Kirwan State Primary School

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

1. Purpose
Kirwan State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to 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.

In order to deliver on this commitment we expect all members of our school Safe
- Responsible  \rightarrow  Learners
- Respectful

2. Consultation and data review
Kirwan State School developed this plan in collaboration with our school community. A review of school data sets from 2014-2015 also informed the development process.

Ongoing monitoring of community support for the plan is determined through the School Opinion Survey, the Annual SET data (School Evaluation Tool), EBS (Effective Behaviour Systems) Survey and whole school bullying audit and parent survey data.

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

3. Learning and behaviour statement
Since 2010, Kirwan State School has implemented a School-Wide Positive Behaviour Support approach to behaviour management. This is based on a broad range of systemic and individualised strategies that are designed to respond to current social and educational challenges in order to meet the needs of all students in all school settings.

In order to promote and maintain a safe and orderly learning environment for learning and teaching, our School community have identified three clearly defined expectations.

We are safe, respectful and responsible learners.
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 Kirwan 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 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.

Kirwan State School has embraced the School Wide Positive Behaviour Framework for Instructional and Positive Behaviour Support.
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 Kirwan State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached 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.

### Kirwan State School Expectations

<table>
<thead>
<tr>
<th>s</th>
<th>Classroom</th>
<th>Outside</th>
<th>Playground</th>
<th>Toilet</th>
<th>Wellness</th>
<th>Before and After School</th>
<th>School Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show self control</strong></td>
<td>Self-control</td>
<td>Self-control</td>
<td>Self-control</td>
<td>Self-control</td>
<td>Self-control</td>
<td>Self-control</td>
<td>Self-control</td>
</tr>
<tr>
<td><strong>Behaviours</strong></td>
<td>Behaviours</td>
<td>Behaviours</td>
<td>Behaviours</td>
<td>Behaviours</td>
<td>Behaviours</td>
<td>Behaviours</td>
<td>Behaviours</td>
</tr>
<tr>
<td><strong>Universal 1</strong></td>
<td>Universal 1</td>
<td>Universal 1</td>
<td>Universal 1</td>
<td>Universal 1</td>
<td>Universal 1</td>
<td>Universal 1</td>
<td>Universal 1</td>
</tr>
<tr>
<td><strong>Universal 2</strong></td>
<td>Universal 2</td>
<td>Universal 2</td>
<td>Universal 2</td>
<td>Universal 2</td>
<td>Universal 2</td>
<td>Universal 2</td>
<td>Universal 2</td>
</tr>
<tr>
<td><strong>Universal 3</strong></td>
<td>Universal 3</td>
<td>Universal 3</td>
<td>Universal 3</td>
<td>Universal 3</td>
<td>Universal 3</td>
<td>Universal 3</td>
<td>Universal 3</td>
</tr>
</tbody>
</table>

### Kirwan State School Expectations

<table>
<thead>
<tr>
<th><strong>Rule</strong></th>
<th><strong>Expectation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Universal 1</strong></td>
<td>Show self-control.</td>
</tr>
<tr>
<td>2. <strong>Universal 2</strong></td>
<td>Report problems.</td>
</tr>
<tr>
<td>3. <strong>Universal 3</strong></td>
<td>Behaviours.</td>
</tr>
</tbody>
</table>

At Kirwan State School our learners “STRIVE TO EXCEL”
These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Kirwan State School implements the following proactive and preventative processes and strategies to support student behaviour:
- School Wide Positive Behaviour team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the 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.

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

Reinforcing expected school behaviour
At Kirwan 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.

Kirwan State School Gotcha
Staff members hand out Gotcha’s to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Gotcha.

Gotcha’s are collected and tallied in class via a Gotcha card. When students reach milestones such as 50, 100 or 150, they receive a certificate or other reward.

