

Upper Brookfield State School



Responsible Behaviour Plan 2018-2022



RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Based on the *Code of School Behaviour*

1. Purpose

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

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

Upper Brookfield State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through P&C meetings, staff meetings and class discussions.

The following important data sets **also** informed the development process for this school:

attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying; and other inappropriate online behaviour, including inappropriate use of mobile phones or other electronic devices 2012-2017.

The Plan was endorsed by the Principal and the President of the P&C in 2018, and will be reviewed in 2022.

3. Learning and Behaviour Statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Upper Brookfield 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.

At Upper Brookfield State School, we believe in the value of positive relationships between staff, students, parents and the greater community to develop optimal learning conditions and positive behavioural outcomes.

Nurturing our Nest

Our Responsible Behaviour Plan is based on the model of 'Nurturing Our Nest'

We teach and promote the following high standards of **safe, respectful and responsible** behaviour. This is guided by our three rules, which are

1. Nurture self
2. Nurture others
3. Nurture place

We take pride in the professional attributes of our staff and their capacity to encourage and model 'nurturing' behaviours. We also believe that children have the right to a happy and safe school life.

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 and Responding to Behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Upper Brookfield State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings as well as our process for making judgements about behaviour for assessment and reporting.

Proactive Universal Behaviour Support (For All Students):

Upper Brookfield State School uses a wide variety of strategies and resources to explicitly teach the values and social skills supported in our school community and our 'nurturing the nest' philosophy.

Upper Brookfield State School implements the following proactive and preventative processes and strategies to support student behaviour.

Playtime Debriefs – There is an expectation that all classrooms assign a short amount of time after each break to resolve any issues that may have arisen during playtime.

Life Skills - There is an expectation that all classrooms assign time each week for the explicit teaching of social skills/emotional resilience skills.

School Assemblies - Weekly assemblies are used to highlight and explicate aspects of the positive behavioural expectations with role play, modelling and examples.

School Noticeboards – Renewed each term and used to reinforce social skills and important messages (such as the key values/attributes for the term).

School Website and Social Media - Carries regular messages from the principal based on our values/social skill/emotional resilience education programs. This encourages families to discuss these topics at home, supporting and reinforcing messages being given at school.

School Newsletter – The newsletter will communicate messages that enable parents to be actively and positively involved in school behaviour expectations.

Curriculum Planning – Curriculum ensures values are embedded in units of work across the year levels (Pullenvale Environmental Education Centre programs align with classroom curriculum and reinforce school values).

Induction Program – Induction to Responsible Behaviour Plan given to new students and their families and new and relief staff.

Professional Development - Opportunities relating to our Values and Social Skills program and behavioural approaches are sought and utilised.

Individual Learning Plans - developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

Modelling – Members of the school community regularly model our values and social skills, providing students with positive examples of friendship and highly appropriate behaviours within a school setting.



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At Upper Brookfield 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.

- **Class Reward System** - Classes co-construct class expectations at the start of each year. Classrooms recognise positive individual and group behaviour through a range of possible consequences.
- **School Assemblies** – Students are given recognition in front of the whole school community for positive behaviour at weekly assemblies.
 - *Principal's Awards* - These awards will be given out occasionally in recognition of positive behaviours or work habits that are above and beyond the school expectations.
 - *Student of the Week Awards* – Teacher recognises positive behaviour related to the behaviour/value focus of that week.
 - *Encouragement Awards* - Teacher recognises student improvement in academic performance or attitude for that week.
 - *Student Council Playground Awards* – Students leaders nominate students who have shown positive behaviour in the playground and one award per week is presented on assembly.

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

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.

Targeted Behaviour Support

Upper Brookfield State School recognises that at times we have a small number of students who are identified through data as needing targeted behavioural support. In most cases these behaviours may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk.

Focus on Positive Relationship Building:

Teachers focus on building positive relationships with students. Our staff unite to support each other to ensure we are developing children to become contributing members of society, understanding that they are all individual and with different levels of need, experience and maturity, which is ever-changing

Special Needs Committee Support

Classroom teachers can complete a special needs referral if they are concerned about particular students' behaviours. The SNC may support the teacher with the following courses of action:

- Referral to Guidance Officer for assessment
- Referral to Behaviour Support Team for individual or group support
- Provision of a 'buddy' teacher to mentor or use as a 'retreat' from their own class
- Suggested structured break time activities or designated play areas
- Probing of learning difficulties/underlying issues that may affect behaviour. This may lead to curriculum/teaching/learning adjustments.

