ROSEDALE STATE SCHOOL

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

1. Purpose

Rosedale 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. It is based on the belief that –

a. All students deserve an education free from disruption; and

b. Students with high level behaviour needs should be supported to access an appropriate educational pathway.

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

Rosedale State School developed this plan in collaboration with the school community. Consultation with parents, students and staff was undertaken through the following:

- Review and discussion through P&C Meetings
- Draft revisions of this document being made available for comment through the school’s website, in printed format and via survey
- Staff review through discussion and feedback and through use of EBS survey and Positive Behaviour Support Committee meetings
- Student body consultation through survey and informal feedback during 2015

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013 – 2015 have also informed the development of this plan.

The Plan was endorsed by the Principal and the President of the P&C in December 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Rosedale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

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

- Be safe
- Be respectful
- Be responsible.
These rules are underpinned by the following beliefs about student behaviour and learning:

- Students are ultimately responsible for their own behaviour.
- Learning occurs most effectively in environments that are free from disruption, abuse and threat. All school community members have the responsibility to maintain these learning environments.
- All members of the school community should show respect for themselves and others.
- It is necessary to place high expectations on students in order for them to grow and learn.
- Behaviour is learned and the modelling of appropriate behaviour is the most successful strategy in replacing inappropriate behaviour.
- Appropriate behaviours need to be acknowledged and encouraged.
- Parental consultation, support and involvement are essential to the supportive environment of the school.

We believe that our behaviour policy is effective because it promotes and encourages positive behaviour and self-discipline.

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

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

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

- Explicit teaching 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;
- Re-teaching of lessons identified through data tracking as areas of high non-compliance
- Explicit teaching and support strategies delivered through Pastoral Care programs
# Schoolwide Social Behaviour Matrix

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Classroom</th>
<th>Eating Area</th>
<th>Playground</th>
<th>Toilets</th>
<th>Bus</th>
<th>Transition Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Use equipment appropriately</td>
<td>Sit correctly</td>
<td>Stay seated until advised</td>
<td>Walk on the cement</td>
<td>Clean hands</td>
<td>Walk orderly</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet and objects to yourself</td>
<td>Only hand object to class mates</td>
<td>Walk in between tuckshop &amp; eating area</td>
<td>Use equipment safely</td>
<td>Conserve water</td>
<td>Hands, feet to yourself</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td>Use equipment as instructed</td>
<td>Stay on school grounds</td>
<td>Stay on school grounds</td>
<td>Walk carefully in wet areas</td>
<td>Remain in class group</td>
</tr>
<tr>
<td></td>
<td>Wear appropriate clothing for subject</td>
<td>Active games on oval / handball court</td>
<td>Quiet activities around buildings</td>
<td>Active games on oval / handball court</td>
<td>Wait outside for friends</td>
<td>Walk orderly</td>
</tr>
<tr>
<td></td>
<td><strong>Be Respectful</strong></td>
<td>Clean up your eating area</td>
<td>Share equipment &amp; space</td>
<td>Share equipment &amp; space</td>
<td>Flush</td>
<td>Walk with teacher to bus</td>
</tr>
<tr>
<td></td>
<td>Ask permission to leave the work area</td>
<td>Follow ‘One Voice’</td>
<td>Take turns</td>
<td>Keep the area clean</td>
<td>Care for amenities</td>
<td>Walk quietly &amp; orderly so that others are not disturbed</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Line up for classroom</td>
<td>Use appropriate language &amp; tone of voice</td>
<td>move in &amp; out quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treat people with dignity</td>
<td>Treat people with dignity</td>
<td>Demonstrate fair play &amp; good sportsmanship</td>
<td>Wait outside for friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td>Follow instructions straight away – seek clarification if unsure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Be Responsible</strong></td>
<td>Bring appropriate equipment to class</td>
<td>Leave bags &amp; food in designated eating areas</td>
<td>Model appropriate behaviour</td>
<td>Report damage or inappropriate behaviour</td>
<td>Move to bus line quickly &amp; between classes</td>
</tr>
<tr>
<td></td>
<td>Respect others space &amp; property</td>
<td>Only enter/exit a classroom with permission</td>
<td></td>
<td>Include everyone who wants to play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Care for equipment</td>
<td>Only move around the classroom when instructed</td>
<td></td>
<td>Games belong outside not in toilet area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take pride in your school and environment</td>
<td>Use polite language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use polite language</td>
<td>Wait your turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait your turn</td>
<td>Wear your uniform with pride</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wear your uniform with pride</td>
<td>Put litter in its place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rosedale State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section in the school website, enabling parents to be actively and positively involved in school behaviour expectations.
- PBS Committee team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Rosedale State School Responsible Behaviour Plan for Students delivered to new students and parents as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Provision of behaviour management skills development for staff (including teacher aides) e.g. Essential Skills training, Classroom Profiling, Functional Behaviour Analysis Training.
- Provision of professional development opportunities for staff around Understanding Poverty, Curriculum Differentiation, Art and Science of Teaching.
- Regularly monitoring, evaluating and updating curriculum offerings to ensure it is inclusive and allows for personal development.
- Providing quality teaching and learning practices.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1).
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Rosedale 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 – “Bee Awards” has been developed.

