



Salisbury State School

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

1. Purpose

Salisbury 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. Our goal is to produce students who are happy, confident, self-managed individuals as well as socially responsible citizens.

The Code of
School
Behaviour

Better Behaviour
Better Learning

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

Salisbury State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through newsletter distribution, staff and sub-committee meetings and P&C meetings.

A review of the following important data sets was undertaken for this school relating to attendance, unexplained absences, suspensions and exclusions, and behaviour incidents including bullying and cyberbullying.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in February 2016, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Salisbury State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Salisbury State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Care for self**
- **Care for others**
- **Care for learning**
- **Care for property**

These four statements are used at Salisbury State School to guide the development of children and foster self-discipline. They provide a framework for all in the school community.



Queensland
Government

Care for Self

- be in the right place
- act responsibly at all times
- eat a healthy lunch
- walk on pathways and around buildings
- no hat – no outside play
- take pride in your appearance and wear correct school uniform

Care for others

- consider the feelings of others
- listen, take turns and share
- speak with courtesy and respect
- keep your hands, feet and other objects to yourself

Care for learning

- strive to do your best
- be punctual and ready for class
- accept homework as a learning opportunity

Care for property

- take care of our environment
- put rubbish in the bin
- report any damage to school property
- Use all equipment and materials safely

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 Salisbury State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent 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 four school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

| Care for | Toilets Areas/Block | Admin Area/Block | Classroom/Library & Hall | Before/during and after School | Playground | Eating Areas | Parade | Tuckshop | Camp/Excursion |
|----------|---|---|---|---|--|---|---|---|---|
| Self | <ul style="list-style-type: none"> I eat in eating areas only I use toilet area correctly | <ul style="list-style-type: none"> I wait quietly at the front counter I speak politely to others I walk in/out of office area I follow correct first aid procedure | <ul style="list-style-type: none"> I resolve conflict peacefully I ask permission to leave my work space I am organised and ready to learn I will always do my best I complete set tasks I follow teacher directions promptly and respectfully I take pride in my appearance and actions | <ul style="list-style-type: none"> I arrive at school after 8:30am I stay within the school grounds at all times I sit under C Block covered space when I arrive at school I will leave the school directly after school ends | <ul style="list-style-type: none"> I play in the correct area I wear a sun safe hat I eat my food before I play I keep hands & feet to myself I follow directions given by staff I play games safely I am in class line by the second bell I will stay away from areas designated as out of bounds | <ul style="list-style-type: none"> I remain seated while eating I only eat my own lunch I eat in the correct area only I wait until I am dismissed – before leaving I walk on the concrete areas | <ul style="list-style-type: none"> I am silent when others are speaking I keep my hands & feet to myself I sit still & face the front I show respect to the speaker | <ul style="list-style-type: none"> I line up when using the tuckshop I show respect I keep my hands and feet to myself I only bring a gold coin for over-the-counter purchases | <ul style="list-style-type: none"> I follow all adult instructions & directions I follow camp/excursion rules |
| Others | <ul style="list-style-type: none"> I respect the privacy of others | <ul style="list-style-type: none"> I am respectful to all visitors to the school | <ul style="list-style-type: none"> I support and encourage others I listen to and value others I keep others safe | <ul style="list-style-type: none"> I support and encourage others I listen to and value others I keep others safe I speak respectfully to all students and staff | <ul style="list-style-type: none"> I speak respectfully to students and staff I return sports equipment promptly | <ul style="list-style-type: none"> I keep sporting equipment still until play time I line up with my lunch box at the end of each break | <ul style="list-style-type: none"> I applaud appropriately I follow protocol for the National Anthem When speaking on parade, I come prepared | <ul style="list-style-type: none"> I use my own money and eat my own food purchased from the tuckshop I stay in the correct area when eating I wait patiently using my manners when being served | <ul style="list-style-type: none"> I respect others I keep myself and others safe |
| Learning | | | <ul style="list-style-type: none"> I listen actively I always do my best I respect the rights of others to learn | <ul style="list-style-type: none"> I listen actively I always do my best | | | | | <ul style="list-style-type: none"> I participate actively in all camp and excursion activities |
| Property | <ul style="list-style-type: none"> I leave the toilet clean and tidy | | <ul style="list-style-type: none"> I take care of all equipment I use all equipment and materials safely | | <ul style="list-style-type: none"> I take care of all equipment I use all equipment & materials safely | <ul style="list-style-type: none"> I throw rubbish in the bins | | | <ul style="list-style-type: none"> I take care of all equipment I use all equipment & materials safely |

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.

Salisbury 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 based on Social Skills Improvement System (**SSIS**) to staff and parents, and support to others in sharing successful practices
- Individual behaviour plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable 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.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3)

Reinforcing expected school behaviour:

At Salisbury 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.

