Dalby State School

Responsible Behaviour Plan for Students   - 2014

based on *The Code of School Behaviour*

Education Queensland is committed to provisions that ensure that all young Queenslanders have a right to, and receive, a quality education.

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1.   Purpose

Dalby State School is committed to providing a **safe** and **respectful** learning environment for students and staff, where students have opportunities to engage in quality **learning** experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2.   Consultation and data review

Dalby State School developed this plan in collaboration with our school community.   Broad consultation with administration team, SWPBS Team, Behaviour Support Staff and Regional SWPBS staff took place during the 2013 school year. A thorough analysis of school data (via office disciplinary referrals recorded on OneSchool) also informed our review process. The Plan was endorsed by the Principal, Mona Anau, the President of the P and C, Mr. Adrian Rasmussen, and the Executive Director of Darling Downs, Russell Simpson, and will be reviewed at the end of 2014 as required in legislation.

3.   Learning and behaviour statement

All areas of Dalby 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.

We are a **Positive Behaviour School** and 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 Dalby 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 (closely derived from our School Values) to teach and promote our high standards of responsible behaviour:

- **Be respectful to yourself, others and the environment**
- **Keep yourself and others safe**
- **Be the best learner that you can be**

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.**

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Processes for facilitating standards of positive behaviour and responding to inappropriate behaviour - Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Dalby 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. It is a strategy directed towards **all** students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

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

	All Settings	Classroom	Bus	Toilets	Playground	Eating
Respect	*Use kind words *Manners Matter *Totally Tidy	*My Job / Your Job *Follow instructions	*Keep the bus clean	*Keep the area clean	*The Playground is a put-down free zone	*Keep the area clean and tidy *Follow directions from staff
Safety	*Keep hands, feet & objects to self *Stay in approved areas	*Use equipment properly *Move safely around the room	*Follow instructions from driver *Remain seated *Face forward	*Walk *Wash hands after going to toilet	*Playground games are non-contact games *No hat, No play	*Stay seated *Eat your own food
Learning	Never give up Encourage others Do your best	*Be ready to learn – Tune in *Look, listen, learn			*Stick to the rules *Be a Team Player	*Manners Matter

These expectations are communicated and reinforced to students via a number of strategies, including:
- "Cool Tool" Behaviour lessons conducted by classroom teachers and student leaders
- Reinforcement of learning from weekly Cool Tools on Meet & Greet and during active supervision by staff in the classroom and outdoor activities
- Conferencing with the Class Teacher, Administration Staff, Behaviour Management Teacher and Behaviour Support Staff
- Teachable moments from all staff
- Signage
- Newsletter
- Parade
- Classroom Awards
- Whole school incentive systems – Raffle Tickets & Gotcha's

Dalby 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.
- The Positive Behaviour School team regularly provide information to staff, and support to others in sharing successful practices
- Induction programs in the Dalby State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at School *(Appendix 1)*
  o Procedures for Preventing and Responding to Incidents of Bullying *(Appendix 2).*

Positive Strategies used at Dalby State School

- Cool Tool lessons, taught explicitly each week in class and reinforced by student leaders in peer tutoring
- Student of the Week awards on Friday parades
- Raffle ticket draws for each grade at Monday Meet & Greet
- Anti-Bullying Program delivered during Meet & Greet
- Behaviour walls in each classroom – actively used by teachers
- Signage, posters, related books and games integrated into the classroom
- Students sharing examples of great work with members of Administration Team
- Positive phone calls to parents or notes/postcards sent home
- Support from Chaplain, Guidance Officer, Behaviour Support Team
- Class Award systems
- Peer Support Program
- Weekly class award certificates given out in the classroom
- Proactive skilling, helping students to know how to cope in difficult situations
   - Role play
    - Use of Stop – Walk- Talk

<u>Reinforcing expected school behaviour</u>

At Dalby 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. Formal recognition systems (eg: Gotcha System, Student of Week on Friday Parade and Monday awards on Meet & Greet) have been developed. These recognition systems are 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.

