Responsible Behaviour Plan for Students

Based on

The Code of School Behaviour
The Avoca Responsible Behaviour Plan for Students and the associated Avoca Anti-Bullying Policy were developed following extensive collaboration with school staff and members of the Avoca school community. They are key documents within the school’s strategic plan and as such will be reviewed at least annually.

Michael Kiss
Principal

Endorsement

Principal

P&C President

Discovering Pathways - Connecting Worlds - Achieving Dreams
1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. The Avoca State School Responsible Behaviour Plan for Students aligns with the Code of School Behaviour and the Avoca State School Vision, Values and Purpose Statement through the provision of a safe, supportive and disciplined learning environment that respects the rights of all students to learn, the rights of all teachers to teach and the rights of all to be safe. Such a learning environment is characterised by positive relationships, non-coercive strategies and a commitment to satisfying the needs of students.

2. Consultation and data review

The Avoca State School Responsible Behaviour Plan for Students (RBPS) has been developed in consultation with the broader Avoca State School community.

Consultation process

The timeline for the consultation was:

- Parents and Citizens Association informed of review at October 2012 meeting of P & C
- RBPS, in draft form, was uploaded to the Avoca State School website on 19 November 2012
- Public feedback to the Draft RBPS was invited in the newsletter dated 19 November 2012
- Public feedback was accepted until 14 December 2012
- The feedback process was by email directly to the Deputy Principal of Avoca State School and was considered for development of the final draft of the RBPS
- Post-review, the Avoca State School RBPS will be reviewed annually, by the school administration team, for effectiveness and currency.

Data review

Data related to the implementation of the Avoca State School RBPS is collected annually using Oneschool and is posted in the Annual School Report which is available on the school website at www.avocass.eq.edu.au

3. Learning and Behaviour Statement

All areas of Avoca State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We utilise the Glasser Choice Theory principles of “Need Satisfaction”, “Total Behaviour Paradigm” and “Reality Therapy” to manage behaviour in ways which build strong relationships and influence.

The Avoca Responsible Behaviour Plan for Students is based on the values contained in the Code of School Behaviour:

- Principal leadership of a team approach to behaviour
- Parent and community engagement
- Data informed decision making
- Clear consistent expectations for behaviour, and
- Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our “Behaviour Curriculum” in the form of a matrix) are plain to everyone, assisting Avoca State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their roles in the educational process.

Our school community has identified the following four broad expectations to teach and promote our high standards of responsible behaviour. We refer to them as the “Responsible Behaviour Guidelines” and they are explicitly displayed throughout the school. They are:

- Be safe
- Be kind
- Work hard
- Follow Directions

These guidelines have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected behaviours in all school settings AND at off-campus events.

School beliefs about behaviour and learning

The Avoca Responsible Behaviour Plan is underpinned by the following beliefs:

- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
- All children can learn and have the right to do so uninhibited by the inappropriate actions of others.
- Children choose their behaviours and therefore must accept responsibility for them.
- Children behave better when expectations are clear and when they have opportunities to participate in discussions about rules and appropriate behaviour.
At Avoca State School, we believe that a whole school approach is necessary to shape, support and recognise appropriate behaviours in all students. The proactive strategies that we use support the overwhelming majority of students to behave appropriately. For the small percentage of students that have difficulty behaving appropriately, the school utilises a range of problem solving and intensive support strategies to assist these students to behave appropriately and continue their learning.

At Avoca State School we believe that there are certain behavioural expectations that promote a safe and supportive learning environment. The **Avoca Responsible Behaviour Guidelines** are further explained as follows:

<table>
<thead>
<tr>
<th>Be safe</th>
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<tbody>
<tr>
<td>• Safe Play</td>
<td>• Safe use of equipment</td>
</tr>
<tr>
<td></td>
<td>• Acknowledgement and respect of the personal space of self and others</td>
</tr>
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<td></td>
<td>• Following the school rules and routines</td>
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<td></td>
<td>• Moving safely through the school environment</td>
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<td></td>
<td>• Resolution of conflict without violence</td>
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<table>
<thead>
<tr>
<th>Be kind</th>
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<tbody>
<tr>
<td>• Respect self and others</td>
<td>• Demonstrate awareness of rights and feelings</td>
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<td></td>
<td>• Help others when they need it</td>
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<tr>
<td></td>
<td>• Communicate respectfully</td>
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<tr>
<td></td>
<td>• Listen attentively</td>
</tr>
<tr>
<td></td>
<td>• Live up to school expectations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Work hard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attempt set work and focus on quality</td>
<td>• Effectively manage time</td>
</tr>
<tr>
<td></td>
<td>• Contribute positively to school life, activities and events</td>
</tr>
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<td></td>
<td>• Display interest and enthusiasm for learning</td>
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</table>