We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

The Special Needs Committee:

- works with other staff members and external agencies as required to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.



5. Consequences for Inappropriate or Unacceptable Behaviour

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

OneSchool is used to record all major and regular minor behaviour.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

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

Major unacceptable behaviours may result in the following consequences:

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



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Definition of Consequences

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Temporary Removal of Property	<p>A principal or staff member of Upper Brookfield State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>

School Disciplinary Absences (SDA)

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

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

Staff Response to Behaviour

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

When responding to behaviours, staff members may use the following methods:

- redirect to 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 with the student an action plan to exhibit the expected school behaviour.



6. Emergency Situation or Critical incident Responses

When responding to emergency situations or critical incidents involving severe unacceptable behaviour, actions taken are consistent and responsive to the safety and well-being of students and staff.

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

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

Immediate Strategies

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

Reinforcement and Corrective Strategies

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

Follow Up Strategies

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



Non-Violent Crisis Intervention

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must be carried out by a trained staff member, and:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always use minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, ability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool.

7. Network of Student Support

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

Peer Support

- Student leadership roles
- Student Buddy program
- Extracurricular activities

Community

- Parents
- Local organisations
- Teachers
- P&C
- Hall Committee
- Story Dogs
- Lilley Place
- Headspace

School Staff

- Teachers
- Teacher aides
- Principal
- Advisory Visiting Teachers (AVT) as relevant
- Guidance Officer/Senior Guidance Officer
- Student Special Needs Committee (Principal, GO, relevant AVT's, classroom teacher representative)

Other

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



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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. This is done by:

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

9. Related Legislation

- [*Commonwealth Disability Discrimination Act 1992*](#)
- [*Commonwealth Disability Standards for Education 2005*](#)
- [*Education \(General Provisions\) Act 2006*](#)
- [*Education \(General Provisions\) Regulation 2006*](#)
- [*Criminal Code Act 1899*](#)
- [*Anti-Discrimination Act 1991*](#)
- [*Commission for Children and Young People and Child Guardian Act 2000*](#)
- [*Judicial Review Act 1991*](#)
- [*Weapons Act 1990*](#)
- [*Work Health and Safety Act 2011*](#)
- [*Work Health and Safety Regulation 2011*](#)
- [*Right to Information Act 2009*](#)
- [*Information Privacy \(IP\) Act 2009*](#)

10. Related Procedures

- [*Safe, Supportive and Disciplined School Environment*](#)
- [*Inclusive Education*](#)
- [*Enrolment in State Primary, Secondary and Special Schools*](#)
- [*Student Dress Code*](#)
- [*Student Protection*](#)
- [*Hostile People on School Premises, Wilful Disturbance and Trespass*](#)
- [*Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions*](#)
- [*Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems*](#)
- [*Managing Electronic Identities and Identity Management*](#)
- [*Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*](#)
- [*Temporary Removal of Student Property by School Staff*](#)

11. Related Resources

- [*Schoolwide Positive Behaviour Support*](#)
- [*Code of Conduct for School Students Travelling on Buses*](#)
- [*National Safe Schools Framework*](#)
- [*National Safe Schools Framework Resource Manual*](#)
 - [*Working Together resources for schools*](#)
- [*Cybersafety and schools resources*](#)
- [*Bullying. No way!*](#)
- [*Take a Stand Together*](#)

12. Endorsement

Principal

P&C President



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SCHOOLWIDE EXPECTATIONS MATRIX