In-class rewards such as verbal acknowledgement, stickers and stamps are given by teachers within their classrooms. Weekly “Student of the Week” and “Bee Awards” are presented on parades. Teachers give “Bee Awards” out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a “Bee Award”. At the end of each lesson teachers record “Bee Awards” against a student’s name through the computerised system of Id Attend. “Bee Awards” are never removed as a consequence for problem behaviour.

These awards are calculated by tallying the number of “Bee Awards” gained each week. Students who receive these weekly awards are also acknowledged through the newsletter and are invited by invitation to participate in the special awards held at the end of each term. Special awards such as “Principal’s Luncheon” or an alternative activity are organised each term for students who demonstrate ongoing appropriate behaviours around our key messages and ongoing calculations of “Bee Awards” are used to determine those students who are invited to participate in these special activities.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
Targeted behaviour support:
Each year a number students at Rosedale 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.

Students identified through teacher referral, data analysis or other methods as needing further behaviour support can be referred to Heads of Department or to the Student Intervention Team.

Heads of Department will work with staff and students around identified needs by –
• reviewing strategies currently used to support students
• suggesting further classroom strategies including curriculum adjustments
• assisting staff to improve skills through professional development
• gathering further information about student needs through a “Care and Concern Form”
• closer monitoring of student behaviours though “Student Monitoring Cards”
• providing increased opportunities to receive positive contact with adults through daily check-in procedures
• increased contact with parents
• organising academic or personal support
• referring to the Student Welfare team or other individual support personnel
• referring to Administration for intensive behaviour support.

The Student Intervention Team will review students referred and respond by –
• reviewing strategies currently used to support students
• allocating students for individual support with specialist personnel both internally and externally to the school
• contacting parents for further information and support
• referring students for participation in social skilling or alternate education programs
• referring to Administration for intensive behaviour support.

Intensive behaviour support:
Rosedale 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.

Students identified as requiring intensive behaviour support will be case managed by an Intensive Behaviour Support Team. This team comprises of members of the school’s senior leadership team, the school's behavioural support specialists, Guidance Officers and individuals from other agencies where appropriate.

The Intensive Behaviour Support Team:
• Works with other staff members and the Student Welfare Team to develop appropriate behaviour support strategies and monitor the effectiveness of strategies used
• Monitors the student’s behavioural progress through data collection
• Makes adjustments as required for the student
• Makes referrals to support personnel
• Seeks support from Regional Office Behaviour Consultants where necessary
• works with the whole school staff to achieve continuity and consistency.
Physical Restraints: (Individual Plan)
When provision is made for the use of physical restraint in a student’s individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the Principal with a copy provided to the Principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff; and
  - use of movement limiting and/or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student’s individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Consequences for unacceptable behaviour
Rosedale 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. All minor and major problem behaviours are to be recorded on One School and referrals should be completed on Tracking and Referral Forms and then attached to a One School report.

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 able to be handled by staff members without the need for further formal support
- **Major** problem behaviour is where a student is referred directly to either the Head of Department, Student Intervention Team or to the school Administration team due to the serious nature of the incident; or where the teacher seeks further formal support in managing the student’s ongoing behaviours from the Head of Department, Student Welfare Team or to the school Administration team

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

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

[See chart below]

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- are a part of an identified and established pattern of problem behaviours identified and formally discussed with specialist support staff, HODs or Administration
- require the involvement of specialist support staff, HODs or school Administration.

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

Major problem behaviours may result in the following consequences:

- Withdrawal from class, time in office, time away in cross class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, parent contact, referral to Guidance Officer or other support personnel, referral to Student Welfare Team, suspension from school, and recommendation to exclude.

- 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.

[See chart below]

The following table outlines examples of major and minor problem behaviours but is not exhaustive:

