JIMBOOMBA STATE SCHOOL

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

1. Purpose
Jimboomba State School is committed to providing a safe, respectful and responsible 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
Jimboomba State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and (Regional Executive Director or Executive Director (Schools) in December 2009, and has been reviewed in 2012 as required in legislation.

3. Learning and behaviour statement
All areas of Jimboomba 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 Jimboomba 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 responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Jimboomba 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 School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All settings</th>
<th>Classroom</th>
<th>Transition</th>
<th>Toilets</th>
<th>Tuckshop</th>
<th>Eating Areas</th>
<th>Playground</th>
<th>Bus Area</th>
<th>Excursions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Use equipment appropriately. Keep hands, feet and objects to yourself. Walk on concrete. Follow directions.</td>
<td>Keep my hands and feet to myself. Walk calmly and as directed.</td>
<td>Walk calmly and as directed.</td>
<td>Class time: P-3 take a buddy to the toilet. Have an out of class pass. 4-6 to use break time to use toilets where possible</td>
<td>Wait quietly in line for my turn.</td>
<td>Sit in my year level area to eat my food.</td>
<td>Wear my hat to play. Wear shoes and socks to play. Participate in school approved games.</td>
<td>Sit quietly and calmly in my bus line.</td>
<td>Stay with my group.</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Respect others’ personal space and property. Respect and value the difference in others. Respect and care for the school environment. Use polite language. Wait your turn.</td>
<td>Put my hand up to speak and wait my turn. Listen to the speaker. Use an inside voice. Let others teach and learn.</td>
<td>Keep to the left of the walkways and stairs. Walk quietly past classrooms.</td>
<td>Use the toilet facilities appropriately. Value other peoples’ privacy.</td>
<td>Listen to and respond politely to the tuckshop workers.</td>
<td>Use my manners. Listen to and respond politely to the teacher on duty.</td>
<td>Use appropriate language. Demonstrate positive social skills. Value school property.</td>
<td>Use my manners when speaking to the teacher on duty.</td>
<td>Be courteous to everyone in the wider community.</td>
</tr>
</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Jimboomba State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Jimboomba State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Jimboomba State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Jimboomba State School Thumbs Up Cards
Staff members hand Thumbs Up cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Positive Notice card. When students are given a Thumbs Up card, they drop the card in one of the designated collection points at the following location:

- Library

Every day 2 thumbs up from lower school and 2 from the upper school are drawn out and the names are read on morning messages; these students receive an ice block from the tuckshop as a reward for positive behaviour. The students' names are recorded electronically on their student file. In preparation for presentation on each parade, teachers select two students from each class to receive a certificate generated from OneSchool for 'Student of the Week'. The criteria for this award varies is following are school rules of being Safe, Respectful and Responsible and the ethos of the school from Great Citizenship, Good Role Modelling, Meeting Academic and Behaviour goals and Completion of Exceptional Work. These names are published fortnightly in the school newsletter.

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: Support Programmes

Each year, a number of students, at Jimboomba State School, are identified through our data as needing 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 accepted into the Support Programmes attend their normal scheduled classes and activities with appropriate adjustments, if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Programmes through academic support, adult mentoring or intensive social skills training. Students also have the opportunity to participate in programmes to promote self-confidence and resilience.

The Support Programmes are coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the programmes, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students, whose behaviour does not improve after participation in the Programmes, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive behaviour support: Behaviour Support Team

Jimboomba 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 Student Support Team:

- works with other 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 Behaviour Leadership Team to achieve continuity and consistency.

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

* Students that have been suspended and or have multiple behaviour incidents deemed unsafe or physically aggressive by the principal will not be able to participate in incursions, excursions or any year level camps.
5. Consequences for unacceptable behaviour

Jimboomba State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour.
CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Behaviour Intervention Flowchart for Unacceptable Student Behaviour

Stage 1

Explicitly teaching school expectation

Social Strategies

Curriculum Engagement

CLASSROOM STRATEGIES/MANAGEMENT SKILLS

Behaviour not improving/escalating

Parent Contact

Student/Teacher Conferencing in regards to behaviours

Use of Time Out In room or buddy class

Behaviour not improving and/or escalating

Stage 2

Referral to Deputy Principal

Goal Setting Monitoring

Intervention Strategies

Playground cards Exit from classroom

Small Group Interventions

SNAC Referral Process

Student behaviour fails to improve or escalates

Stage 3

Immediate referral to Deputy Principal in Office

Crisis Management Strategies

Referral to Administration/SEP
Development of Individual Student Management Plan.