	NURTURE SELF	NURTURE OTHERS	NURTURE ENVIRONMENT
ALL AREAS	<ul style="list-style-type: none"> Use furniture/equipment safely and appropriately Follow school safety procedures Take an active role in school activities Use positive self-talk and have a resilient attitude Apply yourself and complete tasks to the best of your ability Minimise school absences Be honest Laugh 	<ul style="list-style-type: none"> Use common courtesies, friendliness and manners at all times Speak respectfully Follow staff instructions straight away Respect other's personal space and their right to have their own point of view Be a good listener Value other people's opinions and contributions Encourage others and demonstrate empathy and acceptance Ensure bullying/harassment is not present in personal behaviour 	<ul style="list-style-type: none"> Be a problem solver Respect others' property Care for equipment Use furniture/equipment appropriately Clean up after yourself Report any damages, or unusual activity or observations Act safely
BEFORE SCHOOL	<ul style="list-style-type: none"> Smile and start the day with a positive attitude Eat Breakfast Personal hygiene attended to (shower, wash face, deodorant) Clean and correct uniform Be prepared (complete homework and tasks for school, organise lunch and belongings for school day) Be tidy (place bags on racks, get out homework folders etc) Be punctual and prepared for learning 	<ul style="list-style-type: none"> Say good morning to other students and staff Play inclusive games with children at school Be helpful towards staff and students 	<ul style="list-style-type: none"> Be aware of and look after plants and animals by respecting them and not touching them.
CLASSROOM	<ul style="list-style-type: none"> Enter and exit room in an orderly manner Walk inside Be aware of your surroundings and adapt your actions accordingly Persist and believe you can achieve Avoid and ignore distractions Ask for help when you need it Keep work space tidy 	<ul style="list-style-type: none"> Raise your hand to speak and talk in turns Keep voice volume at an inside noise level Keep work space tidy and limbs to yourself Respect other people's space and privacy and their right to learn Be a good listener Support peers Respect others' property Ask permission to leave the classroom 	<ul style="list-style-type: none"> Leave classroom clean and tidy at the end of the day Ensure tidy trays are organised and neat
PLAYGROUND	<ul style="list-style-type: none"> Participate in games that have school approval Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Be a problem solver (flexible and creative) Play fairly and be a good sport – take turns, invite others to join in and follow rules Include others Respect others' property Support peers 	<ul style="list-style-type: none"> Return equipment to appropriate place at the bell Be aware of and look after plants and animals by not interfering with them. Follow the sports shed protocol Ensure you are in the correct areas
TOILETS	<ul style="list-style-type: none"> Go to the toilet in your breaks to maximise your learning time Listen to your body and go to the toilet when you need to. Wash your hands thoroughly with soap Enter and exit the toilet safely and sensibly 	<ul style="list-style-type: none"> Respect privacy of others Behave sensibly and responsibly Close the lid to the toilet Clean up any accidental mess before you leave 	<ul style="list-style-type: none"> When finished; Flush and close the lid to the toilet Clean up any accidental mess before you leave Ensure all taps are turned off after washing hands
AFTER SCHOOL	<ul style="list-style-type: none"> Smile and finish the day being thankful Wait until you are dismissed by the teacher on duty Eat afternoon tea and dinner Personal hygiene attended to (shower, wash face, deodorant) Be prepared (complete homework and tasks for school) Be tidy (unpack school bag) Do some exercise Go to bed early for a good night's sleep 	<ul style="list-style-type: none"> Say goodbye to students and staff Smile and say hello to the person picking you up 	<ul style="list-style-type: none"> Be aware of and look after plants and animals by not interfering with them. Keep your belongings with you and don't leave them around the school

Guide to Making Judgement

- A – Typically demonstrates the above behaviours without prompting
 B – Typically demonstrates the above behaviours with minimal prompting
 C – Typically demonstrates the above behaviours with some prompting
 D – Typically demonstrates the above behaviours with regular prompting
 E – Typically demonstrates the above behaviour with frequent prompting



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The following table outlines examples of minor and major behaviour incidents*