<table>
<thead>
<tr>
<th>Classroom Teacher Level (Minor)</th>
<th>HOD Level (Minor)</th>
<th>Admin Level (Major)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Out of seat and moving around the room</td>
<td>• Leaving the room without permission for long period of time</td>
<td>• Persistent refusal to attend and/or remain in classroom</td>
</tr>
<tr>
<td>• Leaving the room without permission for short period of time</td>
<td>• Ongoing and/or moderate level incidents of unsafe behaviours / breaches of WH&amp;S requirements</td>
<td>• Leaving the school grounds without permission</td>
</tr>
<tr>
<td>• Throwing objects not likely to cause harm</td>
<td>• Ongoing and/or moderate level incidents of deliberately using equipment incorrectly</td>
<td>• Ongoing and/or high level incidents of unsafe behaviours / breaches of WH&amp;S requirements</td>
</tr>
<tr>
<td>• Minor breaches of WH&amp;S requirements</td>
<td>• Persistent refusal to follow instructions</td>
<td>• Incidents of serious threats or intimidation towards others</td>
</tr>
<tr>
<td>• Using equipment incorrectly</td>
<td>• Ongoing and/or moderate instances (e.g. no-one hurt) of inappropriate physical contact</td>
<td>• Ongoing and/or serious instances of inappropriate physical contact, violent behaviours or physical aggression</td>
</tr>
<tr>
<td>• Ignoring instructions</td>
<td>• Deliberate incidents of physical contact with adults or verbal harassment of adults</td>
<td>• Deliberate incidents of physical contact with adults or verbal harassment of adults</td>
</tr>
<tr>
<td>• Minor instances of inappropriate physical contact</td>
<td>• Lighting fires or other actions that might endanger the safety and wellbeing of others</td>
<td>• Lighting fires or other actions that might endanger the safety and wellbeing of others</td>
</tr>
<tr>
<td>• Not wearing a hat in the playground</td>
<td>• Ongoing and/or moderate instances of inappropriate physical contact</td>
<td>• Ongoing and/or high level incidents of inappropriate physical contact</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td><strong>Be Respectful</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td></td>
</tr>
</tbody>
</table>
| • Not having necessary materials for class  
• Lateness  
• Truancy from lesson  
• Refusing to work  
• Off task  
• Not completing set class work or assignment or homework  
• Ignoring instructions  
• Breaches of the Dress Code  
• Being dishonest  
• Minor theft  
• Using equipment (including IT) incorrectly  
• Littering  
• Inappropriate use of mobile phones and/or other electronic devices | • Persistent refusal to engage in learning activities  
• Persistent refusal to complete set class work or assignment or homework  
• Persistent lateness to or truancy from class  
• Non submission of assessment  
• Persistent refusal to follow instructions  
• Ongoing breaches of the Dress Code  
• Ongoing and/or moderate level incidents of dishonesty or theft  
• Ongoing and/or moderate level incidents of deliberately using equipment incorrectly  
• Moderate level deliberate damage to equipment  
• Refusal to hand over mobile phone and/or other items to be confiscated  
• Plagiarism | • Failure to engage in chosen course of study  
• High level of absenteeism  
• Persistent refusal to follow instructions  
• Serious incidents of dishonesty and/or theft  
• Ongoing and/or serious incidents of deliberately using equipment incorrectly and/or deliberately damaging equipment  
• Persistent refusal to follow and/or serious breaches of school policies such as IT Policy, Electronic Devices Policy, Dress Code etc.  
• Serious incidents while travelling to and from school  
• Serious incidents and behaviours that bring the school into disrepute and damage the “good name” of the school in the community  
• Other incidents or serious conduct prejudicial to the good order and management of the school |
| • Talking/Calling out  
• Interruption to teaching and learning of others  
• Using low level inappropriate language  
• Minor graffiti/defacing property  
• Disrespectful behavior to adults/students  
• Minor instances of bullying including participating as a bystander | • Persistent disruption to teaching and learning of others  
• Persistent use of inappropriate language  
• Moderate level instances of vandalism  
• Persistent disrespectful behavior to adults/students  
• Persistent and/or moderate levels of bullying including inciting others  
• Persistent inappropriate displays of affection | • Persistent disruption to teaching and learning of others  
• Persistent or offensive displays of affection  
• Verbal abuse of staff or others  
• Serious incidents of vandalism  
• Persistent and/or serious incidents of bullying and harassment (including sexual harassment)  
• Persistent disrespectful behavior to adults/students  
• Repeated incidents and/or serious incidents of bullying including cyber bullying  
• Having or viewing pornography at the school or using school equipment  
• Inappropriate use of technology to invade the privacy of others |
### Response Strategies:

<table>
<thead>
<tr>
<th>Proactive Whole School Approach</th>
<th>Support Strategies</th>
<th>Intervention Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging curriculum</td>
<td>Care &amp; Concern Form</td>
<td>Formal Warning</td>
</tr>
<tr>
<td>Curriculum differentiation</td>
<td>Monitoring Card</td>
<td>Detention</td>
</tr>
<tr>
<td>Effective pedagogy</td>
<td>Staff Consultation</td>
<td>Restitution</td>
</tr>
<tr>
<td>Positive relationships</td>
<td>Referral to Intervention Meeting</td>
<td>Withdrawal of privileges such as extra curricula activities, use of school equipment</td>
</tr>
<tr>
<td>Effective Pastoral Care Program</td>
<td>Referral to support personnel e.g. SBYN, GO, Chaplain</td>
<td>Subject Withdrawal</td>
</tr>
<tr>
<td>Implementation and explicit teaching of WSPBS expectations</td>
<td>Development of Programs e.g. Indigenous Cultural Program</td>
<td>Mandatory change of subject</td>
</tr>
<tr>
<td></td>
<td>Classroom re-entry meeting</td>
<td>Internal Suspension</td>
</tr>
<tr>
<td></td>
<td>Restorative Justice meeting</td>
<td>Suspension</td>
</tr>
<tr>
<td>Rewards Program</td>
<td>Care &amp; Concern Form</td>
<td>Cancellation of enrolment</td>
</tr>
<tr>
<td>Awards Evenings</td>
<td>Monitoring Card</td>
<td>Behaviour Improvement Condition</td>
</tr>
<tr>
<td>Profiling</td>
<td>Staff Consultation</td>
<td>Proposal to Exclude</td>
</tr>
<tr>
<td>FBA</td>
<td>Referral to support personnel e.g. SBYN, GO, Chaplain</td>
<td>Recommendation to Exclude</td>
</tr>
<tr>
<td>Peer Skills</td>
<td>Development of Programs e.g. Indigenous Cultural Program</td>
<td>Referral to Police</td>
</tr>
<tr>
<td>Attendance Approach</td>
<td>Classroom re-entry meeting</td>
<td></td>
</tr>
<tr>
<td>Restorative Practices Approach</td>
<td>Restorative Justice meeting</td>
<td></td>
</tr>
</tbody>
</table>

