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

1. Purpose

Lockhart 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.

This Responsible Behaviour Plan for Students has been developed in order to facilitate:
- a consistent and transparent approach to the management of student behaviour at our school
- the promotion and maintenance of our shared vision of all members of the school community respecting themselves, others and the environment.

2. Consultation and data review

Staff at Lockhart State School developed this plan in collaboration with our school community. Consultation with staff, parents and other community members regarding schoolwide expectations for behaviour and the procedures required to support these has been conducted throughout 2012, as part of our school’s implementation of the Schoolwide Positive Behaviour Support (SWPBS) framework. A series of intensive SWPBS meetings during 2012 continuing into 2013 a school behaviour plan was formulated.

In accordance with legislation the plan will be reviewed in 2014.

3. Learning and behaviour statement

We consider behaviour management to be an opportunity for valuable social learning as well as means of maximising the success. Learning is maximised when students feel safe and respected. We cannot assume that students come to school with the skills necessary to be successful learners – therefore these skills need to be explicitly taught.

Behaviour that is acknowledged and rewarded tends to be repeated. All students need feedback. To stop using an inappropriate behaviour, students need to be taught replacement behaviour – what we want the students to do instead. Simply telling them not to do something, does not mean they understand what to do instead.

Behaviour is purposeful – it serves to meet a need (for example, to obtain something or avoid something). Sometimes the behaviours that students use are their best attempt (given their current skill set) to get these needs met. Where this behaviour is inappropriate, students need to be taught an alternative skill and given high rates of feedback (acknowledgement / praise) to make these behaviours more habitual.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Lockhart State School endorses a ‘whole of school’ approach to student management, which is underpinned by a focus on promoting, teaching and reinforcing clear expectations of positive behaviour for all our students. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Lockhart State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

The school has implemented the School-wide Positive Behaviour Support (SWPBS) framework as a means to develop:

- Procedures for explicitly teaching positive behaviours for learning
- Procedures for recognising and rewarding students for using positive behaviours
- Procedures for applying fair and logical consequences for behaviour that is inappropriate.

Lockhart State School’s School-wide Positive Behaviour Support framework is coordinated by a SWPBS Leadership Team composed of administrators, classroom teachers, specialist staff and parent and community representatives. This team will continue to work with all members of the school community in relation to maintaining and refining Universal, Targeted and Intensive behaviour support.

- Universal behaviour support

Our universal (whole-school) focus has its foundations in the promotion and reinforcement of our three core expectations for behaviour. These are:

- Respect Self
- Respect Others
- Respect Environment

Defining and Teaching our expectations for positive behaviour

These expectations have been defined in terms of what they look like and sound like for each setting across our school. This has been published as our matrix of expectations for positive behaviour, which is reproduced on the next page. Each week one of these defined behaviours is chosen as our “Focus of the Week.” These focuses have been developed as a team and posters and signage have been created to support the focus points. Lockhart State School Students feature in the photos on the posters and are displayed around the school and in classrooms. These posters are the central point of our teaching around the “Focus of the Week.”

Some of the posters are linked below:

- Poster – Stay in Class, Be Strong and Smart
- Poster – Come to School on Time Everyday
- Poster – Show Pride in Your School By Wearing Your Uniform
- Poster – Keep Your Hands and Feet to Yourself
# Our Expectations for Positive Behaviour at Lockhart State School