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

We aim to be proactive in dealing with potential problem behaviours, and in this way, try to create an environment where positive behaviour is valued by the student. We do this by:

Being explicit and consistent about classroom rules which are the same as the Whole-school Expected Behaviours:

Care for self
Care for others
Care for property
Care for learning

- Making curriculum adjustments where appropriate
- Explicitly teaching expected behaviours
- Setting up a reward system for consistently appropriate behaviour. Rewarding positive behaviour through a variety of strategies, e.g. individual classrooms have systems of points, working as teams, free time earned etc.
- Applying the same expectations and procedures in specialist lessons.
- Celebrating many different aspects of student life at weekly assemblies and giving awards linked to the 4 global rules
- Being explicit about the steps that will be followed should inappropriate behaviour occur.

Reinforcing Expected Classroom Behaviours:

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Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Every classroom will make use of a classroom behaviour board to record inappropriate behaviours, these will also be taken to specialist lessons.

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. Repetition of the same offence would result in a warning (x) on the behaviour board.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act that would show care for self, others, learning and property. 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.

Reinforcing Expected Playground Behaviour:

As with classroom behaviour, we aim to promote a safe, respectful and friendly environment. This is achieved by teaching expected behaviours, rewarding consistently appropriate behaviour and ensuring consistency amongst staff regarding our responses to particular behaviours.

A ticket system is used to reinforce positive playground behaviours. Gotcha tickets are given to children who show appropriate behaviours during break times and before or after school. At assemblies, a lucky ticket is drawn from a 'gotcha box' and the winner is rewarded on parade.

Responding to Unacceptable Behaviour

When children do not respond to a warning about inappropriate MINOR behaviours, their names are recorded on a Playground Incident Recording Sheet. Names and behaviours of concern are recorded. Three minor behaviour recorded on the playground incident sheet will result in an RTR being given.

Staff should refer to the "Table of Consequences of Unacceptable Behaviour" to assist them to decide if an exhibited behaviour requires an RTR slip.

Targeted behaviour support: Social Skills Improvement System (SSIS)

Every student in the school will be taught the social skills they need to be successful at school through the Social Skills Improvement System. This program will be co-ordinated by our **School Behaviour Leadership Team** and consists of several units focussing on:

- Communication
- Cooperation
- Assertion
- Responsibility
- Empathy
- Engagement
- Self-control

Our **School Behaviour Leadership Team** will guide the teachers in this process, providing the necessary support to ensure that the program is implemented in an effective manner. The **School Behaviour Leadership Team** will track data and identify students who may require further explicit teaching.

Intensive behaviour support:

Salisbury 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 **School Behaviour Leadership Team in conjunction with the SWAG Team:**

- works with other staff members to develop appropriate behaviour expectations and strategies
- assist in the writing of the Individual Responsible Behaviour Plans – for identified students
- 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 **School Behaviour Leadership Team and SWAG 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.

5. Consequences for inappropriate or unacceptable behaviour

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

An office referral form (**BLUE** Slip) is used to record major problem classroom behaviour. A playground **Blue RTR** slip is used to record RTR. These behaviour incidents will also be recorded on OneSchool. Minor playground behaviours will be recorded on an Incident Sheet in the playground duty folder.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Moderate** behaviour would include work refusal and persistent breaches within the classroom where behaviours start to affect the learning or safety of other
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour
 5. recording of this behaviour in classroom/playground folder

Moderate behaviours are those that:

- disrupt the learning of others
- disrupt the positive classroom atmosphere
- impact on the safety of others
- require the involvement of a third party

Moderate problem behaviours may result in the following consequences:

- a moderate consequence will be the giving of time-out within the classroom
- a moderate consequence and repetition of the behaviour may result in attendance to a buddy classroom
- all levels will be recorded in the classroom behaviour folder
- moderate behaviour in the playground would result in a **BLUE RTR** slip being given

Major behaviours are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

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

Definition of consequences*

| | |
|--------------------------------------|--|
| 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 rejoin class in intervals of no more than 10 minutes.</p> |
| Responsible Thinking Room | <p>A principal or teacher may use the RTR as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>RTR is no more than 20 minutes during school lunch Staff on duty explain why the child's name is being recorded and give them a blue slip which they take to the Responsible Thinking Room (RTR).</p> <p>Once in RTR:-</p> <ol style="list-style-type: none"> 1. Child completes reflection sheet (lower or upper school) 2. Child's name and behaviour are recorded in school database. 3. Letter detailing behaviours, date and time is sent home to parents to sign and return to office. |
| Temporary Removal of Property | <p>A principal or staff member of Salisbury State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p> |

| School Disciplinary Absences (SDA) | |
|--|---|
| Suspension | <p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition | <p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months. |
| Proposed exclusion or recommended exclusion | <p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment | <p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p> |