### Support Strategies

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through
- Curriculum adjustments
- Re-positioning in class
- Positive re-enforcement
- Staff Consultation
- Staff self-reflection
- Referral to Intervention Meeting

### Intervention Strategies

- Formal Warning
- HOD Detention Room
- Make up time / restitution
- Parent Contact
- Cross Classing
- Confiscation of items
- Student self-reflection
- Classroom contract
- Not Rating for Assessment
- Not Rating for Subject
- Referral to Admin
- Formal Warning
- Detention
- Restitution
- Withdrawal of privileges such as extra curricula activities, use of school equipment
- Subject Withdrawal
- Mandatory change of subject
- Internal Suspension
- Suspension
- Cancellation of enrolment
- Behaviour Improvement Condition
- Proposal to Exclude
- Recommendation to Exclude
- Referral to Police
Dealing with Inappropriate Student Behaviour

Student exhibits inappropriate behaviour

Minor

Behaviour Level

Major

Dealt with by staff member

Behaviour Continues

Referred to HOD

Behaviour Continues

Intervention Team

Referred to Deputy Principal/Principal
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 Rosedale State School all staff members are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Student Disciplinary Absences (suspension or exclusion) will be used after consideration has been given to all other responses.

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others (including staff members).

Appropriate physical intervention may be used to ensure that Rosedale 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 the student or 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, unless severe;
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety or the safety of others 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. Following each instance involving the use of physical intervention, the following records are to be maintained:
- incident report (Appendix 7)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 8)
Knives at school
At Rosedale State 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 or Cadets, the school will provide information about the procedures for carrying and storing these items at school.

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

Inappropriate student behaviours outside the school:

In most instances student behaviours that occur outside the school environment are dealt with by parents, bus companies and other agencies such as the police. However, there are occasions when it is appropriate for the school to respond to such behaviours. Some examples of these types of behaviours would be those –

- that affect the good order and management of the school such as the harassment of a staff member
- that put at risk the safety of students travelling to and from the school
- that bring the school into disrepute and damage the “good name” of the school in the community such as being involved in a smoking incident while travelling to or from school
- are a continuation of incidents that have been initiated at the school such as bullying or harassment of another student
- such as online behaviours that are 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.

Consequences for such behaviours might include suspension or recommendation to exclude.
### 7. Network of student support

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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Guidance Officer</th>
<th>School Based Youth Health Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff</td>
<td>Advisory Visiting Teachers</td>
<td>Youth Support Coordinator</td>
</tr>
<tr>
<td>Heads of Department</td>
<td>Senior Guidance Officer</td>
<td>Regional Behaviour Support Officers</td>
</tr>
<tr>
<td>Administration Staff</td>
<td>School Chaplain</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Agencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Rosedale State School Support Services