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>TEACHING AREAS</th>
<th>OUTSIDE AREAS</th>
<th>EATING AREAS</th>
<th>TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Self</strong></td>
<td>Follow and Listen to teacher instructions</td>
<td>Be ready to learn</td>
<td>Be on time</td>
<td>Eat breakfast before class begins</td>
</tr>
<tr>
<td></td>
<td>Come to school on time every day</td>
<td>Have a go at your work and ask questions if you need help.</td>
<td>Be Safe, Play Safe.</td>
<td>Bring a healthy lunch to school</td>
</tr>
<tr>
<td></td>
<td>Show pride in your school by wearing our school uniform.</td>
<td>Stay in your class - Be Strong and Smart.</td>
<td></td>
<td>Eat First, Play Later</td>
</tr>
<tr>
<td></td>
<td>Line up enter and exit safely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBC - Remember to Blow, Breathe and Cough.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walk safely to avoid accidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect Others</strong></td>
<td>Keep hands and feet to yourself</td>
<td>Work Quietly</td>
<td>Use whole-body listening when at parade</td>
<td>Keep walkways clear so others are safe.</td>
</tr>
<tr>
<td></td>
<td>Remember to use the High-5</td>
<td>Hands up to speak</td>
<td>Use quiet voices when moving past classrooms</td>
<td>Keep your saliva in your mouth.</td>
</tr>
<tr>
<td></td>
<td>Use kind words and manners - use &quot;build-ups&quot; and acknowledge others achievements</td>
<td>Knock and wait before entering and the office or classrooms.</td>
<td>Be Safe, Play Safe</td>
<td>Use manners at meal times</td>
</tr>
<tr>
<td></td>
<td>Be helpful and look out for others by reporting problems</td>
<td>Listen to the speaker</td>
<td>Play Safe Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Move between activities quickly and quietly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect Environment</strong></td>
<td>Look after school property.</td>
<td>Keep your work area clean and organised.</td>
<td>Play in the right area</td>
<td>Close the gate so the dogs stay outside our school</td>
</tr>
<tr>
<td></td>
<td>Put your rubbish in the bin.</td>
<td>Look after our school property.</td>
<td>Turn off taps to save our water</td>
<td>Keep your eating area clean</td>
</tr>
<tr>
<td></td>
<td>Care for our school grounds by keeping them tidy</td>
<td>Be &quot;powersavvy.&quot;</td>
<td></td>
<td></td>
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</tbody>
</table>
Lockhart State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team member’s regular provision of information to staff and parents and support others in sharing successful practises (usually at SWPBS meetings).
- Induction programs in the Lockhart State School Responsible Behaviour Plan for new staff.
- Utilise classroom profiling as a process to enable ALL teacher to reflect on the implementation of strategies and practices they use in their teaching.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Each classroom will have rules which will be aligned with our 3 **schoolwide expectations**. Although the language and phrasing of these rules will vary according to year level, our aim is for students to understand how these rules link clearly to respecting themselves, respecting others and respecting the environment they work and play in. Each classroom teacher has a poster including the three schoolwide expectations (Respect Self, Others and Environment) to display their individual classroom rules. (see Appendix)

In alignment with our beliefs about behaviour and learning, we have developed a framework for explicitly teaching these behaviours on a schoolwide level.

This schoolwide procedure involves:

- Fortnightly reviews to address which identified behaviours need to be taught. This is done at SWPBS meetings and determines our “Focus of the Week”
- Weekly role-play on parade to model and demonstrate examples of identified behaviours in “Focus of the Week”
- Daily discussion on parade to model and demonstrate examples of identified behaviours in “Focus of the Week”
- Teachers deliver a specific lesson at the start of the week, to introduce the behaviour expectation for “Focus of the Week” and provide opportunities throughout the rest of the week to practice the behaviour and actively acknowledge students for following the behaviour.
- “Focus of the Week” posters and signage displayed around the school and in classrooms which includes photos of Lockhart State School Students
- Weekly review as a staff to determine how the “Focus of the Week” was carried out and which class wins the “C.O.W” (at SWPBS meetings)
- Using data to decide which skill needs to be re-taught and reinforced. (Gotcha tallies)
Acknowledgment of positive behaviour/Reinforcing Expected School Behaviour

To increase the probability that students learn and use these behaviours, we actively reward and acknowledge students using the following strategies.

<table>
<thead>
<tr>
<th><strong>Free and Frequent</strong></th>
<th><strong>Short Term</strong></th>
<th><strong>Long Term</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to give immediate feedback</td>
<td>Strategies for acknowledging more sustained behaviour</td>
<td>Strategies for acknowledging behaviours sustained over a longer period (e.g. end of term)</td>
</tr>
<tr>
<td>Non-verbal gestures &amp; verbal praise and encouragement</td>
<td>Student of the Week</td>
<td>Point charts with principal for specific targeted students e.g. 100 points until a certain goal/prize</td>
</tr>
<tr>
<td>Gotcha strategy (see appendix)</td>
<td>Class of the Week (COW) award</td>
<td>Behaviour Award (one per class at end of term)</td>
</tr>
<tr>
<td>Classroom points and tallies</td>
<td>Respect Room – (Daily)</td>
<td></td>
</tr>
</tbody>
</table>

**Details of Specific Positive Reward Strategies at Lockhart State School**

**Gotcha Strategy (see appendix)**
Teachers use paper gotchas during lunchtime duties to rewards positive behaviour displayed in the playground. Students receive a Gotcha with their name written on it and then it is then placed in a Gotcha box which is kept in the front office. Teachers select on the Gotcha which rule the student received the reward for – Respect Self, Respect Others or Respect Environment. This is then collated weekly and students are randomly selected from the draw on parade on a Friday afternoon to receive a prize. The Gotcha’s are kept and tallied to determine which class could receive the C.O.W award and for other data collection purposes.