Admin to assist immediately
<table>
<thead>
<tr>
<th><strong>Level of Behaviour</strong></th>
<th><strong>Operationally Defined</strong></th>
<th><strong>Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td></td>
<td>Teacher initiated actions could include:</td>
</tr>
</tbody>
</table>
| **Minor Behaviours**   |                          | • Refer to school policies.
|                        |                          | • Classroom management strategies/ Essential skills |
| Social                 | Students who touch other students for eg: kissing, cuddling or holding hands or use gestures in a sexual manner.  
| • Inappropriate displays of affection | Verbal (not responding to others conversations, talking about people behind their backs, name calling) and nonverbal gestures for example: poking out your tongue, putting your middle finger up to others, screwing up your face.  
| • Rudeness to peers    | Students swearing and saying unkind words.  
|                        | Taking other student’s lunches, toys, bags, books, stationery, money or property that belongs to the teacher or school.  
| • Inappropriate language with peers in social situations | Students who leave the classroom without permission for eg: to go to the port rack, toilets or bubblers without permission.  
| Classroom              | Students who do not start work, walking around the room when they should be seated at the desk or carpet, refusing to do what an adult asks, calling out, inappropriate language, interruption of teacher or student, or learning. |
| • Non-compliance with classroom expectations | Students who demonstrate:  
|                          | • Unnecessary noise that includes tapping pencils on an object, animal noises, screeching, screaming.  
|                          | • Unnecessary verbal interaction for example calling out, talking over the top of the speaker.  
|                          | • Touching other people’s work or objects.  
| • Disruptive in class   | Students who are swinging on chairs, throwing small objects, standing on furniture, spitting on concrete or other objects.  
<p>| • Minor health and safety issues | | If repeated incidents of the above actions produce no improvement in the student’s behaviour, then the student should be referred to Stage 2. |</p>
<table>
<thead>
<tr>
<th>Playground</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not playing in designated year level areas.</td>
<td>• Non-compliance to dress code</td>
</tr>
<tr>
<td>• Late for class</td>
<td>• Possession of banned goods</td>
</tr>
<tr>
<td>• Unsafe play</td>
<td>• Inappropriate use of ICT or digital devices</td>
</tr>
<tr>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>• Health and safety issues</td>
<td></td>
</tr>
<tr>
<td>• Students playing in out of bounds areas, which are not allowed for their age group.</td>
<td></td>
</tr>
<tr>
<td>• Students not being lined up in the designated area by the 2nd bell.</td>
<td>• The student is not conforming to the dress code eg: wearing the uniform incorrectly or incomplete uniform, hair coloured with unnatural tones, no make-up or jewellery allowed. Refer to dress code policy.</td>
</tr>
<tr>
<td>• Students who hit, punch or kick others in a play situation to obtain an object or communicate their needs.</td>
<td>• The bringing of objects for example: sports cards, toy guns, electronic toys/equipment, valuables, mobile phones, lollies (chewing gum), caffeine drinks into the school grounds.</td>
</tr>
<tr>
<td>• Dropping unwanted paper or objects on the ground.</td>
<td>• Students accessing inappropriate websites. Students engaging inappropriately in email, chats or blogs. Sharing materials from the internet irresponsibly. Respect the privacy of others. Refer to ICT Policy, texting, SMS (School)</td>
</tr>
<tr>
<td>• Inappropriate use of eating areas: climbing on benches and tables in the eating areas, eating on the oval.</td>
<td></td>
</tr>
<tr>
<td>• Students running on concrete.</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate use of water bubblers: squirting or spitting water</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate use of toilets: playing in and around the toilets</td>
<td></td>
</tr>
<tr>
<td>• Student who do not have a hat on in the sun.</td>
<td></td>
</tr>
<tr>
<td>Major Behaviours</td>
<td>Persistent and Wilful Behaviours</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Sustained repeated minor behaviours that were</td>
<td>Incidents from Stage 1 that occur three times.</td>
</tr>
<tr>
<td>dealt with in Stage 1</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>• Poor bystander behaviour</td>
<td>An individual or group of students that verbally encourage other students to continue poor behaviour eg: verbal encouragement, not going away to get adult help, staying in close proximity to a situation.</td>
</tr>
<tr>
<td>• Harassment of a student or a group of students</td>
<td>Students who use negative verbal interactions for eg: calling other students names, using threatening language or offensive words, put downs to upset another student.</td>
</tr>
<tr>
<td>• Aggressive behaviour towards others</td>
<td>Students who use physical interactions to provoke another student for eg: pulling other students hair, pushing, throwing things, stealing their lunch, breaking their possessions, tripping, taking their bag off the port rack, hiding their bags or possessions. Spitting at another person or their possessions</td>
</tr>
<tr>
<td>• Physical aggression</td>
<td>Students who use their body language in a threatening manner.</td>
</tr>
<tr>
<td>• Inappropriate language with adults</td>
<td>Students who use negative verbal interactions and inappropriate language including swearing directly to the adult with intention to offend. Deliberate lying to a teacher.</td>
</tr>
<tr>
<td>• Rudeness to adults</td>
<td>Students who ignore instructions, walk away, use rude hand gestures, yelling, rolling eyes, arguing or talking back to the teacher.</td>
</tr>
</tbody>
</table>