<u>Responding to inappropriate behaviour</u>

Students come to school to learn. Inappropriate behaviour can have a significant impact on one's own learning and the learning of others. Positive behaviour support represents an important opportunity for students to learn how to get along with others.
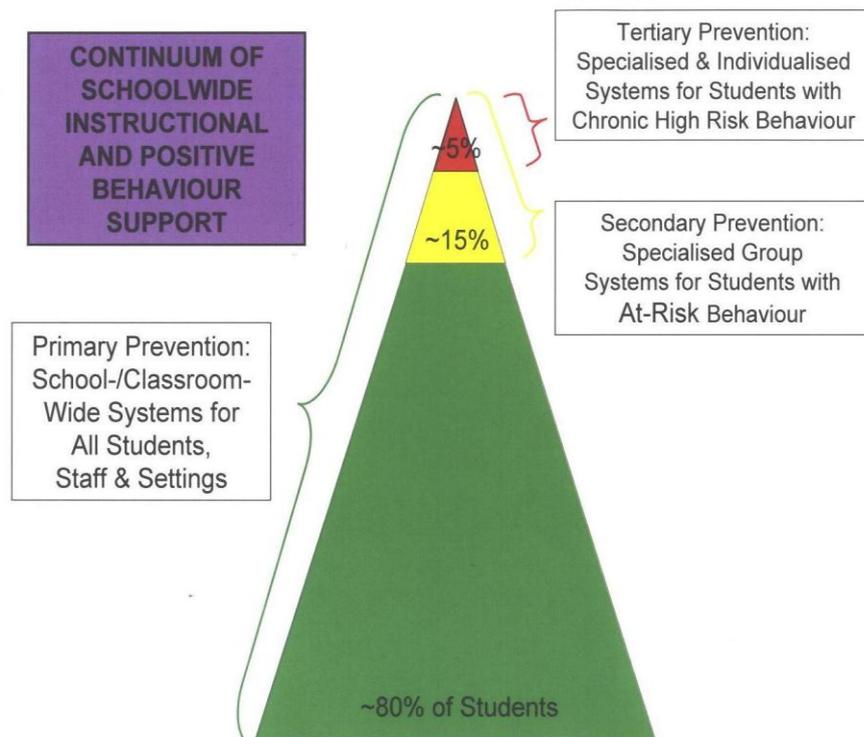
The Pyramid of School Wide Positive Behaviour- Continuum of Schoolwide Instructional and positive Behaviour Support (above)

Red Zone (Tertiary Prevention): Students in the red zone frequently demonstrate an inability to adhere to our school rules.

Amber Zone (Secondary Prevention): These students lack consistency in acting our school rules.

Green Zone (Primary Prevention): Students in the green zone consistently enact our school rules, demonstrating our school values of Respect, Safety and Learning.

Green Zone - Re-directing infrequent minor inappropriate problem behaviour

When a student exhibits minor infrequent problem behaviour, the first response of school staff members is to remind the student of the 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 minor inappropriate behaviour is to ask them to think of how they might be able to act more safely or more respectfully so as to promote engagement in learning. 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.

Amber Zone - Targeted behaviour support

Each year a small number of students at Dalby State School are identified through our data as needing specific 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 (as well as that of other students) at risk if not addressed in a timely manner. Identified students have increased daily opportunities to receive positive contact with adults, additional support and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training provided by the Guidance Officer, Chaplain, Behaviour Management Teacher, Support Teachers, Teachers or Teacher Aides. If a student is in the Amber Zone, a parents/carers support of school targeted behaviours strategies is vital in helping a student to make better behavioural choices.

Red Zone - Intensive behaviour support

Dalby State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team, Administration Staff and the Behaviour Management Teacher

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

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

Our school community believe that when parents/carers and the school work together, a student experiences more success in choosing positive behaviours.

