notice
Staff members hand Trophies out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Students take their trophies to the rewards room where they trade them in for rewards. As trophies are earned, students become eligible for “arm bands” that are handed out on assembly for 300, 600, 900, 1200 & 1500 trophy earners.

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

1. 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.

2. Targeted behaviour support:
Each year a small number of students at Raceview State School are identified through our data as needing a little bit 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.
This support includes individual classroom management plans, individual playground plans, referral to the lunchtime clubs and referral to the Dean of Students in the Well-Being room. At times it is necessary to provide some students with additional, specific teaching of social skills to increase successful social interactions with peers. This is provided through the Dean of Students and staff in the Well-Being room, in small groups, to further develop social skills.

Students whose behaviour does not improve after engaging in an individual classroom management plan, individual playground plan, social skills group or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support:
Raceview 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 that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The school based Special Needs Committee:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the Intervention Team to achieve continuity and consistency.

The Special Needs Committee has a simple and quick referral system in place. Following referral, a team member contacts their 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 and a representative from the school’s administration.

5. Consequences for unacceptable behaviour
Raceview 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. An office referral form is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

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

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

Minor problem behaviours may result in the following consequences:
- a minor consequence that is 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 or restitution.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
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; and
- 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 to the student and remind them of the expected school behaviour. The staff member then completes the office referral form.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Dean of Students, not permitted to represent the school, (eg. sports and excursions)
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Special Needs Committee, suspension from school:
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

<table>
<thead>
<tr>
<th>Time out</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>Administrative staff 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.</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Raceview State School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences (SDA)**

| Suspension | A principal may suspend a student from school under the following circumstances:  
- disobedience  
- misbehaviour  
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school  
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school  
- the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. |
| Discipline improvement plan | A *discipline improvement plan* is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- persistent disobedience  
- misbehaviour  
- conduct that adversely affects, or is likely to adversely affect, other students  
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school  
- the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.  
- the student has been convicted of an offence and the Director-General is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school. |
The following table outlines examples of minor and major problem behaviours:

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

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

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.
Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

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

Basic defusing strategies

1. 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.

2. 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.

3. 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.

4. 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.

5. 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Raceview 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 and 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; and
- 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 processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

7. Network of student support
Students at Raceview State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Dean of Students
- Guidance Officer
- Senior Guidance Officer
- School Based Police Officer

External support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Poppy Centre
- 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.

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

9. Related legislation
• Commonwealth Disability Discrimination Act 1992
• Commonwealth Disability Standards for Education 2005
• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Criminal Code Act 1899
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 2011
• Workplace Health and Safety Regulation 2011
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies and procedures
• Statement of expectations for a disciplined school environment policy
• 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
• Bullying. No Way!
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or
Chair, School Council

Raceview State School 2019 - 2021
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.

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

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

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

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

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

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. It is understood that some children are provided with a mobile phone by their parent/caregiver for use in emergencies. Such devices are to be used outside of school hours. If children are required to make contact with parents/caregivers during school hours, this is to occur with the permission of administrative staff or through the office. Mobile phones are to be signed in and out of the Office, 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 Raceview 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 bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 administration staff.

**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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

**Special circumstances arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Raceview 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.

There is no place for bullying in Raceview State School. Those who are 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.

Bullying behaviours that will not be tolerated at Raceview 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.

Bullying may be related to:
- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Raceview 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
Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Raceview State School are an addition to our 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**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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.

Raceview State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Appropriate use of social media

Raceview State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

Raceview State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Raceview State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Raceview State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Raceview State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Raceview State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Raceview State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

Raceview State School 2019 - 2021
• Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

• Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Raceview State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Raceview State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

• Unlawful stalking.
• Computer hacking and misuse.
• Possession of child exploitation material.
• Involving a child in making child exploitation material.
• Making child exploitation material.
• Distribution of child exploitation material.
• Criminal Defamation.
There are significant penalties for these offences.

Raceview State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Raceview State School expects its students to engage in positive online behaviours.