To facilitate the instruction of primary or whole school behaviour support we employ the following proactive strategies:
- implement an engaging, relevant, differentiated curriculum;
- explicitly teach the expectations from our ‘School Expectations Matrix’ (See above);
- conduct regular, planned and targeted teaching of behaviour expectations for all students;
- provide verbal pre-correction and visual prompts of the expectations around the school;
- implement whole school positive recognition strategies. These include Student of the Week Certificates, Gotcha Awards and certificates, individual classroom reward systems; Principal academic awards (Gotcha Process and Award – See Appendix B);
- weekly articles in the school newsletter outlining school expectations and strategies;
- ongoing, sequential and targeted staff professional development and training in School Wide Positive Support systems and behaviour management strategies;
- clear and documented enrolment agreement signed by parents, carers, students and enrolling officer;
teachers and teacher aides are equipped with playground duty bags which contain playground “Gotchas” for rewarding appropriate behaviours and behaviour slips for recording inappropriate behaviours. A high visibility vest and a whistle is part of this equipment so that children’s attention can be gained with ease, reinforcement and correction can take place immediately (See Appendix H);

regular up skilling of staff at Meetings and Student Free Days;

explicit classroom management planning including acknowledgement, correction, crisis and restitution planning (Appendix E); and

classroom behaviour management flowchart including thinking chair and buddy class (Appendix D).

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. We employ the use of the Ten Essential Skills.

<table>
<thead>
<tr>
<th>10 Essential Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing expectation</td>
<td>Making rules</td>
</tr>
<tr>
<td>2. Giving instructions</td>
<td>Telling students what to do</td>
</tr>
<tr>
<td>3. Waiting and scanning</td>
<td>Stopping to assess what is happening</td>
</tr>
<tr>
<td>4. Cueing with parallel acknowledgement</td>
<td>Praising a particular student to prompt others</td>
</tr>
<tr>
<td>5. Body language encouragement</td>
<td>Smiling, nodding, gesturing and moving near</td>
</tr>
<tr>
<td>6. Descriptive encouragement</td>
<td>Praise describing behaviour</td>
</tr>
<tr>
<td>7. Selective attending</td>
<td>Not obviously reacting to some bad behaviour</td>
</tr>
<tr>
<td>8. Redirection to the learning</td>
<td>Prompting on-task behaviour</td>
</tr>
<tr>
<td>9. Giving a choice</td>
<td>Describing the students options and likely consequences of their behaviour</td>
</tr>
<tr>
<td>10. Following through</td>
<td>Doing what you said you would</td>
</tr>
</tbody>
</table>

2. Targeted behaviour support:

Those students at Kirwan State School who do not respond positively to the strategies implemented through the Whole School support strategies are identified through school data collection processes and referred to the Student Support Committee for further targeted behaviour support.

**Strategies for targeted behaviour support may include:**

Student Support Committee:

- referral to school base specialist staff including behaviour support staff, administration and guidance officer;
- targeted school programs including social skilling, lunchtime play groups, games room, playground transition plans;
- targeted data collection strategies;
- stakeholders meetings;
- referrals to outside agencies and adoption of interagency approaches; and
- teacher management of planning and programs.
Classroom Management:
- individual student management planning built from the whole school classroom management plan and or individual reward plans;
- focus on the 10 Essential Skills, data collection and feedback;
- classroom profiling;
- reward system (outlined in Whole School Behaviour Support);
- specialist staff and Administration support and feedback;
- classroom behaviour management flowchart;
- Check in/ Check out
- increased partnership building with parents/carers and key stakeholders;
- classroom curriculum differentiation; and
- teacher managed.

School Consequence Framework:
- individual classroom consequences – teacher managed;
- School Office Discipline Referral system for recording incidents (Appendix H);
- use of One School for recording, tracking and analysing student data;
- minor Behaviours – teacher managed (See Appendix F);
- major and repeated minor behaviours – Admin/ Teacher managed – Use of Reflection room (See Appendix F – Consequences for Major Behaviours);
- suspension; and
- exclusion.

3. Intensive behaviour support: Behaviour Support Team
Intensive behaviour support is required to support students who demonstrate extreme and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support occurs when targeted (secondary) behaviour support has been implemented without success.

To fully understand the severity of the problem behaviour, a functional behavioural assessment may be administered. This assessment focuses on identifying significant social, affective, cognitive, and or environmental factors associated with the occurrence and non-occurrence of specific behaviours. The assessment allows personnel to select and implement interventions to address problem behaviour. An Individual Behaviour Support plan may be developed.

The level of support – Level 1, 2 or 3 - is determined by administration of the Risk Filter tool (Appendix I).