**Student of the Week**
Teachers choose two students from their class each week to receive an Academic Award and a Behaviour Award. Students receive their awards on parade and have their photo taken to be shared at the local shop.

**Class of the Week (COW)**
Teachers and leadership team collectively decided which class wins the cow award determined on the behaviour focus for that week. Information is collected at SWPBS meetings, from Gotcha tallies and classroom observations.

**Respect Room**
Respect Room is a daily occurrence at second lunch. Classroom teachers choose up to three students from their class who have displayed positive behaviour throughout the day. This room is filled with games, electronic equipment, art and craft activities, ipads and toys. Students sign their name in as they enter the room and spend the entire second break in the room instead of outside play.
Responding to inappropriate behaviour

When a student uses minor problem behaviour (see section on Consequences for further details) staff initially respond by using a ‘least intrusive’ approach. This means using the fewest number of words and keeping the contact with the student as brief as possible. Depending on the individual circumstances, staff may decide to:

- Tactically ignore (selectively attend to) the behaviour
- Use non-verbal signals or appropriate body-language (i.e. simple proximity to the student)
- Use cueing with parallel acknowledgment to keep the language positively framed.
- Refer to rules which are not being followed (establishing expectations)
- Waiting and Scanning : scan the group and link with a descriptive encourager
- Descriptive encouraging: describe the positive behaviours you see or hear to get other students back on task
- Redirecting to the learning: non-verbal (proximity, eye contact, pause in talk) and verbal (Individual close talk, questioning to redirect, humour, oral redirection, call students name across room)

All of these strategies are drawn upon Essential Classroom Management Micro skills. Teachers are trained in these skills throughout profiling reflections and training opportunities and are encouraged to use these set of skills when necessary in the classroom. Please see link below for Flip Chart of ESCM skills.

**Link- ESCM Flipchart**

- Use the beginning of the behaviour step process – give warning, name on board, thinking chair. (see Appendix)

Targeted behaviour support

Support implemented by Teaching staff

There are some students who need extra support in developing positive learning behaviours. At Lockhart State School they can be assisted in the following initial ways.

Initial teacher-initiated actions

Having identified students who require further support, teachers can consult with Administrators, the Literacy Coach and their colleagues regarding the following:
- Modification of curriculum tasks, or extra curriculum support with either the teacher or IEA
- Increasing a focus on relationship building, including developing a more positive rapport by exploring the student’s strengths.
- Increasing the use acknowledgment/incentive strategies to encourage engagement.
- Working closely with parents/carers and goal-setting.

Teachers may keep a specific record of both the student’s behaviour and the support offered in order to gauge when more extended support is required. This documentation also serves to facilitate the referral process for this **extended support** (see following section)
Referral Processes for extended support

Parent/Carer involvement is a necessary factor in the implementation of this level of support. The general procedure is as follows:

Teachers can make a formal referral to the Lockhart State School **Student Welfare Committee**, with supporting documentation (anecdotal notes, behaviour records, previous assessments)

Assigned members of the Committee (e.g. Guidance Officer, Support Teacher Students with Disabilities, ESL teacher, Deputy Principal and Principal) discuss the referral with the class teacher.

Priority will be determined by a number of factors, principally:
- The perceived impact on educational outcomes of both the referred student and that of others.
- Any existing support network.

Teachers will receive formal feedback (a completed Action Plan) on the outcome of this initial referral. After further consultation with the teacher, the intervention at this stage may include one or more of the following:

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Student-Centred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modification to classroom practices (including further curriculum modifications)</td>
<td>Formal assessment</td>
</tr>
<tr>
<td>Supporting the teacher to implement modified/revised behaviour management strategies</td>
<td>Counselling support</td>
</tr>
<tr>
<td></td>
<td>Group</td>
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<tr>
<td></td>
<td>Referral to external EQ or QLD Health resources</td>
</tr>
</tbody>
</table>


**Intensive behaviour support**

Provisions for intensive behaviour support are required if a student displays severe and challenging behaviours which puts themselves or others at risk of harm (e.g. serious acts of aggressions towards peers and/or staff), or presents with chronic behaviour which impedes their own learning and/or disrupts the learning of others.