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Support Services</strong></td>
<td>Co-ordination of support services, Alternate Learning programme, supporting Indigenous students/programmes and Intervention Team</td>
</tr>
<tr>
<td><strong>Guidance Officer</strong></td>
<td>Assessment and counselling. Career education. Referrals to outside agencies. Counselling and support to students. Personal, family, career and behaviour issues. Behaviour intervention, social /emotional education.</td>
</tr>
<tr>
<td><strong>SWD Student with Disability Teacher</strong></td>
<td>Provides advice to teachers how best to assist students in classrooms and liaises to help address problems students may have. Supports students in adjusting to the new culture and school environment, self-help skills, develop, monitor and assess individual work programmes for intervention.</td>
</tr>
<tr>
<td><strong>Support Teacher Literacy and Numeracy</strong></td>
<td>Support primary Literacy &amp; Numeracy, assess referred students, develop and monitor intervention programmes, train and support teacher aides in delivery of programmes, coordinate speech language referrals and programmes for primary</td>
</tr>
<tr>
<td><strong>Chaplain</strong></td>
<td>Partners with other welfare &amp; student services to care for students struggling within themselves or their family &amp; social networks: family problems, confusing relationships, peer pressure, friendship difficulties, low self-esteem, bullying, depression, suicide, drug &amp; alcohol issues.</td>
</tr>
<tr>
<td><strong>School Indigenous Well-being</strong></td>
<td>Support of all Indigenous Student programmes, coordinator of Indigenous culture sessions on Friday, outreach community work, co-ordinator of homework centre in Agnes</td>
</tr>
<tr>
<td><strong>School Based Youth Health Nurse</strong></td>
<td>Provides a primary health care service to students, their families &amp; the school community aimed at maximising the positive health outcomes for young people. This is achieved by working in the area of health promotion, illness prevention &amp; early intervention.</td>
</tr>
<tr>
<td><strong>Indigenous Well-being Centre Drugs &amp; Alcohol</strong></td>
<td>Drum beat – alternate to talk based therapy, social inclusion groups, drug education – harm minimisation, 1:1 counselling, services offered to indigenous and non-indigenous</td>
</tr>
<tr>
<td><strong>Youth Support Coordinator</strong></td>
<td>Works with students at risk of self-harm &amp; suicide</td>
</tr>
<tr>
<td><strong>Youth Development Officer</strong></td>
<td>Gladstone shire council initiative, mentor to youth, organises events and youth group activities, fundraising, holiday activities, initiates outside agency referrals</td>
</tr>
<tr>
<td><strong>Student Intervention Team</strong></td>
<td>Through a referral process. makes informed decisions around appropriate intervention types and support for students at risk, emotionally, and academically.</td>
</tr>
<tr>
<td><strong>Administration Team</strong></td>
<td>Participation in Intervention Team. Works with students, parents and staff to identify issues and develop strategies for improvement. Co-ordination and implementation of behaviour management and wellbeing strategies including Pastoral Care Program.</td>
</tr>
</tbody>
</table>

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- GP Links
- Indigenous Wellbeing Centre
- Department of Communities (Child Safety Services)
- Police
- Local Council
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.

Rosedale 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 intrusive
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Rosedale SS “Back on Track Program”
- Rosedale SS “Cross Class Policy”
- Rosedale SS “Smoking Policy”
- Rosedale SS “Dress Code”
- Rosedale SS “Bullying Prevention Policy”
- Rosedale SS “Electronic Technology Devices Policy”
- Rosedale SS “Recording Behaviour Incidents”
Endorsement

Principal
Kerri Moore

P&C President or
Chair, School Council

Effective Date: 1 January 2016 – 31 December 2018
Appendix 1

The Use of Personal Technology Devices* at School

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature. In the Rosedale State School context it also includes headphones.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Management of Personal Technology Devices

Students are allowed to bring personal technology devices to school for use strictly in outside classroom time. In using these devices students will need to be respectful, responsible and safe towards themselves and others whilst using their device. During class time the device (including headphones) may only be used for curriculum purposes when the teacher has permission from the Head of Department; otherwise, it will be confiscated for the day. When not in use headphones are to be placed out of sight and may also be subject to confiscation if not used as outlined. If the device (phone, headphone or other electronic equipment) is used in a manner that breaches the Responsible Behaviour Plan then disciplinary action such as detention, suspension and recommendation for exclusion may be taken. The school accepts no responsibility for these devices as there is a potential risk of damage and/or theft.

Confiscation Process

When devices or other items are confiscated they are to be taken to the school office where they are registered by staff and stored in the safe. They will be made available for collection from the office at the end of the school day.

On the third and further breaches suspension may result as a consequence.

Personal technology devices that have been confiscated may also be collected by the student’s parent at any time.

If the device is required to be kept for purposes of disciplinary investigation, it will be returned at the end of the investigation.

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.

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 Rosedale 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. Such behaviours may also bring the ‘good name’ of the school into disrepute and damage the reputation of the school in the community. Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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 involved in:
  • recording; and/or
  • disseminating material (through text messaging, display, internet uploading etc); and/or,
  • knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office. Incidents occurring outside the school but relating to matters involving the school may also be referred to school personnel for investigation.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

Purpose
1. Rosedale State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Rosedale 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 of our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Rosedale 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 Rosedale State School there is broad agreement among students, staff and parents that bullying is an 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
1. 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 – “Stop, Talk and Walk” to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

2. The anti-bullying procedures at Rosedale State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
Prevention
1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that playground 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.

2. 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.

3. All students and staff are explicitly taught the “Stop, Talk and Walk” strategies for responding to bullying behaviours

4. 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 the bystander.

5. 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.

6. 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 Rosedale 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’.

7. Rosedale 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.

8. Rosedale State School also uses other data collection and collation methods such as student and parent surveys and a Bullying Register to monitor and respond to bullying incidents.

Appendix 3

Recording Incident Behaviours
OneSchool is the primary recording instrument for all student behaviour management incidents and parent contact information. OneSchool is able to provide numerous reports that can be used to review student behaviour trends.

IDAttend is the primary recording interface for staff to record student attendance. Reports on attendance can be run from IDAttend for analysis of attendance trends. IDAttend is also currently used to collect data
around positive behaviours and “Bee Awards”. Information from IDAttend is transferred to OneSchool for storage.

