



The Code of School Behaviour

Better Behaviour
Better Learning

ABERGOWRIE STATE SCHOOL

Responsible Behaviour

Plan for Students

based on *The Code of School Behaviour*



1. Purpose

Abergowrie 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

Abergowrie State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during Semester 1, 2017. We adopted the FUN FRIENDS and HIGH 5 Education Program as the basis of our behaviour program at Abergowrie State School.

The Plan was endorsed by the Principal, the Assistant Regional Director and the President of the P&C in 2017, and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

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

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

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

- I Am Safe & Responsible
- I Am Respectful
- I Am A Learner.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

Abergowrie State School

Behaviour Expectations

A set of behavioural expectations in specific settings has been attached to each of our three school rules.

	<i>I AM SAFE when I</i>	<i>I AM RESPECTFUL when I</i>	<i>I AM A LEARNER when I</i>
At School	Walk on the concrete Follow teacher's instructions Be in the right area Keep my hands, feet and body to myself	Wear my school uniform Look after school property/ equipment Wear my school leader badge Stand appropriately on parade	Arrive at school on time Come to school every day
Learning Areas	Walk in the classroom Sit on my chair properly Ask if I need to go out of the room Use my equipment properly Walk between classrooms sensibly Keep my hands, feet and body to myself	Put my hand up to speak Don't put-down others/swear Use manners Use 'good' words towards each other Co-operate Listen to the person giving instruction	Do what I am asked to do Listen to instructions Try my best Am prepared/organised Ask questions Don't distract others while learning
Playground	Keep my hands, feet and body to myself Play fairly Take turns Follow the rules Use the equipment properly Stay within school grounds Wear a hat/sunscreen	Look after equipment by putting things away When I let other people make their own play choices Help my fellow students pack up equipment (even if I didn't use it) Play by the set rules of a game	Keep to the rules of the game Explain/agree on the rules <u>before</u> playing
Eating	Sit down while eating Eat with my mouth closed	Respect people's food choices Eat nicely Put rubbish in the correct bin Pick up rubbish even if it's <u>not</u> mine	Make 'good' food choices

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

- Expected behaviours are explicitly taught by teachers.
- Reinforcement of learning on parade and during active supervision by staff during classroom and non-classroom activities.

Abergowrie State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Abergowrie State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Development of specific policies to address:
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 1).
 - The Use of Personal Technology Devices* at School (Appendix 2).

Reinforcing expected school behaviour

At Abergowrie State School, communication of our key messages about behaviour is backed up through classroom behaviour traffic lights, which provides students with feedback for engaging in expected school behaviour. Recognition and monitoring system lead by the students has been developed using **Gotcha's**, and Awards on assemblies. 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.

Responding to unacceptable behaviour

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. This will be indicated on the Classroom Behaviour Ladder, with a warning.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act in accordance with our expectations: I Am Safe, I Am Respectful, I Am a Learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support

Should students at Abergowrie State School be identified through our data as needing extra support to meet our expectations of positive behaviour, we aim to offer this in a timely manner so that their learning and social success is not jeopardised.

On the occasions when this targeted behavioural support become necessary, positive strategies for rewarding behaviour ("Catching students doing the right thing") becomes a crucial element of intervention. Increased academic support, social skills training and counselling are also offered as required.

Intensive behaviour support

Unacceptable behaviour in the classroom or playground is dealt with using a 'community conferencing' approach. In a calm atmosphere, all parties state their concerns and negotiate appropriate outcomes and/or consequences with the assistance of an adult mediator

Abergowrie State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

In many cases a support teams is developed which includes individuals from other agencies already working with the student and their family, the school principal and behavioural support staff.

Referrals for intensive support typically involve the input of a cluster-based Guidance Officer or other personnel with behavioural expertise. These personnel work with school staff to develop appropriate behaviour support strategies, monitor the progress of interventions and make adjustments as required for the student. This would also involve the development of individualised support plans, enabling staff to make the necessary adjustments to support these students consistently.