In these circumstances, a care team will be developed to formulate a specific Individual Support Plan (ISP). The ISP will be attached to the student’s OneSchool record for reference purposes.

The minimal membership requirements for this care team would comprise: the student’s classroom teacher, an administration representative, the visiting Guidance Officer and the students parent/carer. The care team may also include designated support staff and personnel from other agencies as required.

The purpose of the ISP process will be to gather relevant information regarding when/where/with whom the problem behaviours are most/least likely; and to then determine which intervention will be most effective in helping the student to modify their pattern of behaviour. The care team will then meet as required to monitor the effectiveness of the intervention.

### 5. Emergency responses or critical incidents

A critical incident is defined as a situation requiring immediate action, such as severe problem behaviour where the physical safety of the student or others is placed at serious risk.

At Lockhart State School, it is expected that teaching staff would contact a colleague or administrator in the event of these situations occurring, utilising either the internal phone system and/or a ‘red card’ sent by a reliable student.

Where possible, the initial intervention would involve defusing a situation utilising the following:

1. **Reducing the probability of inadvertently escalating the problem behaviour**
   
   E.g. avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

3. **Approaching the student in a non-threatening manner**
   
   E.g. Moving 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. If the student starts displaying the appropriate behaviour, their choice can be acknowledged and other students’ attention can be re-directed towards their usual work/activity.
Any subsequent debriefing with the student may need to be done with third-party support. Where possible, this would involve helping the student to identify the sequence of events that led to the unacceptable behaviour, and discussing acceptable options for any future situations.

**Physical Intervention**
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. 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 our school’s duty of care to protect students and staff from foreseeable risks of injury is met.

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 that physical intervention *must not be used* when a less severe response can effectively resolve the situation (for example, if a student leaves a classroom or the school, physical restraint would not be appropriate unless their safety is clearly threatened).

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

**NB.** Each instance involving the use of physical intervention must be formally documented.

**Bullying Skill Set for Students**
Bullying is not tolerated at Lockhart State School and is seen as a Major/Critical behaviour. Students who are continually bullying others will follow through the major consequences. To help students with issues as these we have adopted the High Five Strategy to help students deal with teasing and bullying within the classroom and the playground. Students are specifically taught to use their high five to build resilience towards bullies.

<table>
<thead>
<tr>
<th><strong>High Five Steps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Ignore</td>
</tr>
<tr>
<td>Step 2: Talk Friendly (“Please stop, I don’t like it.”)</td>
</tr>
<tr>
<td>Step 3: Walk Away</td>
</tr>
<tr>
<td>Step 4: Talk Firmly (“Stop it! I don’t like it; “Stop it or I will report!”</td>
</tr>
<tr>
<td>Step 5: Report (tell the teacher)</td>
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</tbody>
</table>
6. Consequences for unacceptable behaviour

The following flowchart outlines procedures for applying consequences for inappropriate behaviour.

It is important to note that the management of minor behaviours warrants a ‘least intrusive’ approach and is teacher-managed, whereas major behaviours involve a referral for administrator support (either as an immediate measure or as a follow-up action).

Positive on-task / pro-social behaviour

Acknowledgement and positive feedback strategies

Minor Problem Behaviours

Teacher-managed using the ‘least to most intrusive’ principle.
See list below

Persistent Minor Behaviours – behaviours which continue despite teacher intervention

