

# Responsible Behaviour Plan 2013



Loganholme State School  
*Believe and Achieve*



# Loganholme State School

## Responsible Behaviour Plan for Students

### 1. Purpose

Loganholme 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

To address the area of consultation and response to data Loganholme State School uses a number of approaches. The consultation process includes:

- Parent Opinion Survey
- Student Opinion Survey
- Staff Opinion Survey

This data provided useful insight into how parent, students and staff view the issue of Behaviour Management at Loganholme State School. Data collected on One School is another key data set utilised when developing this school plan.

The plan was endorsed by the Principal, the President of the school P&C Association and the Assistant Regional Director.

### 3. Learning and behaviour statement

Staff and students at Loganholme State School have the right to work and learn to their potential, free from disruptions, abuse or threat in a safe and supportive environment. To enable this to occur, we believe that:

- different learning styles and abilities must be catered for through quality curriculum planning, delivery and adjustment;
- the expected fair and non-violent behaviours that build positive relationships need to be taught, modelled and encouraged;
- positive, proactive encouragement of the expected fair and non-violent behaviours is the foundation;
- acknowledging and rewarding positive behaviour is deliberate and regular.

We also believe in fair and non-violent behaviours which encompass such qualities as respect, tolerance, self-discipline and co-operation as outlined in *The National Framework for Values Education*.

We respect and value the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that in exercising one's rights and responsibilities, one must actively contribute to a positive community spirit.

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

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

#### • Universal behaviour support

The Whole School Behaviour Support system at Loganholme was designed to achieve the following:

- ✓ Set high expectations for the behaviour of ***all*** students.
- ✓ To establish a positive behaviour culture valued across the school and the community.
- ✓ To provide all students with a system that demonstrates consistency, equity, and transparency for all classes and year levels.
- ✓ Encourage and motivate students to strive for excellence with their behaviour.
- ✓ Acknowledge, reward and celebrate students who consistently following the school rules.
- ✓ Set consistent and logical consequences for students who do not follow the school rules.
- ✓ Improve the communication between school and home so that parents and carers are informed regularly about both positive and negative behaviour.

Students at Loganholme State School are expected to model these rules daily:

- ✓ ***We follow instructions.***
- ✓ ***We keep our hands and feet to ourselves.***
- ✓ ***We respect the property of others.***
- ✓ ***We do not say things to hurt others.***
- ✓ ***We listen when others are talking.***

To achieve this we have a number of systems in place that work together to respond and provide positive behaviour choices at school. Below is an overview which is enlarged upon in **Appendix D**.

1. Daily Zone System
2. Red and Blue Cards (to align playground expectations with the classroom).
3. Believe and Achieve Passport – Point System
4. Annual Believe and Achieve Thermometer
5. End of Term Behaviour Reward Days

#### Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response from staff is to:

- ✓ Warn the student the behaviour choices they are making are not appropriate
- ✓ Remind the student of expected school behaviour
- ✓ Ask the student to acknowledge and state the school rule they are breaking
- ✓ Prompt student to articulate alternative appropriate behaviour / choice.
- ✓ Highlight to the student if they continue with the behaviour, what the consequence will be.