5. Consequences for unacceptable behaviour

Abergowrie 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 predetermined consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the 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 is referred directly to the school principal

Minor behaviours are those that:

- are minor breaches of our schoolwide expectations, detailed on the matrix
- 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

Minor problem behaviours may result in the following consequences:

Level 1 - a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

Level 2 - a re-direction procedure. The staff member takes the student aside and:

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major problem behaviours result in an immediate referral to Administration because of their serious nature. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. Staff will then complete the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

Level 3 - Time in office, alternate lunchtime activities, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence;
and / or

Level 4 - Parent contact, referral to Guidance Officer, suspension from school.

Level 5 - Students using behaviours involving major violent physical assault, the supply/use of weapons and the supply/use of drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

NB. There are conditions under which a principal or staff member of a state school has the power to temporarily remove property from a student. The procedures are outlined in the relevant policy listed in section 10 (Related Policies).

The following table outlines examples of major and minor problem behaviours.

Level 1 (minor)

Classroom	Non-classroom Settings	Possible Action
<ul style="list-style-type: none"> • calling out • ignoring instructions • wasting time • conversations during instruction of working time • walking around • wanting drink/toilet constantly • lateness • rocking on chair • persistent getting out of chair • destruction of own property • refusal to participate in program of instruction • refusal to following teachers instructions • lying • trying to get out of homework • looking at others work 	<ul style="list-style-type: none"> • hats off in playground • not sitting while eating • littering • using equipment incorrectly • running on concrete/stairs • interfering with others at play • destruction of own property • taking hats or other students property • not returning on the bell • physically intimidating • lying • bad sportsmanship • taking another students play equipment • changing the rules of a game • bringing prohibited items to school – including electronics and toys 	<ul style="list-style-type: none"> • correction of behaviour and re-stating / reteaching of required behaviour • down one rung on the behaviour ladder

Level 2 (minor)

Classroom	Non-classroom Settings	Possible Action
<ul style="list-style-type: none"> • answering back • refusal to work • defiant • stealing • deliberate misuse of equipment • interfering with other students opportunity to learn • deliberate annoyance of others including making noises • taking others equipment • repeated Level 1 behaviours x 2 	<ul style="list-style-type: none"> • inappropriate language – name calling, one off swearing • inappropriate gestures or notes • teasing/upsetting others – physical intimidation • dangerous or rough play including hitting • harassing others for food, money or toys • hiding in the grounds • locking teacher or teacher aide out of room • inappropriate use of technology • in school grounds out of hours • stealing (non valuables) • misconduct involving objects – slamming doors, kicking chairs • not wearing a hat after 3 warnings • repeated Level 1 behaviours x 2 	<ul style="list-style-type: none"> • correction of behaviour and re-stating / reteaching of required behaviour • Individual discussion with the student • down one rung on the behaviour ladder • Loss of playtime and apology note • One School reporting

Level 3 (major)

Classroom and Non-classroom Settings		Possible Action
<ul style="list-style-type: none"> • repeated Level 2 behaviours e.g. continued misbehaviour (calling out, disobeying instructions, distracting others) • truant behaviour • Refusal to participate – 3 minor referrals in a week • Office referral • repeated Level 2 behaviours x 2 	<ul style="list-style-type: none"> • defacing/damaging school or others' property – smashing destroying objects • being in possession of banned items knives, bullets, pornographic material, guns, • going through other peoples items • bullying behaviours (including cyber-bullying) • substance abuse • threatening others • verbal misconduct aimed at a person – threatening, derogatory, F's or C's • lying to get others into trouble • inappropriate behaviour whilst in school uniform – break and enter, stealing, vandalising, defacing property, verbal misconduct • stealing (valuables) • repeated Level 2 behaviours x 2 	<ul style="list-style-type: none"> • Discussion with Principal • Parent/carer notified/meeting • All staff notified • Student on behaviour chart for three days • One School reporting

Level 4 (major)