5. Consequences for inappropriate behaviour

Dalby State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour. The **Oneschool** database is used to record problem behaviours, as well as positive behaviours.

Consequences of inappropriate behaviour may include one or more of the following:

- redirection or rule reminder
- removal from activity or event for a specified period of time
- loss of privileges
- individual meeting with the student
- verbal or written apology by the student
- restitution (eg: replacing something broken)
- completing tasks in their own time (eg: play time)
- liaising with parents/carers by phone and/or meeting
- time in a "buddy class"
- time in the administration area (Office)
- internal suspension
- external suspension *(refer to Appendix 4 for re-entry format)*
- exclusion

More examples of consequences/ interventions are included in Appendix 5.

> **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 suspended and may be recommended for exclusion from Dalby State School.**

Consequences for Negative Behaviour

Level	Description	Action Involved
1	**Teacher Intervention** • Evidence of negative behaviour pattern emerging • Response to reported incident or concern	Interview with student Reminder of school expectations Student behaviour profile (OneSchool) discussion Student to remain with teacher during play time for restitution or to complete work
2	**Teacher & Deputy Principal Intervention** • 3 x Minor behaviours reported within 1 week • 1 x Major behaviour referral	OneSchool Incident Entry Meeting with student regarding behaviour referral Student self-reflection – Reflection Questions to complete Teacher to notify parents via a return slip Warning of possible After School Detention –or- Internal Suspension if negative behaviour continues
3	**Deputy Principal & Parent Intervention** • 2nd Major Referral for similar behaviour	OneSchool Incident Entry Discussion with student about behaviour profile After School Detention –or- Internal Suspension imposed Deputy Principal to contact Parent/ Carer Behaviour Monitoring Sheet/ Playground Monitoring Sheet/ Structured Play plan may be implemented Warning of possible formal suspension if negative behaviour continues
4	**Deputy Principal/ Principal & Parent Intervention** • 3rd Major Referral for similar behaviour • Single High Level behaviour incident	Formal disciplinary process Short suspension 1-5 days Parent contact Parent meeting upon re-entry of student Individual Management Plan Developed/ Student Support Referral
5	**Deputy Principal/ Principal & Parent Intervention** • Continued High Level behaviour incident or Major Referral	Formal disciplinary process Short suspension 6-20 days Guidance Referral/ Behaviour Support Teacher Referral/ Functional Behaviour Analysis Case Conference regarding student behaviour Parent contact Parent meeting upon re-entry of student
6	**Principal/ District Office Intervention** • Continued pattern of high level behaviour incidents	Recommendation for Exclusion/ Cancellation of Enrolment Formal process involving Principal/ District Office Personnel/ Parent or Carer

Please note – The actions listed above are indicative only and may change depending on individual circumstances and context.

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.

Outlined below are the distinctions between what we consider to be minor and major behaviours. Minor behaviours are managed by classroom teachers/ teacher aides/ ancillary staff. Major behaviours (due to their nature and the fact that they may have been repeated) are referred to administration immediately. Minor incidents are reported to the student's classroom teacher. Major incidents are referred to administration using a referral form (see Appendix 4).