Strategies operationalised through Individual Behaviour Planning will be preventative and supportive.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

The focus of the Plan will be to re-educate and re-engage the student and stem the spiral of behaviour. Follow up Case Management meetings and parent meetings will be conducted regularly to monitor and evaluate the student’s progress and to make any necessary changes to the plan. Failure of the student to honour the plan may lead to Suspension or ultimately, Exclusion.
Case Management

Case Management is a collaborative process designed to support the access, participation and learning outcomes of students with significant behavioural support needs. The team comprises of Principal, Deputies, Head of Special Education Services, Behaviour Management Specialist and Guidance Officer. Refer to Case Management of Behaviour process outlined below.

Case Management Process

5. Consequences for unacceptable behaviour
Kirwan 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. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour in the classroom is dealt with by the class teacher (unless of a serious nature then is referred directly to the school Administration team).
**Minor** behaviours are those that:
- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

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

**Major** behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- may require the involvement of school Administration.

Major behaviours in the playground result in an immediate referral to Administration. Major behaviours in the classroom are dealt with by the classroom teacher (who follows the classroom management plan process), unless requiring the support of administration because the behaviour is significantly violating the rights of others or is putting others/ self at risk of harm.

Major problem behaviours may result in the following consequences:
- Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Administration;
- Parent contact, referral to Guidance Officer, referral to Student Support Committee, suspension from school; and/or
- 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.

The following table is a sample of the minor and major matrix:

<table>
<thead>
<tr>
<th>Minor Problem Behaviour</th>
<th>Minor Consequence</th>
<th>Major Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Problem Behaviour</td>
<td>Major Consequence</td>
<td></td>
</tr>
</tbody>
</table>

Kirwan State School RBP 2016
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

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

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

Strategies to implement supportive, fair, logical and consistent consequences include:

Whole School

A. Classroom Management
Teachers implement classroom management planning including 10 Essential Skills, Classroom Flowchart, acknowledgement plan, correction plan, crisis plan and restitution plan – (see Appendix C, D and E).

B. Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. This may include an Individual Behaviour Management Plan. Specialist staff/Admin may assist in plan development. Parents/caregivers may be contacted and involved in plan development. Individual consequences/rewards arranged.

Permitted personal technology devices used contrary to the guidelines on school premises will be confiscated by school staff (refer to Temporary Removal of Personal Property by School Staff – Section 10). 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.

Targeted Intervention
The student is referred to the Student Support Committee (SSC) and a decision is made as to what further action is required including referrals to external agencies. The class Teacher is the Case Manager. Specialist staff/Admin may assist in plan development. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school’s Student Management System. Data is used to drive intervention. Refer to Appendix K – SSC Referral Form. Individual management planning and consequences implemented. Heightened stakeholder involvement.

Intensive Intervention – Case Management
The level of support – Level 1, 2 or 3 - is determined by administration of the Risk Filter tool. An Administration team member is appointed Case Manager. Creation, monitoring and follow-up of the formal Individual Behaviour Management Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external
support agencies. Consequences align with those outlined for Major breeches of our school Expectation Matrix.

**In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.**

**Suspension Procedures**
This is implemented in line with the Education Queensland policy - Safe, Supportive and Disciplined School Environment. Suspensions are only used after consideration has been given to all other strategies but with due regard to the welfare and safety of other students and staff.

**Behaviour Improvement Condition**
In certain circumstances a Behaviour Improvement Condition may be imposed as an alternative to exclusion. This is implemented in line with Education (General Provisions) Act 2006 Division 8, Sections 323-327. Access to an educational program that allows the student to continue will be provided.

**Recommendation for Exclusion**
This is implemented in line with the Education Queensland policy - Safe, Supportive and Disciplined School Environment. Exclusions are only used after consideration has been given to all other strategies but with due regard to the welfare and safety of other students and staff.

6. **Emergency or critical incident responses**

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

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

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

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

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

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

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

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

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

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

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

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

7. Network of student support
Students at Kirwan State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- Police Officer

External 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.

Kirwan State School is proud of its record of inclusivity and continues to promote the notion that consequences for breaching the school's expectations may have to be adjusted when taking the following into consideration:
- emotional wellbeing;
- culture;
- gender;
- ethnicity;
- socio-economic Circumstances; and
- disabilities.

Other individual circumstances that may be considered include:
- age of the child;
- previous behaviour record;
- severity of the incident;
- amount of reliable evidence;
- degree of provocation;
- intent of the action; and
- honesty and perceived level of remorse.