Other forms such as the “Student Tracking and Referral Form”, “Student Welfare Referral Form”, “Care and Concern Forms”, PBS Surveys, and Bullying Surveys can also be used to record and gather information about individual students. Identified patterns of behaviour and other data should be transferred to OneSchool when appropriate and the original forms stored in the individual student file held in the school office.

**OneSchool Behaviour Protocols:**

1. Staff should record student incidents in OneSchool that relate to student behavioural issues and details of any contact had with parents or guardians. (While one off minor incidents may not need to be recorded, incidents of an ongoing or more serious nature should always be recorded and contact with parents should always be recorded.)

2. Incidents should be recorded in OneSchool as soon as possible but within 24 hours for minor incidents. Major incidents should be recorded immediately if possible.

3. Parental contact should also be recorded in OneSchool.

4. It is essential that the language used to describe incidents is both non-judgemental and factual. Staff should always be cognisant of their own emotions at the time of writing reports. Keep incident reports concise and accurate.

5. Access to entries can be restricted when entering information depending upon the information contained in the entry. Reports that are referred to the Guidance Officer or contain sensitive medical or personal information for students can be restricted.

6. Remember that the OneSchool platform enables behaviour records to “travel” with the student from one school to another and student records are also available to others outside the school through “Right to Information” so ensure that information entered is appropriate and professional.

7. Teachers should only refer incidents of behaviours to HOD, DP or Principal as indicated in the Responsible Behaviour Plan for Students. Referrals should be directed to one member of the administration not everyone. It would be expected that teachers have made contact with the Parent/Guardian before referrals are made (serious incidents are exempted). The referral process is not to be used for “information only”. By all means, teachers should be having regular conversations with their HODs to discuss strategies they can use for inappropriate behaviours in the classroom.

8. Only HODs, DPs and Principal are able to MANAGE an INCIDENT. This occurs when the behaviour is referred to that person.

9. **All referrals** should be followed up with a discussion with the person to whom the incident was referred.

10. OneSchool is able to generate a number of behaviour reports. These reports should be used for behaviour review meetings and/or data analysis on a regular basis.

11. Remember that parents should be kept informed about issues relating to their child’s behaviour – both positive and negative.
Appendix 4

ROSEDALE STATE SCHOOL - STUDENT BEHAVIOUR TRACKING & REFERRAL FORM

Student's name: ____________________________________________ Year level: _____

STEP 1 – TEACHER

<table>
<thead>
<tr>
<th>Teacher managed student behaviour</th>
<th>Dates</th>
<th>Support Strategies</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of seat and moving around the room</td>
<td></td>
<td>Establishing expectations</td>
<td></td>
</tr>
<tr>
<td>Leaving the room without permission</td>
<td></td>
<td>Giving instructions</td>
<td></td>
</tr>
<tr>
<td>Throwing objects not likely to cause harm</td>
<td></td>
<td>Waiting and scanning</td>
<td></td>
</tr>
<tr>
<td>Minor breaches of WH&amp;S requirements</td>
<td></td>
<td>Cueing with parallel acknowledgment</td>
<td></td>
</tr>
<tr>
<td>Using equipment incorrectly</td>
<td></td>
<td>Body language encouraging</td>
<td></td>
</tr>
<tr>
<td>Ignoring instructions</td>
<td></td>
<td>Descriptive encouraging</td>
<td></td>
</tr>
<tr>
<td>Minor instances of inappropriate contact</td>
<td></td>
<td>Selective attending</td>
<td></td>
</tr>
<tr>
<td>Not wearing a hat in the playground</td>
<td></td>
<td>Redirecting to the learning</td>
<td></td>
</tr>
<tr>
<td>Being in out of bounds areas</td>
<td></td>
<td>Giving a choice</td>
<td></td>
</tr>
<tr>
<td>Not having necessary materials for class</td>
<td></td>
<td>Following through</td>
<td></td>
</tr>
<tr>
<td>Lateness</td>
<td></td>
<td>Curriculum adjustments</td>
<td></td>
</tr>
<tr>
<td>Truancy from lesson</td>
<td></td>
<td>Re-positioning in class</td>
<td></td>
</tr>
<tr>
<td>Refusing to work</td>
<td></td>
<td>Positive re-enforcement</td>
<td></td>
</tr>
<tr>
<td>Off task</td>
<td></td>
<td>Staff Consultation</td>
<td></td>
</tr>
<tr>
<td>Not completing set class work or homework</td>
<td></td>
<td>Staff self-reflection</td>
<td></td>
</tr>
<tr>
<td>Ignoring instructions</td>
<td></td>
<td>Referral to Intervention Meeting</td>
<td></td>
</tr>
<tr>
<td>Breaches of the Dress Code</td>
<td></td>
<td>Intervention Strategies</td>
<td></td>
</tr>
<tr>
<td>Being dishonest</td>
<td></td>
<td>Warning</td>
<td></td>
</tr>
<tr>
<td>Minor theft</td>
<td></td>
<td>Detention</td>
<td></td>
</tr>
<tr>
<td>Using equipment (including IT) incorrectly</td>
<td></td>
<td>Make up time / restitution</td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
<td>Parent Contact</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of mobile phones and / or other electronic devices</td>
<td></td>
<td>Cross Classing</td>
<td></td>
</tr>
<tr>
<td>Talking/ Calling out</td>
<td></td>
<td>Confiscation of items</td>
<td></td>
</tr>
<tr>
<td>Interruption to teaching and learning</td>
<td></td>
<td>Student self-reflection</td>
<td></td>
</tr>
<tr>
<td>Using low level inappropriate language</td>
<td></td>
<td>Classroom contract</td>
<td></td>
</tr>
<tr>
<td>Minor graffiti / defacing property</td>
<td></td>
<td>Referral to HOD / Admin</td>
<td></td>
</tr>
<tr>
<td>Disrespectful behavior to adults / students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor instances of bullying including participating as a bystander</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record of Staff Consultation
Contact with: ____________________________
Contact date: ____________________________
Contact type: ____________________________
Details: __________________________________