Classroom and Non-classroom Settings		Possible Action
<ul style="list-style-type: none"> • repeated disruption of classroom environment • repeated failure to commence work and work satisfactorily in learning activities • wilful severe damage of property including throwing desks and chairs • yelling and screaming • within 3 days of behaviour chart continue escalating • repeated Level 3 behaviours x 2 	<ul style="list-style-type: none"> • spitting at /swearing at/abusing other students (including racial abuse) • physical fighting (with students or adults) • verbal abuse or threats to adults • sexual harassment • inappropriate touching of self and others • severe ongoing bullying (physical/emotional harm of others, including cyber-bullying) • damaging computers • inappropriate use of computers and emails • severe ongoing defiance 	<ul style="list-style-type: none"> • Parent meeting - consequences discussed • Behaviour plan negotiated with student, teacher/principal and parent/carer • All staff notified • Involvement of Guidance officer • One School reporting

Level 5 (major/crisis)

Classroom and Non-classroom Settings	Possible Action
<ul style="list-style-type: none"> • severe physical abuse / assault of staff / students • severe verbal abuse • illegal drugs at school • threatening students / staff with weapons • sexual assault / abuse • repeated Level 4 behaviours 	<ul style="list-style-type: none"> • Immediate referral to office • Involvement of Guidance officer • Individualised intervention plan • Suspension • One School

Ensuring consistent responses to problem behaviour

At Abergowrie State School staff members are authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training to ensure consistent responses to problem behaviour across the school.

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Abergowrie 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
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Abergowrie State School One School Behaviour portal
- Health and Safety incident record
- debriefing report (for student and staff) (Appendix 4).

7. Network of student support

Students at Abergowrie State School are supported through positive reinforcement and a system of school-wide, targeted and intensive behaviour supports:

- Parents
- Teachers
- Support Staff
- Guidance Officer
- Advisory Visiting Teachers

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

- Department of Communities (Child Safety Services)
- Hinchinbrook Neighbourhood Centre
- Child and Youth Mental Health
- Hinchinbrook Family
- 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.

Abergowrie State School considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

Appendix 1

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

1. **Abergowrie State School** strives to create a safe and respectful learning environment for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Abergowrie State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's expectations of positive behaviour (see page p1).
3. Bullying behaviours that will not be tolerated at Abergowrie State School includes continued name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet (cyber-bullying), 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.

Schoolwide strategies

Our schoolwide program (FUN FRIENDS) and Behaviour Expectations Matrix will be maintained at all times and will therefore remain the primary strategy for preventing and responding to problem behaviour, including bullying behaviours. This has three main aspects:

1. It is important that all our students know our school rules and have been taught the expected behaviours attached to each rule in all areas of the school (see Matrix on page 2). These procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying behaviours
2. All students should be receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with treating others with respect and avoiding the use of bullying behaviours
3. Thirdly, a high level of active supervision by staff in all areas needs to be maintained.

Appendix 2

The Use of Personal Technology Devices* at School

This policy reflects the importance that Abergowrie State School places on students displaying 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 or digital video cameras to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

MP3 Players, Ipods and Mobile Phones

These personal technology devices are not encouraged at our 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 once students have entered the school gate. Personal technology devices may be used after school on the bus once they have left the school gate.

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 Abergowrie 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.

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 bullying¹ 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.

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, 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.*

Appendix 3

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

ABERGOWRIE STATE SCHOOL POLICY ON BULLYING PREVENTION AND INTERVENTION

Definition

Bullying is intentional repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It involves the use of power in relationships.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, ethnicity, religion, culture, disability, sexual orientation. Bullying can occur between adults, between students, and between students and adults in the setting of a school.

Bullying behaviour can be:

- Verbal (e.g. name calling, teasing, threats, being rude)
- Physical (e.g. hitting, spitting, tripping, making rude gestures)
- Social or psychological (e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages)

Conflicts or fights between equals, or single incidents of disagreement between friends are not defined as bullying.