Deputy Principal/ HOSES and the class teacher, will initiate actions which could include:
- Parent contact
- Restorative Justice meeting as required between aggrieved party and student
- Peer mediation or restorative conference
- Playground suspension
- Intervention programs
- In school and out of school suspensions
- Community Service within the school environment
- SNAC Referral for assessment and specialist support - Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer, SEP
- Students that have more than 3 major behaviour incidents will not participate in any Rewards Day activities.

If repeated incidents of the above actions produce no improvement in the student’s behaviour, then the student should be referred to Stage 3.
<table>
<thead>
<tr>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistent lack of class-work</td>
</tr>
<tr>
<td>Not completing or not attempting to start their work at the student’s</td>
</tr>
<tr>
<td>level in the required time frame.</td>
</tr>
<tr>
<td>• Cyber bullying</td>
</tr>
<tr>
<td>Talking inappropriately on the internet with intent to bully others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aggressive play or behaviour</td>
</tr>
<tr>
<td>Students who play fight or engage in dangerous play for eg: tackling,</td>
</tr>
<tr>
<td>stalking or hurts other students in a play situations.</td>
</tr>
<tr>
<td>• Usage of playground areas.</td>
</tr>
<tr>
<td>Students who play on the adventure playground before/after school or in</td>
</tr>
<tr>
<td>out of bounds areas without supervision.</td>
</tr>
<tr>
<td>• Health and Safety issues</td>
</tr>
<tr>
<td>Students who engage in using playground equipment in an unsafe manner</td>
</tr>
<tr>
<td>for eg: jumping over seats, running on the tables, somersaults over the</td>
</tr>
<tr>
<td>seat, using the adventure playground inappropriately to jump from the</td>
</tr>
<tr>
<td>top or playing tiggy around the playground equipment, going under</td>
</tr>
<tr>
<td>buildings.</td>
</tr>
<tr>
<td>Students who throw objects that may potentially harm others for eg:</td>
</tr>
<tr>
<td>throwing rocks or sticks.</td>
</tr>
<tr>
<td>Students who leave the school grounds to go to the shops or other</td>
</tr>
<tr>
<td>places in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vandalism of school or student property.</td>
</tr>
<tr>
<td>Students who deface or destroy school property for eg: writing or</td>
</tr>
<tr>
<td>drawing on school walls or buildings, putting objects in the bubblers,</td>
</tr>
<tr>
<td>making holes in walls.</td>
</tr>
<tr>
<td>Students who deface or destroy personal belongings of others for eg:</td>
</tr>
<tr>
<td>by drawing or writing on books, lunch boxes or bags.</td>
</tr>
<tr>
<td>Misbehaviour</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Behaviour that discredits the positive image of our school                 | When students are representing the school for eg: on excursions or sporting venues and use inappropriate language or actions that could intimidate or harm others. | • Parent/carer contact/interview
• In school suspension
• Withdrawal from class and/or playground
• Individual Behaviour Agreement/Support plan
• Referral to outside agency
• Referral to/consultation with the Principal
• Recommend suspension to Principal
• Students that have more than 3 major behaviour incidents will not participate in any Rewards Day activities. |
| Use of items or equipment that can harm others.                            | Students who use objects for eg: compasses, paper clips, scissors that causes injuries for eg: red marks or bruising. | • Suspension in line with Queensland Department of Education, Training and The Arts Policy SMS-PR-021: Safe, Supportive and Disciplined School Environment
• Restorative conference on return from suspension
• Recommendation for exclusion or Behaviour Improvement Condition in line with Queensland Department of Education, Training and The Arts Policy SMS-PR-021: Safe, Supportive and Disciplined School Environment
• Complete SP-4 - Student Protection form.
• Students that have been suspended and or have multiple behaviour incidents deemed unsafe or physically aggressive by the principal will not be able to participate in incursions, excursions or any year level camps. |