MINOR (3 Minors = Major)	MAJOR
Responsible	**Responsible**
❑ Calling out, talking, walking round room, yelling	❑ Using another student's password, going into games/websites
❑ Refusing to engage	❑ Inappropriate use of PTD's/pornography/vandalism of computers/hacking/filming of fights
❑ Late arrival to class (without late slip)	❑ Cheating on assessment/plagiarism
❑ Uniform/not following instructions/not bringing equipment/hats	❑ Leaving the classroom or school grounds without permission
Respect	**Respect**
❑ Throwing paper, spitballs	❑ Damaging other student's work or property
❑ Inappropriate physical contact (Kicking a chair, horsebite, Chinese burns, deliberate flatulence)	❑ Any threat to adult
❑ Hiding other's property, damaging other's work, littering	❑ Stabbing with a pencil, throwing furniture, threatening with an implement, repeated paper wasps/ water balloons
❑ General swearing and poor language/undirected language/inappropriate language directed at student	❑ Pulling down pants of others/hitting others in genitals/sexual behaviour/violence/fighting/inciting violence/spitting at a person/assault
Safe	❑ Graffiti, destruction and damage, theft
❑ Running on cement	❑ Deliberate and directed inappropriate language others
❑ Playground misconduct	❑ Name calling/racial and sexual harassment
❑ Low Level unsafe behaviour not interfering/hurting anyone else.	**Safe**
Responsible, Respect, Safe	❑ Cyber bullying
❑ White out/gum/soft drink/energy drinks/permanent markers/deodorant spray	❑ Weapons or items that could be used as weapons, implements for drug use, pornography
	❑ Climbing on structures (other than playgrounds)
	❑ Alcohol, drugs, cigarettes
	❑ Lighters, glue sniffing, paint sniffing, medication, alcohol wipes
	❑ Any threat to a student's safety
	Responsible, Respect, Safe
	❑ Abuse of a member of the public
	❑ Inappropriate displays of affection.

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

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

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

It is important that all staff understand:

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report - *Oneschool*
- MyHR Incident report – via OnePortal – please see Principal or Deputy Principal
- debriefing report (for student and staff) *(Appendix 3).*

7. Network of student support

Students at Dalby 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
- Behaviour Support Team
- Senior Guidance Officer
- School Chaplain
- Behaviour Support Teacher

Support is also available through the following government and community agencies:
- Disability Services Queensland   * Bush Children's
- Child and Youth Mental Health   * Goondir Health Services
- Queensland Health   * Bungeeba Aboriginal Corporation
- Department of Communities (Child Safety Services)
- Police   * Waminda
- 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.

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

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- 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! (www.bullyingnoway.com.au](www.bullyingnoway.com.au)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Mona Anau	P&C President	Executive Director - Darling Downs
Principal		

Effective Date: 28 January 2014 – 20 December 2014

Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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 given to the Office when the student arrives at school, and picked up by the student from the Office at the end of the school day.

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 Dalby State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing

embarrassment to individuals or the school, for the purpose of bullying[1] 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.

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.

Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, iPods, iPads, smart phones, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player).

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

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

<u>Purpose</u>

1. Dalby State School strives to create positive, predictable environments for all students at all times of the day. The positive 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 at Dalby 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 Dalby 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 Dalby 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.

<u>Rationale</u>

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 Dalby State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. 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, and at Dalby State School, Cool Tools covering topics that discourage bullying are explicitly taught.

10. The **High 5** strategies are taught as a form of proactive skilling helping students to use positive strategies in difficult situations eg. bullying behaviour is evident either as a person being bullied, the person bullying or a bystander.

11. Research indicates that a common outcome of anti-bullying teaching 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 Dalby 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'. Implement the program 'How To Bully Proof Our Kids'.

12. Dalby State School uses Oneschool data for decision-making. Data is entered into Oneschool 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.

Dalby State School

<u>Debriefing After Physical Intervention</u>

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 you 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.