Purpose

There is no place for bullying at Abergowrie State School. Every member of the Abergowrie State School community, both adults and students, has the right to expect that he or she will spend the school day free from bullying and intimidation.

Our aim as a school community is:

- To promote positive conversations and collaboration around the issue of bullying
- To provide opportunities for students, parents, caregivers and staff members to develop the skills to deal with bullying behaviour
- To promote respectful relationships within the whole school community

Rationale

Research indicates that those who are bullied are more likely to experience impaired social and emotional adjustment, poor academic/work achievement, anxiety, depression, poorer physical health, higher absenteeism, increased loneliness and low self-esteem. Those who repeatedly bully others often have the same symptoms as those experiencing the bullying.

These outcomes are in direct contradiction to our goals and efforts to support all students and adults in our school community.

Research also 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 (or reporting) to help the person being bullied.

Whilst our school would never encourage anyone to place themselves at risk, our anti-bullying procedures involve explicitly 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.

Students, staff, parents and caregivers all have a shared responsibility to refrain from, respond to and prevent bullying behaviour.

Prevention

Abergowrie State School's school-wide framework for establishing and maintaining positive behaviour for learning, together with the FUN FRIENDS program, is our primary strategy for preventing problem behaviour, including bullying behaviour. That is:

- All students and adults know and understand the expectations of I am Safe and Responsible, I am Respectful and I am a Learner

- All teachers have explicitly taught the behaviours attached to each expectation in all areas of the school
- Explicitly teaching the skills of being an 'Upstander'
- All staff members teach and encourage confidence (academic and social), persistence, organisation, getting along, and emotional resilience
- All teachers have explicitly taught specific routines in non-classroom areas (e.g. exiting the classroom, appropriate playground behaviour, re-entering classrooms, transitions)
- All students are receiving high levels of positive reinforcement, from all staff, for demonstrating expected behaviours
- Staff exhibit a high level of quality active supervision in all areas at all times.
- Explicitly teaching the skills of being bucket fillers rather than bucket dippers.
- Explicitly teaching the concept of 7 positives to one negative.

Abergowrie State School uses behavioural data (primarily OneSchool) for decision-making. This data 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.

Responsibilities

The Principal has a responsibility to:

- Maintain a positive climate of respectful relationships where bullying is less likely to occur
- Develop and implement programs for bullying prevention
- Embed anti-bullying messages into each curriculum area and in every year level
- Develop and implement early intervention support for students identified by the school as being at risk of developing long term difficulties with social relationships
- Develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- Empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- Develop and publish clear procedures for reporting incidents of bullying to the school
- Respond to incidents of bullying that have been reported to the school quickly and effectively
- Match a planned combination of interventions to the particular incident of bullying
- Provide support to any student or adult who has been affected by, engaged in or witnessed bullying behaviour
- Provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- Identify patterns of bullying behaviour and respond to such patterns
- Monitor and evaluate the effectiveness of the Plan
- Report annually to the school community on the effectiveness of the Plan

School staff have a responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan
- Explicitly teach the expected behaviours
- Use a common language when referring to the social, emotional and behavioural matters.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity

- Behave as responsible digital citizens
- Follow the school Anti-Bullying Plan
- Behave as responsible bystanders – be Upstanders
- Report incidents of bullying according to their school Anti-Bullying Plan

Parents and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Support their children to take responsibility for their own behaviour
- Be aware of the school Anti-Bullying Plan and assist their children to understand bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the schools Anti-Bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur

All members of the school community have the responsibility to:

- Model and promote positive relationships that respect and accept individual differences and diversity in the school community
- Support the school's Anti-Bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur

ABERGOWRIE STATE SCHOOL ANTI-BULLYING PLAN

IDENTIFY

Is it bullying? Refer to definition in bullying policy.

Signs that *may* identify students who have been bullied, or those who bully others, include:

- Does not want to go to school
- Suddenly unable to sleep
- Becomes moody
- Frequently sick with vague symptoms
- Unexplained bruises
- School performance falls

REPORT

All cases of bullying, which are reported, will be followed up. Members of the School community are encouraged to report bullying.