EXAMPLES OF MINOR AND MAJOR BEHAVIOURS *			
	Area	Minor	Major
SELF	Play	<ul style="list-style-type: none"> - Incorrect use of equipment - Not playing school approved games - Playing in toilets 	<ul style="list-style-type: none"> - Throwing objects - Possession of weapons
	Classroom and Following instructions	<ul style="list-style-type: none"> - Not completing set tasks - Refusing to work - Not being punctual - Low intensity failure to respond to adult request - Non compliance - Unco-operative behaviour - Not completing set tasks that are at an appropriate level - Refusing to work 	<ul style="list-style-type: none"> - Leaving class without permission (out of sight) - High Intensity/Frequent failure to respond to adult request - High Intensity/Frequent non compliance - High Intensity/Frequent unco-operative behaviour
	Movement around school	<ul style="list-style-type: none"> - Running on concrete or around buildings - Running under the main block 	<ul style="list-style-type: none"> - Leaving school without permission
	Physical contact	<ul style="list-style-type: none"> - Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> - Serious physical aggression - Fighting
	Attitude, Language, Accepting outcomes for actions	<ul style="list-style-type: none"> - Inappropriate language (written/verbal) - Calling out - Poor attitude - Disrespectful tone 	<ul style="list-style-type: none"> - Offensive language - Aggressive language - Verbal abuse / directed profanity
	Correct Attire	<ul style="list-style-type: none"> - Not wearing a hat in playground - Not wearing shoes outside 	
	Mobile Phones/Personal technology devices	<ul style="list-style-type: none"> - Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) - Mobile phones not handed to office for duration of school day 	<ul style="list-style-type: none"> - Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation - Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
OTHERS	Other students	<ul style="list-style-type: none"> - Not playing fairly, not listening to others' opinions 	<ul style="list-style-type: none"> - Major bullying
		<ul style="list-style-type: none"> - Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> - Serious physical aggression - Fighting
		<ul style="list-style-type: none"> - Minor bullying 	<ul style="list-style-type: none"> - Major defiance
		<ul style="list-style-type: none"> - Minor defiance 	<ul style="list-style-type: none"> - Blatant disrespect
		<ul style="list-style-type: none"> - Minor disruption to class 	<ul style="list-style-type: none"> - Major disruption to class
			<ul style="list-style-type: none"> - Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
ENVIRONMENT	School, natural environment and belongings (own and others)	<ul style="list-style-type: none"> - Petty theft 	<ul style="list-style-type: none"> - Stealing / major theft - Wilful property damage - Vandalism
		<ul style="list-style-type: none"> - Minor or accidental damage of school property 	<ul style="list-style-type: none"> - Destruction of school property/vandalism
		<ul style="list-style-type: none"> - Disrespect of lack of care for plants and animals 	<ul style="list-style-type: none"> - Wilful damage and violence towards plants and animals

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.



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 disciplinary consequences.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Upper Brookfield State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

recording; and/or

disseminating material (through text messaging, display, internet uploading etc); and/or,

knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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



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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 assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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



Appendix 1 - Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Upper Brookfield State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Upper Brookfield State School. Research indicates that both those being bullied and those who bully are at risk of 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 Upper Brookfield 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 Upper Brookfield 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 Upper Brookfield State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.



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Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately. (Our school) will then investigate and respond to any incident of cyberbullying.
10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Upper Brookfield State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Upper Brookfield State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
15. Upper Brookfield 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.



Appendix 3 – Working Together to Keep Upper Brookfield State School Safe

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

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

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including student disciplinary absences if required.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Upper Brookfield State School safe?

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



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Appendix 4 – Internal Behaviour referral Form

Student Name:				
Date:		Time:	Class:	Playground
Referring staff member :				Specialist Lesson
				Classroom
				Other
Behaviour				
Minor (Please tick)			Major (Please tick)	
Defiance/Disrespect			Defiance/Disrespect	
Low intensity brief failure to follow directions			Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact			Physical Aggression	
Student engages in non-serious but inappropriate physical contact.			Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc)	
Inappropriate language			Inappropriate / Abusive language	
Low intensity language (eg shut up, idiot etc)			Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption			Disruption	
Low intensity but inappropriate disruption.			Repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse			Vandalism	
Low intensity misuse of property.			Student engages in an activity that results in substantial destruction or disfigurement of property	
Bringing/using personal property at school			Bringing/using personal property at school	
Access social media website such as Facebook during school hours			Possess items (eg. weapons including knives) that could potentially affect the safety and wellbeing of students and staff.	
Dress Code			Dress Code	
Student wears clothing that is near, but not within, the dress code guidelines defined by the school.			Refusal to comply with school dress code.	
Safety			Safety	
Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.			Student engages in frequent unsafe activities where injury may occur.	
Dishonesty			Major Dishonesty	
Student engages in minor lying/cheating not involving any other person.			Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other			Bullying	
			Repeated teasing, physical and verbal intimidation of a student.	
			Other	
School Expectation Category				
NURTURE SELF		NURTURE OTHERS		NURTURE ENVIRONMENT
Others involved in incident				
None		Peers	Staff	Other