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 will be considered at all times.

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

10. Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or Chair, School Council

Effective Date: 15 November 2015 – 14 November 2018
Appendix 1

The use of personal technology devices at school

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

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

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 (Front Row, PA systems, School Audio Systems) used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes.

Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school 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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

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

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

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

There is no place for bullying in Kirwan State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Kirwan State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

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

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

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

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

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

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

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.

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 Kirwan 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’.

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

**Appropriate use of social media**

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

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

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

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

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

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

**Role of social media**

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

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

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

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

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

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.
Appropriate use of social media
Students of Kirwan State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

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

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

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

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

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

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

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

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

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

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

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
• Making child exploitation material.
• Distribution of child exploitation material.
• Criminal Defamation.

There are significant penalties for these offences.

Kirwan State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kirwan State School expects its students to engage in positive online behaviours.
Appendix 4- Office Discipline Referral

Kirwan State School
Office Referral Form

---

Appendix 5
Gotcha System and Process

1. Gotcha (handed to students who are caught doing the right thing)
   - Students follow behaviour matrix / or school wide behaviour focus
   - Staff issue Gotchas on duty or in class to students demonstrating desired behaviours
   - Students show teacher Gotcha and teacher records on Gotcha record chart in classroom
   - Children/teacher place Gotcha in Gotcha Box (P-3 and 4–7)

   - Weekly parade draw
   - Gotchas draw each week on Senior and Junior parades

   Tuckshop voucher

2. 50 Gotchas and 100 Gotchas
   - During the term as soon as a student reaches Gotcha milestones the completed Gotcha card is sent to School Administration.

   - 50 Gotchas
   - 100 Gotchas

   Gotcha Certificate and Prize or Voucher
3. **End of Semester Gotcha Party** → Icy Poles / lunchtime disco reward or other award

4. **School Rewards for Compliance with School Expectations**

   - Gotcha System
     - Week 5 and Week 10 additional reward for those students with one or fewer major behaviour per five week cycle.
   - Student of the Week Certificates
     - Every week for a student in every class / handed out on Junior and Senior assemblies
   - Class reward systems
     - Daily / Weekly → individual classroom planning reward structures
     - End of Term → Thankyou days / class celebrations

**Staff rewards at staff meetings**

---

**Gotcha Certificate**

Name: ________________________

Class: ________

Was caught being safe, respectful and responsible in our school.

_________________________  __________
Staff Member  Date

**Student of the Week Certificate**

**Kirwan State School**

Safe  Respectful  Responsible

Awarded to  on

**Gotcha Award**

**Kirwan State School**

Strive to Excel

Awarded to  on
Appendix 6 – 10 Essential Skills

BETTER BEHAVIOUR BETTER LEARNING

Essential Skills for Classroom Management

<table>
<thead>
<tr>
<th>Essential skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># 1 Establishing Expectations</strong></td>
</tr>
<tr>
<td>To clearly articulate and demonstrate the boundaries of pro-social behaviour.</td>
</tr>
<tr>
<td><strong># 2 Instruction Giving</strong></td>
</tr>
<tr>
<td>To give clear instruction about what students are to do.</td>
</tr>
<tr>
<td><strong># 3 Waiting and Scanning</strong></td>
</tr>
<tr>
<td>To wait and look at your students for 10-15 seconds after you give an instruction.</td>
</tr>
<tr>
<td><strong># 4 Cueing with Parallel Acknowledgement</strong></td>
</tr>
<tr>
<td>To acknowledge students' on-task behaviour with the intention of encouraging others to copy.</td>
</tr>
<tr>
<td><strong># 5 Body Language Encouraging</strong></td>
</tr>
<tr>
<td>To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on task.</td>
</tr>
<tr>
<td><strong># 6 Descriptive Encouraging</strong></td>
</tr>
<tr>
<td>To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.</td>
</tr>
<tr>
<td><strong># 7 Selective Attending</strong></td>
</tr>
<tr>
<td>To deliberately give minimal attention to safe, off-task or inappropriate behaviour.</td>
</tr>
<tr>
<td><strong># 8 Redirecting to Learning</strong></td>
</tr>
<tr>
<td>To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.</td>
</tr>
<tr>
<td><strong># 9 Giving a Choice</strong></td>
</tr>
<tr>
<td>To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.</td>
</tr>
<tr>
<td><strong># 10 Following Through</strong></td>
</tr>
<tr>
<td>Resolute, planned action in the face of ongoing disruptive behaviour that is seriously disturbing the learning environment.</td>
</tr>
</tbody>
</table>