**Stage 3**

**Serious Misbehaviours**

- **Verbal aggression**
  - Students who use language or the tone of their voice to threaten or intimidate another person.
- **Physical assault**
  - Students who physically touch another person with force and causes serious injury.
- **Throwing of objects**
  - Students who throw school furniture or other objects.
- **Sexual harassment**
  - The use of language, gestures or connotation to humiliate, embarrass or put down another person.
- **Sexual misconduct**
  - Students who verbally engage in sexual conversations and or acts or bringing sexual images to school.
- **Possession or use of illegal substances in the school grounds.**
  - Students who supply, possess or have in involvement and/or use cigarettes, illegal drugs, alcohol or substances for sniffering or misuse aerosol sprays.
- **Possession of/or involvement with weapons to school**
  - Students who bring or are involved with guns, martial art weapons, knives, bow & arrows to school.
**Jimboomba State School - Class Behaviour Chart**

<table>
<thead>
<tr>
<th>Unacceptable Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor Behaviours</strong></td>
<td><strong>Parent contact for persistent Minor Behaviours is vital</strong></td>
</tr>
<tr>
<td>- Inappropriate displays of affection</td>
<td>- Rule Reminder</td>
</tr>
<tr>
<td>- Rudeness to peers</td>
<td>- Redirection/ Choice</td>
</tr>
<tr>
<td>- Inappropriate language to peers</td>
<td>- Time Out</td>
</tr>
<tr>
<td>- Interfering with other peoples personal property</td>
<td>- Buddy Class</td>
</tr>
<tr>
<td>- Non-compliance with classroom expectations</td>
<td>- Withdrawal from activity</td>
</tr>
<tr>
<td>- Minor health and safety issues</td>
<td>- Restitution e.g Clean up, apology, make up lost time and unfinished work, compensation.</td>
</tr>
<tr>
<td>- Out of bounds</td>
<td>- Community Service</td>
</tr>
<tr>
<td>- Unsafe play</td>
<td>- Benching</td>
</tr>
<tr>
<td>- Littering</td>
<td>- Walk and talk</td>
</tr>
<tr>
<td>- Non-compliance of dress code</td>
<td></td>
</tr>
<tr>
<td>- Possession of banned goods e.g cards, toy guns, electronics</td>
<td></td>
</tr>
<tr>
<td>- Interference of others' property (taking objects that belong to others)</td>
<td></td>
</tr>
<tr>
<td>- Poor bystander behaviour</td>
<td></td>
</tr>
<tr>
<td>- persistent lack of school work</td>
<td></td>
</tr>
<tr>
<td>- * Persistent lateness after breaks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Major Behaviour</strong></th>
<th><strong>Parent Contact and Interview is Essential</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Poor bystander behaviour</td>
<td>- Referral to office</td>
</tr>
<tr>
<td>- Harassment of students</td>
<td>- Restitution</td>
</tr>
<tr>
<td>- Physical aggress/assault</td>
<td>- Reflection Room</td>
</tr>
<tr>
<td>- Inappropriate Language</td>
<td>- Playground Suspension</td>
</tr>
<tr>
<td>- Persistent lack of schoolwork</td>
<td>- Community Service</td>
</tr>
<tr>
<td>- Technology abuse (deliberate access to inappropriate sites)</td>
<td>- Loss of Leadership</td>
</tr>
<tr>
<td>- Behaviour that discredits the school</td>
<td>- In school suspension</td>
</tr>
<tr>
<td>- Theft of others' property</td>
<td>- Out of school suspension</td>
</tr>
<tr>
<td>- verbal aggression- persistent/derogatory</td>
<td>- Behaviour improvement condition may be imposed before exclusion</td>
</tr>
<tr>
<td>- Cyber bullying at school</td>
<td>- Exclusion</td>
</tr>
<tr>
<td></td>
<td>- Referral to police-adopt-a-cop</td>
</tr>
<tr>
<td></td>
<td>- Individual Behaviour Plan</td>
</tr>
</tbody>
</table>
The Jimboomba State School Class Behaviour Chart has been constructed as a classroom checklist for students and Teachers as a quick reference point.

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Behaviour Support Team (and or the appropriate Deputy Principal).

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
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a warning
- time out in classroom
- time out in buddy classroom
- 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), 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.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- continual and persistent minor behaviour that disrupts the learning of others
- require the involvement of school Administration.