Referral to reflection room

Record on OneSchool

Major Problem Behaviours Crisis

Record on OneSchool

Referral to administrators

NB. Contact can be immediate or deferred dependant on the nature of individual circumstances.
<table>
<thead>
<tr>
<th>Minor Classroom Teacher / IEA</th>
<th>Inappropriate Behaviour</th>
<th>Responses may involve one or more of the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptive behaviour – e.g. Calling out, inappropriate noises, out of seat, talking while teacher is talking/ talking out of turn</td>
<td>Selective attending.</td>
<td></td>
</tr>
<tr>
<td>Not following teacher directions</td>
<td>Distraction / diversion</td>
<td></td>
</tr>
<tr>
<td>Refusing to work</td>
<td>Proximity</td>
<td></td>
</tr>
<tr>
<td>Running around classroom, concrete walkways or veranda</td>
<td>Cueing with parallel acknowledgement</td>
<td></td>
</tr>
<tr>
<td>Pushing / shoving other students</td>
<td>Non verbal redirection</td>
<td></td>
</tr>
<tr>
<td>Late to class</td>
<td>Call students name + Non verbal redirection</td>
<td></td>
</tr>
<tr>
<td>Throwing objects</td>
<td>Description of reality</td>
<td></td>
</tr>
<tr>
<td>Climbing on tables / climbing on trees</td>
<td>Redirect to the learning / offer of assistance</td>
<td></td>
</tr>
<tr>
<td>Defiance/answering back to the teacher (e.g. “No” or “I’m not going to do it”) or non-verbal actions such as pushing book off desk.</td>
<td>Rule reminder / Question to redirect</td>
<td></td>
</tr>
<tr>
<td>Playing in the wrong area (out of bounds)</td>
<td>Giving choice (e.g “you need to start your work now or you’ll have to stay inside to finish it at playtime).</td>
<td></td>
</tr>
<tr>
<td>Spitting/throwing litter on the ground</td>
<td>Move student in room (separate from timeout procedure)</td>
<td></td>
</tr>
<tr>
<td>Conversational swearing &amp; swearing “sotto voce” (e.g. student mumbles/utters inappropriate language in low tone after being corrected).</td>
<td>1:1 Discussion</td>
<td></td>
</tr>
<tr>
<td>Name calling, including obscene language directed at students e.g. “F____ off, you motherf____ing small boy.” (Note: teacher needs to use their professional judgement to determine whether bullying.)</td>
<td>Follow-through at break time and/or deferred consequence (e.g. to follow-up on student swearing under their breath, teacher speaks to them in private at the end of the session, rather than interrupt teaching session to address behaviour)</td>
<td></td>
</tr>
</tbody>
</table>

The above is not an exhaustive list and teachers can exercise their professional judgement. It is anticipated that one or more of these strategies is utilised before implementing the steps procedure:

- First warning (Verbal)
- Second warning (Name on the Board)
- Thinking Chair
- Buddy Class

Additional strategies to use at playtime include
- Walking with teacher on duty
- Student sits out in time-out area
- Picking up litter (logical consequence applied for littering)
- Teacher keeps student in class at lunch to complete work
- Focus Room - Teacher is responsible for student in lunch time

Note: identified students may have a specific management plan which incorporates individualised strategies for the management of their inappropriate behaviour.
<table>
<thead>
<tr>
<th>Persistent Minor Reflection Room (Record on OneSchool)</th>
<th>Inappropriate Behaviour</th>
<th>Consequences involve one or more of the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent infringements of the above behaviours after following the steps procedure (as above) [NB. Oneschool Referral to Principal and Deputy Principal]</td>
<td>Completion of reflection sheet + one-to-one discussion with Reflection room staff member (typically LC or DP) Writing out of rules that were infringed in incident Home visit (after 2 consecutive referrals to Reflection Room)</td>
<td></td>
</tr>
<tr>
<td>When students visit the reflection room teachers will need to fill out a Behaviour Referral Form (which is photocopied orange) This then indicated the type of behaviours displayed and is kept as a record on the students file. Students will also complete a Reflection Sheet, whilst in the room. Both of these forms are linked below.</td>
<td></td>
<td>Link – Reflection Room Sheet and Classroom Behaviour Referral</td>
</tr>
</tbody>
</table>
Persistent infringements of the above minor behaviours after referral(s) to Reflection room

Verbal abuse directed at staff e.g. “F____you, you ugly teacher.” (Note: Teacher uses their professional judgement as to when follow through would be most effective e.g. immediately, at break time or when situation has de-escalated).

Verbal threatening of staff e.g. “I’m going to hit you.” (Note: Teacher uses their professional judgement as to when to follow through would be most effective e.g. immediately, at break time or when situation has de-escalated)

Persistent bullying behaviours directed towards students (verbal / non-verbal). Note: bullying implies an imbalance of power between the perpetrator and the recipient of the bullying behaviour. Bullying also implies behaviour that is typically repeated

Possession of illicit substances drugs or alcohol

Wilful extensive property damage (including gross acts of vandalism / arson) or major theft.

**CRISIS (MAJOR)**

Physical assault of staff e.g. punching, spitting, kicking, scratching, use of object as weapon

Physical assault of students e.g. fighting, punching, kicking, shoving with force, biting, throwing objects.