Record of Parent/Guardian Contact
Contact with: ____________________________
Contact date: ____________________________
Contact type: ____________________________
Details: __________________________________

Record on OneSchool
Date recorded: __________________________

STEP 2 – REFERRAL TO HOD

Prior to referring persistent minor behaviours to a HOD, the classroom teacher is asked to:

- [ ] Attempt a number of strategies
- [ ] Seek advice from another staff member and have a follow-up conversation
- [ ] Make contact with parents / guardians
**STEP 3 - HOD**

<table>
<thead>
<tr>
<th>Support Strategies</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care &amp; Concern Form</td>
<td></td>
</tr>
<tr>
<td>Monitoring Card</td>
<td></td>
</tr>
<tr>
<td>Staff Consultation</td>
<td></td>
</tr>
<tr>
<td>Staff self-reflection</td>
<td></td>
</tr>
<tr>
<td>Referral to Intervention Meeting</td>
<td></td>
</tr>
<tr>
<td>Referral to support personnel</td>
<td></td>
</tr>
<tr>
<td>Development of Programs</td>
<td></td>
</tr>
<tr>
<td>Classroom re-entry meeting</td>
<td></td>
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<tr>
<td>Restorative Justice meeting</td>
<td></td>
</tr>
</tbody>
</table>

**Consultation Record**

<table>
<thead>
<tr>
<th>Record of Staff Consultation</th>
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</thead>
<tbody>
<tr>
<td>Contact with:</td>
</tr>
<tr>
<td>Contact date:</td>
</tr>
<tr>
<td>Contact type:</td>
</tr>
<tr>
<td>Details:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Record of Student Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with:</td>
</tr>
<tr>
<td>Contact date:</td>
</tr>
<tr>
<td>Contact type:</td>
</tr>
<tr>
<td>Details:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Record of Parent/Guardian Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with:</td>
</tr>
<tr>
<td>Contact date:</td>
</tr>
<tr>
<td>Contact type:</td>
</tr>
<tr>
<td>Details:</td>
</tr>
</tbody>
</table>

**STEP 4 - REFERRAL TO ADMIN**

Prior to referring **major behaviours** to a Admin, the HOD is asked to:

- [ ] Attempt a number of strategies
- [ ] Seek advice from another HOD or Admin and have a follow-up conversation
- [ ] Make contact with parents / guardians

---

*Note: The document contains detailed records of consultations and strategies used to address student behaviors.*
CROSS CLASSING PROCESS

The purpose of this process is to ensure that all students are given the best possible opportunity to learn.

Before cross classing is put in place -

- You should have identified an appropriate cross class from the master timetable and requested the support of the teacher of that class. (It might be prudent to have two options available to send students in case one is not available. As a last resort, the office could be used as a cross class.)
- If possible, give your buddy a “heads-up” in advance that you may be needing to cross-class some time soon.
- Ensure that other classroom management strategies have been used in an attempt to address disruptive behaviour.
- If these prior strategies are not effective, warn students that further behaviour will result in their being cross-classed. Then cross-class the student and explain clearly to them the process outlined below. 
  - Do not send more than one student to a class – pick the main offender.
  - There should only be one or two cross-classed students in a buddy room.
  - Secondary students should not be sent to a Primary class without the express permission of the Deputy Principal (Primary).
  - Remember that cross classing is not the consequence for poor behaviour. Students must report back to the classroom teacher and you need to apply a consequence if this is appropriate.
  - A Restorative Practices conversation should be used to facilitate a student’s return to your classroom.