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

Table of Consequences of Unacceptable Behaviour

| Care for: | Minor (Teacher/Teacher aide—Classroom or Playground) | Moderate (Buddy—Classroom; RT—Playground) | Major (Administration Support Required) | | |
|-----------|---|--|--|--|--|
| | | | Level 1—lunch time away /timeout in admin | Level 2—suspension /in school or other | Level 3— suspension/exclusion |
| Self | <ul style="list-style-type: none"> Poor attitude Not completing set tasks that are at the appropriate level Being late to class Running on hard surface Not staying seated in eating area Unruly appearance or inappropriate grooming (eg . Body art, damaged uniform) Leaving eating area before dismissed Moving around school while still eating Riding bike/scooter etc. in school grounds Not wearing a sun-safe hat Not wearing closed-in shoes Playing banned school games Playing in toilets Dishonesty Consistently late to class Having a mobile phone in possession and not checking it in with administration | <ul style="list-style-type: none"> Uncooperative non-compliant behaviour Refusing to work Offensive language not directed towards others Being in an out of bounds area Consistently late to class after breaks | <ul style="list-style-type: none"> Leaving class or school without permission | <ul style="list-style-type: none"> Leaving the group on excursions/camps Using any technology device within school grounds for messaging, filming, voicemail, email, photos or calling purposes without authorisation Deliberately leaving school grounds or staying out of sight | |
| Others | <ul style="list-style-type: none"> Disrespectful tone Buying food for others or sharing food Playing unfairly | <ul style="list-style-type: none"> Minor physical contact (e.g. Pinch, push, shove) Throwing unsafe objects Minor defiance Leaving toilet untidy | <ul style="list-style-type: none"> Major physical contact (causing injury) Blatant disrespect (extreme non-compliance and poor attitude) Bullying, harassment | <ul style="list-style-type: none"> Cyber/online/electronic bullying Offensive or aggressive language directed at another student Serious physical aggression (causing moderate injury) Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | <ul style="list-style-type: none"> Serious physical aggression causing major injury or intent to cause major injury Possession of weapons including but not limited to knives Possession/use/sale of illicit substances/prescription medication Offensive or aggressive language directed at an adult Cyber/online/electronic bullying Repeated bullying and harassment despite multi-layered intervention |
| Learning | <ul style="list-style-type: none"> Calling out of turn Excessive talking while working | <ul style="list-style-type: none"> Minor disruption to class, distracting others Refusal to complete tasks | <ul style="list-style-type: none"> Major disruption to class, not allowing others to work | <ul style="list-style-type: none"> Major disruption to class, involving violence and or property damage Major defiance | |
| Property | <ul style="list-style-type: none"> Leaving rubbish behind Use of equipment for an unintended purpose Leaving sports equipment out Using sports equipment before being dismissed Petty theft e.g. Using another student's hat without asking Minor damage to school property Breach of ICT agreement; accessing sites not directed by a teacher (non-offensive content) | <ul style="list-style-type: none"> Repeated minor misuse of own, other's or school property | <ul style="list-style-type: none"> Stealing/minor theft e.g. Stationery, food Moderate damage to school property | <ul style="list-style-type: none"> Wilful property damage/vandalism/graffiti tagging Stealing/moderate theft e.g. school equipment, sports gear, another child's lunch money Breach of ICT agreement e.g. inappropriate internet searches unrelated to set curriculum (offensive content) | <ul style="list-style-type: none"> Stealing/major theft e.g. school property - Digital camera, laptop, staff property, stealing from staff bag (handbag, briefcase, backpack) Wilful property damage/vandalism/graffiti tagging, resulting in a police report |



The consequences of repeated breaches of school expectations may result in the next level of response.

Relating inappropriate or unacceptable behaviour to expected school behaviours:

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

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

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

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

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- **Avoid escalating the unacceptable behaviour**
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

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

Follow Up Strategies

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

Physical Intervention

Staff may make legitimate use of physical intervention (NCI: Non –violent Crisis Intervention) if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Salisbury State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- 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 4)
- One School record
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

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

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- QPASTT
- Mercy Family Services

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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [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 Salisbury 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.*

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

Purpose

1. Salisbury 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 Salisbury 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 Salisbury 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 Salisbury 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 Salisbury State School are an addition to our already research-validated SSIS 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 **4 school rules** and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying 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 cyberbullying to parents and/or teachers immediately.

Salisbury State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
 13. Salisbury State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
 14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Salisbury State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
 15. Salisbury 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.
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WORKING TOGETHER TO KEEP SALISBURY STATE SCHOOL SAFE

We can work together to keep knives out of school. At Salisbury State School

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

If a student has a knife at 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 including suspension with a possibility of exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks 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 Salisbury State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal on 3717 4888

Appendix 4

Incident Report

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). | | |