	<b>We follow instructions.</b>	<b>We keep our hands and feet to ourselves.</b>	<b>We respect the property of others.</b>	<b>We do not say things that hurt others.</b>	<b>We listen when others are talking.</b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Follow adult instruction the first time, every time</li> <li>Respect others' rights to learn</li> <li>Ask permission to leave the classroom</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Use school equipment appropriately</li> <li>Keep work space and books tidy</li> <li>Clean up after yourself</li> <li>Do not take items that belong to others without permission</li> </ul>	<ul style="list-style-type: none"> <li>Use polite language</li> <li>Use manners</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Talk in turns</li> <li>Be a good listener</li> <li>Wait your turn</li> <li>Listen for school announcements and pagers</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Walk on the concrete</li> <li>Play in the designated areas</li> <li>Wear shoes and socks at all times</li> <li>Be sun safe; wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Respect others' personal space</li> <li>Use words to discuss emotions</li> </ul>	<ul style="list-style-type: none"> <li>Care for the environment</li> <li>Place all rubbish in the bin</li> <li>Return all lost items to the office</li> <li>Do not keep items you find that do not belong to you</li> </ul>	<ul style="list-style-type: none"> <li>Use polite language</li> <li>Use manners</li> <li>Be a problem solver</li> <li>Use manners at the tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Report behaviour incidents to staff members</li> </ul>
<b>Eating Times</b>	<ul style="list-style-type: none"> <li>Eat in the designated eating areas</li> <li>Sit down when eating</li> </ul>	<ul style="list-style-type: none"> <li>Line up safely in designated undercover areas at the end of each break</li> </ul>	<ul style="list-style-type: none"> <li>Place all litter in the bins</li> <li>Eat your own lunches provided</li> <li>Sharing of food is not allowed</li> </ul>	<ul style="list-style-type: none"> <li>Use polite language</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Talk in turns</li> <li>Be a good listener</li> <li>Wait your turn</li> </ul>
<b>Before and After school</b>	<ul style="list-style-type: none"> <li>All students must assembly and sit in the main under covered area before school</li> <li>Students must exit school grounds promptly at the end of each day</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit the school grounds safely</li> <li>Walk bikes safely through the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>No scooters allowed</li> <li>Bikes need to be locked when using the school bike racks</li> </ul>	<ul style="list-style-type: none"> <li>Use polite language</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Follow all supervising staff instructions</li> <li>Listen for school pagers</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Use toilets during breaks instead of class time</li> <li>No playing in the toilets</li> <li>Always walk to and from the toilets in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> <li>One person in each cubical</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets hygienically</li> <li>No defacing of toilet facilities</li> <li>Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>No shouting/yelling in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher instructions when using school toilet facilities</li> </ul>



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## • Targeted behaviour support

Each year a small number of students at Loganholme State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

The following outlines the processes all classes follow when dealing with minor negative behaviour choices:

Prep and Year 1		Year 2 – Year 7	
1st	Warning	1st	Warning
2nd	Move to red zone	2nd	Move to red zone
3 <sup>rd</sup>	10 minutes in Time-out	3 <sup>rd</sup>	Buddy Class
4th	Buddy Class	4th	Class Detention
5th	Class Detention	5th	Refer to administration & Contact Home
Severe Clause	Refer to administration & Contact Home	Severe Clause	Reconnect Room

If necessary a Supported Play Program is developed by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after working through the above process or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

## • Intensive behaviour support

Loganholme 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. Our school-based behaviour support specialist:

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

Students can be identified as needing intense behaviour support using the referral system in place. Following referral, the behaviour specialist contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from





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other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

## 5. Emergency responses or critical incidents

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

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

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

### Basic defusing strategies

#### ***Avoid escalating the problem behaviour***

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

#### ***Maintain calmness, respect and detachment***

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

#### ***Approach the student in a non-threatening manner***

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

#### ***Follow through***

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

#### ***Debrief***

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

### Physical Intervention

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

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





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Appropriate physical intervention may be used to ensure that Loganholme'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:

- incident report
- [Health and Safety incident record \(Appendix E\)](#)
- debriefing report for student and staff (**Appendix F**)

## 6. Consequences for unacceptable behaviour

Loganholme State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Any unacceptable behaviour is also recorded on OneSchool.

### 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 Administration team





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**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

- a 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, individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure (Classroom Step Chart). 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 Administration.

**Major** behaviours result in an immediate referral to Administration (see Appendix D “Yellow Slip”) because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

**Major** problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect proposal for exclusion from school.

A full breakdown of all major and minor behaviour incidents can be found in **Appendix E**.



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### 7. Network of student support

Students at Loganholme State School receive regular support from many sources. These include:

- Classroom teachers
- Specialists teachers
- School Support Staff
- School Administrators
- Student Support Centre Staff
- Approved Volunteers
- Guidance Officer
- Advisory Visiting Teachers
- External Support Agencies

When a student requires support, a team consisting of classroom teacher, other school support personnel as required and administration develops a plan which is monitored and evaluated according to timeframes set down in the plan. Resource personnel are accessed when required.

### 8. Consideration of individual circumstances

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students may vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.
- Extenuating circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student as well as the needs and rights of school community members – students, teachers, support staff and parents will be considered at all times.

### 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)





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- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

### 10. Related departmental 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. Some related resources

- [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](#)

#### Endorsement

  
Susan Cowley  
Principal

  
Glenn Boardman  
P&C President

  
Samantha Knowles  
Assistant Regional Director

Date effective:

from November 2012 to November 2015



## 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 Loganholme 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.



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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<sup>1</sup>, 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.