PROCEDURES TO FOLLOW WHEN CROSS-CLASSING:

- Give student a Cross Class Referral Slip to take to the cross-classing teacher (fill out the form, clearly identifying where the student is to go and which teacher they are to see)
- Give student achievable work to complete and indicate briefly on the form what that work is.
- Inform the student that they will be required to return to see you to complete a consequence and discuss behaviour.
- If the student refuses to go ask them “Are you refusing to go to your cross class?” and inform them that they have a choice of being cross-classed to the buddy class or the office.
- If they continue to refuse then cross-class them to the office using this process. Phone or send a student for support if needed.
- You may need to send a student escort to ensure the student arrives at the buddy class.
- Follow up with your buddy teacher ASAP to confirm that the student arrived.
- Record the incident on OneSchool ASAP.
- Complete a Restorative Chat before the student returns to your class.
- Discuss with your HOD if further support will be required or persistent patterns of behaviour are occurring.
### Rosedale State School

#### Cross Classing Form

<table>
<thead>
<tr>
<th>From teacher</th>
<th>Sent to staff member</th>
</tr>
</thead>
<tbody>
<tr>
<td>From subject</td>
<td>Sent to location</td>
</tr>
<tr>
<td>From location</td>
<td>Arrival time</td>
</tr>
<tr>
<td>Time sent</td>
<td>Departure time</td>
</tr>
<tr>
<td></td>
<td>Signature</td>
</tr>
</tbody>
</table>

#### Work to be completed by the student (please attach worksheets where possible)

____________________________________________________________________

____________________________________________________________________

☐ Please send the student back to their usual class 10 minutes before the end of the lesson.

#### In the case of Cross Classing the teacher of the student is asked to -

- Initiate a restorative conversation with student
- Warn the student about continued behaviour
- Issue a detention for the behaviour
- Make contact with parents/guardian
- Follow-up with the supervising teacher
- Inform the HOD
- Complete OneSchool database entry

#### In the case of an Office Discipline Referral an administrator completes the following -

- OneSchool behaviour category
- Level of behaviour (minor/major)
- Persons involved
- Probable motivation
- Administrative decision
- OneSchool behaviour database follow-up entry

---

In the case of persistent minor behaviour

☐ CROSS CLASS – send student to another classroom

- Calling out
- Refusal to follow instructions
- Throwing objects around room
- Disrupting the learning of others
- Moving around room without permission
- Other

In the case of an incident involving major behaviour

☐ OFFICE DISCIPLINE REFERAL - send student to Office

- Verbal abuse of staff or students
- Violent behaviour or physical aggression
- Serious threats or intimidation towards others
- Verbal or physical harassment of staff
- Other

---

Student Name: ___________________________   Year Level: _____   Date: ________________
<table>
<thead>
<tr>
<th>Physical Restraint / Intervention Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Report Compiled by</td>
</tr>
<tr>
<td>Signed</td>
</tr>
</tbody>
</table>

### Details of Student / s

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

### Details of Staff involved in Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
</table>

### Reason for restraint
- To cease the physical assault of another student or staff member
- To avert an immediate danger to him/herself or to others
- To avoid serious property damage
- Other

### Details of Incident

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
</tr>
</thead>
</table>

Initial Staff involved
Behaviours preceding restraint
Restraint Location
Type and Duration of Restraint
Student Removed to

### De-Escalation Strategies Used Prior to Restraint

- Distraction
- Change of face, place, activity
- Offer choices
- Cool down time, place
- Offer to talk
- Reassurance

### Physical Condition of Student Before Restraint

### Physical Condition of Student After Restraint

### Details of Any Injury

Injury to Student
- Yes
- No
Injury to Staff
- Yes
- No

### Details of Injury

<table>
<thead>
<tr>
<th>Details of Injury</th>
<th>Incident Report completed</th>
<th>Yes</th>
</tr>
</thead>
</table>

Injury to Staff
- Yes
- No

### Details of Damage

### Details of Trauma

### Notifying Procedures

Incident Reported to
## Parent / Carer Contacted

<table>
<thead>
<tr>
<th>Name</th>
<th>Time and Date</th>
</tr>
</thead>
</table>

## Student/s: Post Incident Discussion / Debrief

<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Details</th>
</tr>
</thead>
</table>

## Staff: Post Incident Discussion / Debrief

<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Details</th>
</tr>
</thead>
</table>

## Other Forms Completed

- [ ] One School
- [ ] Individual Support Plan - Behaviour
- [ ] Individual Plan including Physical Restraint
- [ ] Other:

### Follow Up Report – to be completed by Form Recipient

1. **Follow up Call**

<table>
<thead>
<tr>
<th>Made by:</th>
<th>Made to:</th>
</tr>
</thead>
</table>

2. **Post Investigation**

   - [ ] Necessary ○ Not
   - [ ] Completed by:  
   - [ ] Recorded in:  

3. **Damage Repair**

   - [ ] Necessary ○ Not
   - [ ] Organised by:  

4. **Entered on MYHR / WHS**

   - [ ] Necessary ○ Not
   - [ ] Completed by:  

5. **Entered on OneSchool**

   - [ ] Necessary ○ Not
   - [ ] Completed by:  
   - [ ] As Contact
   - [ ] Completed by:  
   - [ ] On Student Profile of
   - [ ] As single student incident
   - [ ] Completed by:  
   - [ ] On Student Profile of
   - [ ] As multiple student incident
   - [ ] Completed by:  
   - [ ] On Student Profile of

6. **Other Forms completed**

   - [ ] Debrief Report
   - [ ] Physical restraint / Intervention record
   - [ ] Individual Plan including Physical Restraint

Signed:  

---

28
Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

be respectful

be responsible