Appendix 7 – Classroom flowchart

Classroom Management Flowchart

1. Look from the Teacher
2. Three Warnings - Choice
3. Thinking Chair
4. Exit to Buddy Class
5. Refer to Admin

Appendix 8 – Classroom Management Plan
Appendix 9- Identifying, Assessing and Responding to Risk
Identifying, Assessing and Responding to Risk

Student Name: ____________________  Class: _____  Date: _____________

EQ ID: ____________________  Class Teacher: ____________________

Assessment To be completed by at least ONE member of the Behaviour Management Team together with the class teacher.

Step 1.
Select the one (1) behaviour that is considered to be most severe at this time.

**Behaviour of Concern:**

<table>
<thead>
<tr>
<th></th>
<th>a) □ Injurious behaviour to self</th>
<th>f) □ Bullying behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b) □ Injurious behaviour to others</td>
<td>g) □ Oppositional behaviours</td>
</tr>
<tr>
<td></td>
<td>c) □ Dangerous behaviour to staff and volunteers</td>
<td>h) □ Disruptive behaviours</td>
</tr>
<tr>
<td></td>
<td>d) □ Injurious/dangerous behaviour leading to destruction of property</td>
<td>i) □ Social Interaction behaviours</td>
</tr>
<tr>
<td></td>
<td>e) □ Danger from external source</td>
<td></td>
</tr>
</tbody>
</table>

Step 2.
Based on the data already gathered indicate the expected likelihood of this behaviour occurring.

**Likelihood of Incident Occurring:**

<table>
<thead>
<tr>
<th></th>
<th>□ Very Likely (could happen frequently)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Likely (could happen occasionally)</td>
</tr>
<tr>
<td></td>
<td>□ Unlikely (could happen, but rarely)</td>
</tr>
<tr>
<td></td>
<td>□ Very unlikely (could happen, but probably never will)</td>
</tr>
</tbody>
</table>

Step 3.
Using the current data indicate the probable consequences if the behaviour continues.

**Consequences of Incident Occurring:**

<table>
<thead>
<tr>
<th>Physical Behaviours (a-e)</th>
<th>Social, Educational Behaviours (f, g, h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Extreme (possibility of death or permanent injury)</td>
<td>□ Extreme- total disengagement of self or others (exclusion)</td>
</tr>
<tr>
<td>□ Major (possibility of serious bodily injury)</td>
<td>□ Major- interrupted schooling of self or others (suspension, prolonged absence)</td>
</tr>
<tr>
<td>□ Moderate (injury requiring medical intervention)</td>
<td>□ Moderate- inconsistent response to support and intervention</td>
</tr>
<tr>
<td>□ Minor (basic level of first aid required)</td>
<td>□ Minor- likely to respond to appropriate support / intervention</td>
</tr>
</tbody>
</table>

Step 4.
Using the **Risk Rating Table** overleaf, calculate the **Measurement of Case Complexity** of this behaviour.

**RISK RATING TABLE:** A Measurement of Case Complexity

<table>
<thead>
<tr>
<th>Risk Rating</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXTREME</td>
</tr>
<tr>
<td><strong>Likelihood</strong></td>
<td></td>
</tr>
<tr>
<td>VERY LIKELY</td>
<td>1</td>
</tr>
<tr>
<td>LIKELY</td>
<td>2</td>
</tr>
<tr>
<td>UNLIKELY</td>
<td>3</td>
</tr>
<tr>
<td>VERY UNLIKELY</td>
<td>4</td>
</tr>
</tbody>
</table>

**Step 5.**
Identify the recommended response action and enter the **Case Management Process** at the level indicated on the **Case Management of Behaviour** flowchart.

**Response Recommended:**

- □ Rating 1, 2 or 3 = Do something about these risks immediately. **Level 1.**
- □ Rating 4 or 5 = Do something about these risks as soon as possible. **Level 2.**
- □ Rating 6 or 7 = These risks may not need immediate high-intensity attention. **Level 3.**

**Interview Notes:**