### **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.



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



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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.*

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

#### Purpose

1. Loganholme 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 Loganholme State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Loganholme 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 Loganholme 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



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

### Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 5 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



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- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Loganholme State 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. 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 Loganholme 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'.
14. Loganholme 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.



### WORKING TOGETHER TO KEEP LOGANHOLME STATE SCHOOL SAFE

We can work together to keep knives out of school. At Loganholme 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 knives are banned at school?

- 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 Leadership Team 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.
- 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 Loganholme 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 Principal.



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**Appendix D**

**Classroom Behaviour Management System**

Student behaviour is monitored on our **Daily Zone Chart** (pictured below).

- ✓ Each student begins each school day in the Green Zone.
- ✓ Students movements between the zones is in accordance with the behaviour choices they make.

Red Zone	Orange Zone	Green Zone	Purple Zone	Blue Zone
Student has broken a school rule despite reminders.	Rule reminder for low level behaviour.	Expected level of behaviour when a student is following all of the school rules.	Consistently following the rules.	Outstanding behaviour.

**Blue Cards – Positive Behaviour Choices**

Blue Cards aligns playground expectations and consequences with the classroom. When a student models consistent good behaviour choices in the playground they receive a **Blue card**.

**Red Cards – Negative Behaviour Choices**

Similarly if a student does not follow the school rules in the playground they are issued with a **Red Card**. These cards are given and responded to by the classroom teacher as the case manager for the child.

**Yellow Slips**

Once a student receives three red cards (or if they are involved in a major incident) then they are referred to the administration with a yellow slip. The students know that once they have reached the 'yellow slip' stage that their behaviour choice/s have reached a critical level. At this stage a meeting between the administration, class teacher, parents/carers and student is held to develop an Individual Behaviour Plan for the student.

**Believe and Achieve Passport**

Each student is issued with a new Believe and Achieve Passport at the beginning of the school year. At the completion of each school day, a student can earn points for their Passport. While the system used to track these daily points may vary from class to class, the point scoring system is consistent in every classroom.

			+ 1 point	+ 2 points
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### **Annual Believe and Achieve Thermometer**

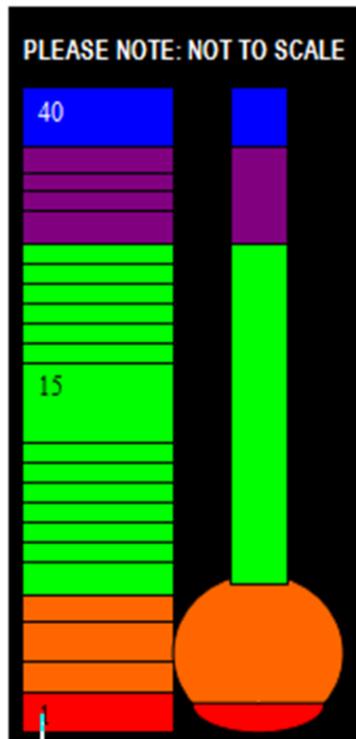
The Believe and Achieve Thermometer is the tracking device used to track students behaviour right across the school year. Movement on the thermometer can only be the result of two things.

#### **Progressing up the Thermometer**

Once **ten daily zone points** have been recorded on a student's Believe and Achieve Passport they move up **one level** on the annual Believe and Achieve' Thermometer.

#### **Moving Down the Thermometer**

If a student is suspended from school their name immediately moves down **five places** on the annual Believe and Achieve Thermometer.



#### **Recognition of the Positive**

At the completion of each term the school publicly recognises a different group of identified students from the Believe and Achieve Thermometer. This can range from the top five students in each class to the students who have shown the greatest improvement in each class.

The end of term **Reward's Day**, is seen as a coveted event within the community. Students see it as both an honour and privilege to be invited to participate in this event.

These may include:

- Movie Days
- Discos
- Shows & Performances
- Ten Pin Bowling
- Treasure Hunts

#### **Consequences for the Negative**

If students reach the Orange or Red Zone on the **Believe and Achieve Thermometer** parents will be notified immediately. The school will use various methods to communicate frequently with families. These may include:

- ✓ Phone calls home to parents and carers from the classroom teacher
- ✓ Phone calls home from the Administration Team
- ✓ Meetings arranged between classroom teacher and/or Administration Team

#### **Orange and Red Levels – Believe and Achieve Thermometer**

Loganholme State School prides itself on good behaviour. If students find themselves on the Red and Orange zones on the Believe and Achieve Thermometer then their participation in extra-curricular activities may be limited. More specifically they will not have the opportunity to represent the school at any school activities that are considered an 'extra' to the curriculum being studied in the classroom. These include but are not limited to – school and music camps, excursions, inter and intra school sport, gala days, and any other whole school extra-curricular events like discos, tabloid sports etc.