- Students – report to teachers, Principal, other students/friends, parents
- Parents – report to class teacher and/or Principal
- Bystanders – report to teachers, Principal, other students/friends, parents

RESPOND

Reported cases can be dealt with in several ways. We recognised that each case is different and may require a special approach. In all cases it is important to ensure that:

1. Those being bullied are believed and made safe
2. All reports are investigated and documented on One School – who; what; when; where; how often
3. Agreed-upon lines of communication are established between stakeholders (e.g. team meetings)
4. Those identified by others as demonstrating bullying behaviours are informed of the allegations
5. Both those bullying, and those being bullied, are offered support

MONITOR AND EVALUATE

- Keep accurate records of incidents and their management
- Record all contacts and conversations with students and adults involved
- Monitor bullying incidents on OneSchool records
- Evaluate responses based on data
- Evaluate anti-bullying plan in conjunction with RBPS review
- Survey school community regularly to monitor bullying and cyberbullying rates

REVIEW STRATEGIES AND INTERVENTIONS

- Staff training and development
- Explicit teaching
 - Being an Upstander
 - Defining Bullying
 - Diversity and Inclusivity
 - Emotional Resilience FUN FRIENDS
 - Getting Along
 - The High 5
 - Kind words & build ups
 - play time behavioural rewards
- Information sessions for staff and students (e.g. QPS talks around cyber-bullying)
- Sports Leaders (e.g. playground mentoring; promoting teamwork and peer support)

- Guidance Officer
- Student Support Services
- Individual Student Support Teams

BULLYING

Individual Conversation Guide

There is no place for bullying in Freshwater State School. Every member of the Freshwater State School community, both adults and students, has the right to expect that he or she will spend the school day free from bullying and intimidation.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Behave as Upstanders
- Report incidents of bullying

Is it bullying?

- Intentional
- Repeated
- Imbalance of power

Who is involved?

- Are you normally friends?
- Are there any witnesses?

What is involved?

- Verbal (e.g. name calling, teasing, threats, being rude)
- Physical (e.g. hitting, spitting, tripping, making rude gestures)
- Social or psychological (e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages)

When is it happening?

Where is it happening?

ALWAYS RECORD
conversations with students
and adults in OneSchool (in
CONTACTS)
and
ALWAYS REFER this contact to
HoSS and Line Manager.

You are being bullied ...	You are bullying ...	You are a bystander ...
How long has this been happening?	How long has this been happening?	How long has this been happening?
<u>How many times has this happened?</u>	<u>How many times has this happened?</u>	<u>How many times has this happened?</u>
<u>Have you reported anything before? Who to?</u>	Have you been spoken to about this before? By whom?	<u>Have you reported anything before? Who to?</u>
<u>What was the outcome when you reported it?</u>	What does the expectation of Be Respectful mean?	<u>What was the outcome when you reported it?</u>
<u>Do you feel you can speak up at the time?</u>	What does the expectation of Be Safe mean?	Do you feel you can speak up at the time?
<u>Please report any incidents like this as they happen, so we can help.</u>	How can you change your behaviour to show respect and safety? What help do you think you need in order to do this?	Please report what you see/hear to an adult so we can help. You can do this quietly, without anyone knowing.

Abergowrie State School



Name:

Date:

Individual Behaviour Chart

<i>Times</i>	<i>Rewards</i>	<i>Target</i>	<i>Tally</i>
<i>Before School Reader Change</i>			
<i>Morning Session</i>			
<i>Morning Tea</i>			
<i>Middle Session</i>			
<i>Lunch Time Play</i>			
<i>Afternoon Session</i>			
<i>Homework Club</i>			

Signed Principal

Signed Class Teacher

Signed Parent



Apology Note

Date:

Dear _____,

I am sorry for

This is wrong because:

In the future I will

From _____