Major behaviours result in an immediate referral to the Behaviour Support Team 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 office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in Office for investigation and then Consequences Room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Support Programme
  AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
  (Students that have been suspended and or have multiple behaviour incidents deemed unsafe or physically aggressive by the principal will not be able to participate in incursions, excursions or any year level camps.)
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 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 Jimboomba State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

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 Jimboomba 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 only, using Non-violent Crisis Prevention methods (only trained
adults)

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must
be maintained:
- incident report (Appendix 4)
- Health and Safety incident record (link)

7. Network of student support
Students at Jimboomba State School are supported through positive reinforcement and a system of universal,
targeted, and intensive behaviour supports by:
Support is also available through the following government and community agencies:

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

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.

Jimboomba 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,
  - access and attendance to cultural, social, academic, community celebrations/events (where behaviour expectations have been met).

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

Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2015
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 must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school, unless as part of rewards day focus as organised by class teacher, and sanctioned by the Principal, because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may after school to communicate with parents.

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

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

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

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

\footnote{Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.}
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, Tamagotchi®, laptop computers, PDAs, Blackberries®, 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.
Appendix 2

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

Purpose
1. Jimboomba 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 Jimboomba 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 Jimboomba 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 Jimboomba State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

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

9. 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.

10. An initial introductory lesson is delivered, which teaches the 3 main school rules to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. 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.

12. 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 Jimboomba 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’.

13. Jimboomba 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.
Jimboomba State School

Behaviour Referral Form

Jimboomba State School Behaviour Referral

Name/s: ____________________________ Date: ________________

Class: ________ Referring Teacher: ____________________________

Time: _______________ Location: ______________________________

Repeated Minor Referral:
□ 3rd Minor (this session)

Support Measures used thus far:
□ Individual Reminder □ Group Reminder □ Warning □ Time Out (in class) □ Buddy Class
□ Other (explain)

________________________________________________________________________

Major Referral:
□ Physical Aggression/ Fighting □ Inappropriate Language/ Abuse
□ Theft
□ Property Misuse/ Vandalism □ Safety Risk / Danger
□ Harassment/ Bullying □ Disrespect/ Insolence/ Refusal

Extra Details:
________________________________________________________________________

Witnesses:

Behaviour Motivation: To Obtain... □ Peer or Adult Attention □ Object □ Activity/Event □

Sensory Stimulation

To Escape/Avoid... □ Peer or Adult Attention □ Instructional Task □ Activity/Event □ Sensory

Stimulation
Jimboomba State School Behaviour Investigation

Name: __________  Class: __________

Witnesses: __________________  __________________  __________________

Incident Details:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Consequences Applied:
________________________________________________________________________

OneSchool Entry Completed by: __________  Date: __________
### 2012 PLAYGROUND RESTRICTION CARD

**NAME:**

<table>
<thead>
<tr>
<th>Monday (FBPTA) 11:10</th>
<th>Tuesday (FBPTA) 11:10</th>
<th>Wednesday (FBPTA) 11:10</th>
<th>Thursday (FBPTA) 11:10</th>
<th>Friday (FBPTA) 11:10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
</tr>
<tr>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
</tr>
<tr>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
</tr>
<tr>
<td>Monday (FBPTB) 11:30</td>
<td>Tuesday (FBPTB) 11:30</td>
<td>Wednesday (FBPTB) 11:30</td>
<td>Thursday (FBPTB) 11:30</td>
<td>Friday (FBPTB) 11:30</td>
</tr>
<tr>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
</tr>
<tr>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
</tr>
<tr>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
</tr>
<tr>
<td>Monday (SBPTA) 1:40</td>
<td>Tuesday (SBPTA) 1:40</td>
<td>Wednesday (SBPTA) 1:40</td>
<td>Thursday (SBPTA) 1:40</td>
<td>Friday (SBPTA) 1:40</td>
</tr>
<tr>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
<td>Area:</td>
</tr>
<tr>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
<td>S or NS</td>
</tr>
<tr>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
<td>Sign:</td>
</tr>
</tbody>
</table>
Suspension Re-entry Condition of Improvement Plan

Jimboomba State School
Suspension Re-Entry
Behaviour Improvement Condition

Name:  
Class:  
Date:  /

/2012
Re-Entry Officer:  
Role:  
Key Stakeholders:  
Incident Details:  

Improvement Conditions:

Conditions for Support:

Consequences following future incidents:

Agreement Sign Off:  
Student  Parent  Teacher

OneSchool Entry Completed by:  
Date:  /2012