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**Appendix E**

**Incident Report**

**Name:**

**Date:**

**Person Completing Form:**

<b>Name</b> PROBLEM BEHAVIOUR		
<b>Date of incident</b>	<b>Time incident started</b>	<b>Time incident ended</b>
<b>Where was the student when the incident occurred?</b>		
<b>Who was working with the student when the incident occurred?</b>		
<b>Where was staff when the incident occurred?</b>		
<b>Who was next to the student when the incident occurred?</b>		
<b>Who else was in the immediate area when the incident occurred?</b>		
<b>What was the general atmosphere like at the time of the incident?</b>		
<b>What was the student doing at the time of the incident?</b>		
<b>What occurred immediately before the incident? Describe the activity, task, event.</b>		
<b>Describe what the student did during the incident.</b>		
<b>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</b>		
<b>Describe who or what the incident was directed at.</b>		
<b>What action was taken to de-escalate or re-direct the problem?</b>		
<b>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</b>		



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## Appendix F

### 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.**

### Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.



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## Appendix H

	Area	Rule	Minor	Major
<b>We Follow Instructions</b>	<b>Classroom</b>	<ul style="list-style-type: none"> <li>▪ We follow adult instruction the first time, every time</li> <li>▪ We respect others' rights to learn</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non compliance</li> <li>▪ Uncooperative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any major disruption in class that stops the teaching and learning of others</li> </ul>
	<b>Playground</b>	<ul style="list-style-type: none"> <li>▪ We walk on concrete areas &amp; around buildings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Running on concrete</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ We wear our full school uniform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not wearing full school uniform</li> <li>▪ Wearing a cap</li> <li>▪ Not wearing closed in shoes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continual defiance and breaking the school dress code</li> </ul>
		<ul style="list-style-type: none"> <li>▪ No hat no play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in the playground</li> </ul>	
	<b>Eating Times</b>	<ul style="list-style-type: none"> <li>▪ We eat in designated areas</li> <li>▪ We sit down when eating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Taking food to the play areas</li> <li>▪ Taking food into the toilets</li> </ul>	
	<b>Before and After School</b>	<ul style="list-style-type: none"> <li>▪ We assemble and sit in the main under-covered area before school</li> <li>▪ We exit the school grounds promptly at the end of the day</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walking around the school unsupervised before school</li> <li>▪ Playing in the school grounds before and after school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intimidating staff or causing damage to the school facilities before or after school hours</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>▪ We use the toilets during break times instead of class time</li> <li>▪ We do not play in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Playing in the toilets</li> <li>▪ Using the toilets as a means of work avoidance</li> </ul>		
<b>We keep our hands and feet to ourselves</b>	<b>Classroom</b>	<ul style="list-style-type: none"> <li>▪ We keep our hands, feet and objects to ourselves</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Throwing a punch</li> <li>▪ Fighting</li> <li>▪ Kicking</li> <li>▪ Using an object to inflict serious injury</li> <li>▪ Possess or use of weapons</li> </ul>
	<b>Playground</b>	<ul style="list-style-type: none"> <li>▪ We keep our hands, feet and objects to ourselves</li> <li>▪ We participate in school approved games</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg pushing and shoving)</li> <li>▪ Playing games that involve dangerous physical contact (eg tackle rugby)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Throwing a punch</li> <li>▪ Fighting</li> <li>▪ Kicking</li> <li>▪ Using an object to inflict serious injury</li> </ul>