Behaviour which threatens the student’s safety and/or that of others (e.g. student throws desk/chairs/objects in a manner likely to cause injury or refuses to remove themselves from an unsafe situation.) Non-example: student pushes chair over or throws tidy-tray on floor.

Student exits class and/or school grounds despite teacher taking measures to correct behaviour, monitor movements and encourage return to class. Non-example: students runs out of class and down stairwell, but returns after being called or within short timeframe

Contacting of third-party (collegial / administration) support either by phone / text / red card strategy using student / IEA (if immediate assistance is required). **The teacher uses their professional judgement as to when administrator contact would be most effective e.g. immediately (if a crisis/unsafe situation is imminent or occurring), at break time or after situation has de-escalated).**

[NB. Responses to an unsafe situation may involve removing the class group from the problem situation, rather than attempting to move a student in an agitated state].

Student interview with DP and Principal

Administration withdrawal (time-out from classroom contact)

Parent Meeting e.g. re-entry after suspension or at request

Home Visit

Restitution

Suspension – 1-5 days / 6-20 days + Re-entry interview with Parent, Teacher, Student and Principal/Deputy Principal

Suspension with recommendation of exclusion

Referral to Justice Group/Police notification where appropriate.

The office is also contacted if a student exits room (recorded in the “Students at Risk” book at front office desk). See note on behaviour below.

**Note: identified students may have a specific management plan which incorporates individualised strategies for the management of their inappropriate behaviour.**

Teachers are also required to complete a Classroom Behaviour Slip (on red photocopy paper) when referring a child for Major behaviour

**Link – Reflection Room Sheet and Classroom Behaviour Referral**
**Suspension Procedures**

All Suspensions (Major behaviour) will result in a range of consequences being given which is decided and reviewed on a case by case basis by a member of the School Leadership Team. Suspensions can be for a period of 1-5 days (Appendix 11) or 6-20 days (Appendix 12). Before a suspension can be processed, all staff need to ensure all behaviour incidents are recorded on one school.

Suspension could be internal or external, depending on the case and the student. If a student is internally suspended they will be required to still attend school and sit in the school office for the duration of the internal suspension with work given from the classroom teacher. Teachers will also be required to work capable of the student completing at home during an external suspension.

Each student who has been suspended will be given a re-entry with their carers or parents before returning to school. A formal conversation will take place about the student’s behaviour and consequences if it happens again.

**7. Network of student support**

Lockhart State School acknowledges that a network of support is necessary to develop a positive, supportive and disciplined environment. This comprises the active involvement of:

- Teachers
- Parents and Carers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

Support is also accessed from the following government and community agencies:

- Queensland Health
- Child and Youth Mental Health
- Department of Communities
- Justice Group Committee
- Local Police
- Local Council

**8. Consideration of individual circumstances**

Lockhart State School endorses the need for a fair and equitable approach to managing behaviour which recognises the individual circumstances of students. In view of this, although we adopt a consistent in approach to responding to problem behaviour, it is important to note that nature of this response may vary according to the individual circumstances of each situation.
For example, some of the factors that may be taken into account include:

- The age of the student
- The relative severity of the incident
- Amount of reliable and factual (observational) evidence
- The degree of known provocation
- The perceived intent of the student’s actions
- What is known about the student’s emotional state
- Medical conditions which may impact on the student’s behaviour

9. Related legislation

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

10. Related policies

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

- **Student Services - Schoolwide Positive Behaviour Support**

- **The Learning Place - SWPBS Professional Community**

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**Endorsement**

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2013–31 December 2015
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Appendix – Behaviour Steps Flow Chart

Step 1  Step 2  Step 3
Step 4  Step 5  Step 6

- Buddy Class
- Reflection Room
- Go to the Office
  Miss Yolanida
  Sir John

Home Visit
2 visits to reflection room
TEACHER

Home Visit
Serious Behaviour
PRINCIPAL
The Use of Personal Technology Devices at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school 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 Lockhart State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not
tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

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

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

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

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

1. There is no place for bullying in Lockhart 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.

2. Bullying behaviours that will not be tolerated at Lockhart 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.

3. 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.

4. At Lockhart 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**

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

2. The anti-bullying procedures at Lockhart 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**

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the nonclassroom 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 nonclassroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the nonclassroom 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.

1. 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.

2. 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.

3. 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.

4. 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 Lockhart 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’.

5. Lockhart 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.