DALBY STATE SCHOOL – *Behaviour Referral Form*

Student Name: _____ **Class**: _____

Date of Incident: _____/_____/2013 **Time**: _____am/pm

Location of Incident: □ Playground □ Eating Area □ Toilet □ Excursion □Outside Class □ Classroom
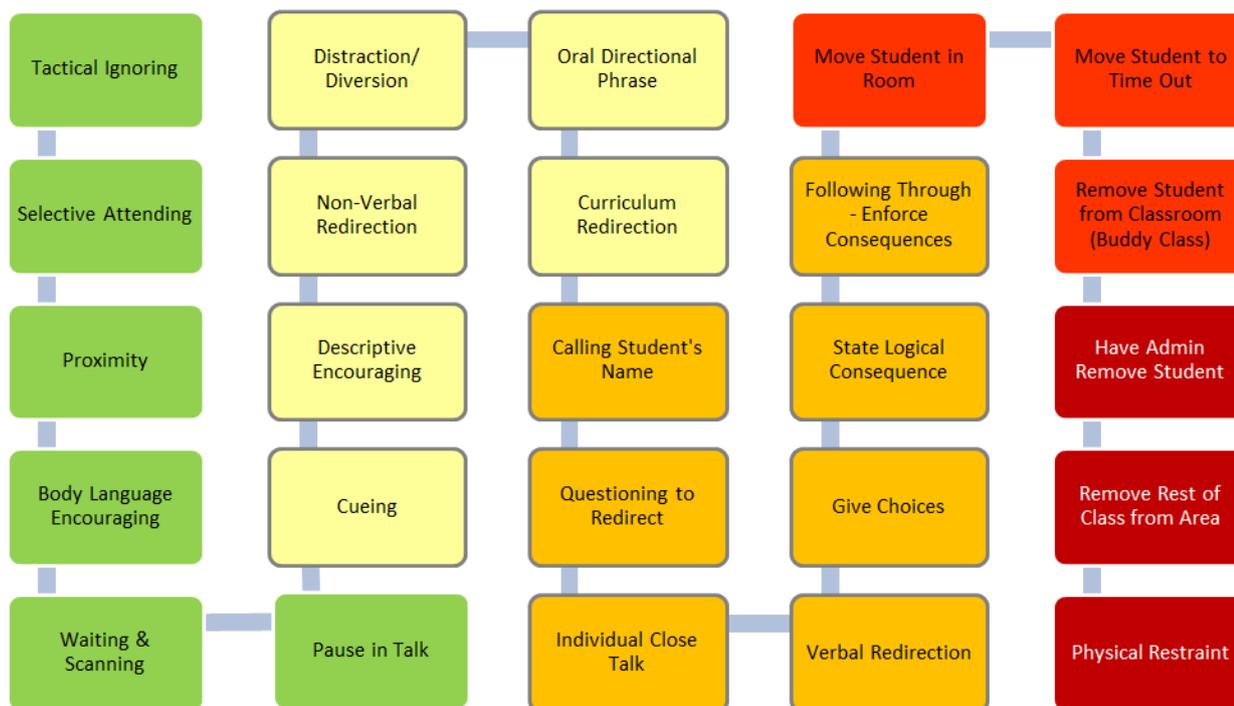
□ Other area: _____

Other Students involved:

_____

Witnesses:_____

INCIDENT CATEGORIES: Tick or Circle Category/ Categories below

□ Bullying/ Harassment	□ Defiant to Adult	□ Disruptive	□ Dress Code Violation	□ ICT Misconduct	□ Late for Class	□ Lying or Cheating
□ Misconduct involving Object	□ Non-Compliant with Routine	□ Physical Misconduct	□ Property Misconduct	□ Refusal to Participate	□ Substance Misconduct	□ 3rd Minor Referral
□ Vandalism/ Graffiti	□ Other					

STRATEGY LIST: (TRIED)

Tactical Ignoring	Distraction/ Diversion	Oral Directional Phrase	Move Student in Room	Move Student to Time Out
Selective Attending	Non-Verbal Redirection	Curriculum Redirection	Following Through - Enforce Consequences	Remove Student from Classroom (Buddy Class)
Proximity	Descriptive Encouraging	Calling Student's Name	State Logical Consequence	Have Admin Remove Student
Body Language Encouraging	Cueing	Questioning to Redirect	Give Choices	Remove Rest of Class from Area
Waiting & Scanning	Pause in Talk	Individual Close Talk	Verbal Redirection	Physical Restraint

BRIEF DESCRIPTION:_____

_____