	Area	Rule	Minor	Major
	Eating Times	<ul style="list-style-type: none"> <li>We line up safely in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Minor physical contact (eg pushing and shoving)</li> </ul>	
	Before and After School	<ul style="list-style-type: none"> <li>We walk bikes safely through the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Riding bikes through the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Recklessly riding through the school that causes injury to others</li> </ul>
	Toilets	<ul style="list-style-type: none"> <li>We respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Climbing under toilet doors</li> <li>Looking over the cubicles</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate physical contact</li> </ul>
We respect the property of others	Classroom	<ul style="list-style-type: none"> <li><b>We respect the property of others</b></li> <li><b>We store mobile phones &amp; other electrical devices in the office</b></li> </ul>	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for item belonging to others</li> <li>Mobile phone not handed to the office</li> </ul>	<ul style="list-style-type: none"> <li>Stealing/major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> <li>Use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
	Playground	<ul style="list-style-type: none"> <li><b>We care for the environment</b></li> <li><b>We return lost items to the office</b></li> </ul>	<ul style="list-style-type: none"> <li>Lack of care for the school environment</li> <li>Keeping items (eg hats) that belong to others</li> </ul>	<ul style="list-style-type: none"> <li>Stealing/major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
	Eating Times	<ul style="list-style-type: none"> <li><b>We place all rubbish in the bins</b></li> <li><b>We do not share food</b></li> <li><b>No gum at school</b></li> </ul>	<ul style="list-style-type: none"> <li>Deliberate littering</li> <li>Sharing-swapping food with others</li> <li>Eating and possessing gum at school</li> </ul>	
	Before and After School	<ul style="list-style-type: none"> <li><b>We do not ride scooters to school</b></li> <li><b>We do not borrow items belonging to others and take them home</b></li> </ul>	<ul style="list-style-type: none"> <li>Riding scooters to school</li> <li>Deliberately taking home items that belong to others</li> </ul>	
	Toilets	<ul style="list-style-type: none"> <li><b>We use toilets hygienically</b></li> <li><b>We do not deface toilet or school facilities</b></li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate toilet use</li> <li>Throwing wet toilet paper on the roof</li> </ul>	<ul style="list-style-type: none"> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
	Classroom	<ul style="list-style-type: none"> <li><b>We use polite language</b></li> <li><b>We use manners</b></li> <li><b>We are honest</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Inappropriate language (written/verbal)</b></li> <li><b>Calling out</b></li> <li><b>Poor attitude</b></li> <li><b>Disrespectful tone</b></li> <li><b>Minor dishonesty</b></li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> <li>Major dishonesty that impacts on others</li> </ul>
We do not say things that hurt others				

	Area	Rule	Minor	Major
	Playground	<ul style="list-style-type: none"> <li>▪ We use polite language</li> <li>▪ We use manners</li> <li>▪ We are honest</li> <li>▪ We use manners at the tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Not playing fairly</li> <li>▪ Minor bullying</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> <li>▪ Major dishonesty that impacts on others</li> <li>▪ Major bullying</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> </ul>
	Eating Times	<ul style="list-style-type: none"> <li>▪ We use polite language</li> <li>▪ We use manners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> </ul>
	Before and After School	<ul style="list-style-type: none"> <li>▪ We use polite language</li> <li>▪ We use manners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>
	Toilets	<ul style="list-style-type: none"> <li>▪ We do not shout or yell in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Screaming, shouting and yelling</li> </ul>	
<b>We listen when others are talking</b>	Classroom	<ul style="list-style-type: none"> <li>▪ We listen to others when they are speaking</li> <li>▪ We listen to teachers and follow instructions</li> <li>▪ We raise hands to speak</li> <li>▪ We wait our turn to talk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calling out</li> <li>▪ Talking over the top of others</li> <li>▪ Answering back to a staff member</li> <li>▪ Minor defiance</li> <li>▪ Minor disruption to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect to others</li> <li>▪ Major defiance towards staff members</li> </ul>
	Playground	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Report behaviour incidents to staff members</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor bullying /harassment</li> <li>▪ Minor defiance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying/harassment</li> <li>▪ Blatant disrespect to others</li> <li>▪ Major defiance towards staff members</li> </ul>
	Eating Times	<ul style="list-style-type: none"> <li>▪ We take turns to talk</li> <li>▪ We be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor bullying /harassment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying/harassment</li> <li>▪ Blatant disrespect to others</li> <li>▪ Major defiance towards staff members</li> </ul>
	Before and After School	<ul style="list-style-type: none"> <li>▪ We follow all supervising staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minor defiance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Blatant disrespect to others</li> <li>▪ Major defiance towards staff members or members of the community</li> </ul>
	Toilets	<ul style="list-style-type: none"> <li>▪ We follow all supervising staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minor defiance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Blatant disrespect to others</li> <li>▪ Major defiance towards staff members</li> </ul>