<table>
<thead>
<tr>
<th>Follow directions</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Following instructions of supervisors</td>
<td>• Making appropriate choices for own behaviour</td>
</tr>
<tr>
<td></td>
<td>• Accepting responsibility for own behaviour</td>
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<tr>
<td></td>
<td>• Having appropriate equipment for tasks.</td>
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</tbody>
</table>

A matrix of behavioural expectations has been developed and attached to each behaviour within the Responsible Behaviour Guidelines. The matrix constitutes our “Behaviour Curriculum” and sets out clear expectations of positive behaviour in all school settings.
### Responsible Behaviour Guidelines

#### Benchmarks

<table>
<thead>
<tr>
<th>BEHAVIOUR CODE</th>
<th>BEGINNER</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>- Uses playground/classroom equipment safely</td>
<td>- Uses playground/classroom equipment safely</td>
<td>- Uses playground/classroom equipment safely</td>
<td>- Uses playground/classroom equipment safely</td>
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<tr>
<td></td>
<td>- Demonstrates awareness of personal space of self and others</td>
<td>- Demonstrates awareness of personal space of self and others</td>
<td>- Acknowledges and respects personal space of self and others</td>
<td>- Acknowledges and respects personal space of self and others</td>
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<tr>
<td></td>
<td>- Follows school rules and routines</td>
<td>- Follows school rules and routines</td>
<td>- Follows school rules and routines</td>
<td>- Follows school rules and routines</td>
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<tr>
<td></td>
<td>- Moves safely through school environment</td>
<td>- Moves safely through school environment</td>
<td>- Moves safely through school environment</td>
<td>- Moves safely through school environment</td>
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<tr>
<td></td>
<td>- Resolves conflict without aggression</td>
<td>- Resolves conflict without aggression</td>
<td>- Resolves conflict without aggression</td>
<td>- Resolves conflict without aggression</td>
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<tr>
<td><strong>BE KIND</strong></td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
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<tr>
<td></td>
<td>- Shows respect for self</td>
<td>- Shows respect for self</td>
<td>- Shows respect for self</td>
<td>- Shows respect for self</td>
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<tr>
<td></td>
<td>- Respects belongings of self and others</td>
<td>- Respects belongings of self and others</td>
<td>- Demonstrates awareness of rights and feelings of others</td>
<td>- Demonstrates awareness of rights and feelings of others</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates awareness of rights and feelings of others</td>
<td>- Demonstrates awareness of rights and feelings of others</td>
<td>- Listens attentively</td>
<td>- Listens attentively</td>
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<tr>
<td></td>
<td>- Listens attentively</td>
<td>- Interacts appropriately</td>
<td>- Interacts appropriately</td>
<td>- Interacts appropriately</td>
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<tr>
<td></td>
<td>- Interacts appropriately</td>
<td>- Follows class and school expectations</td>
<td>- Follows class and school expectations</td>
<td>- Follows class and school expectations</td>
</tr>
<tr>
<td><strong>WORK HARD</strong></td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
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<tr>
<td></td>
<td>- Begins set tasks</td>
<td>- Completes tasks to a satisfactory level</td>
<td>- Completes tasks to a satisfactory level</td>
<td>- Completes tasks to a satisfactory level</td>
</tr>
<tr>
<td></td>
<td>- Completes tasks to a satisfactory level</td>
<td>- Manages time effectively</td>
<td>- Manages time effectively</td>
<td>- Manages time effectively</td>
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<tr>
<td></td>
<td>- Manages time effectively</td>
<td>- Contributes to class discussions and activities</td>
<td>- Contributes to class discussions and activities</td>
<td>- Contributes to class discussions and activities</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates interest in schoolwork</td>
<td>- Demonstrates interest in schoolwork</td>
<td>- Demonstrates interest in schoolwork</td>
<td>- Demonstrates interest in schoolwork</td>
</tr>
<tr>
<td><strong>FOLLOW DIRECTIONS</strong></td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>- Has appropriate equipment for tasks</td>
<td>- Has appropriate equipment for tasks</td>
<td>- Has appropriate equipment for tasks</td>
<td>- Has appropriate equipment for tasks</td>
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<tr>
<td></td>
<td>- Listens to and follows instructions and directions</td>
<td>- Listens to and follows instructions and directions</td>
<td>- Listens to and follows instructions and directions</td>
<td>- Listens to and follows instructions and directions</td>
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<tr>
<td></td>
<td>- Makes appropriate choices without supervision</td>
<td>- Makes appropriate choices without supervision</td>
<td>- Makes appropriate choices without supervision</td>
<td>- Makes appropriate choices without supervision</td>
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<tr>
<td></td>
<td>- Accepts responsibility for own behaviour</td>
<td>- Accepts responsibility for own behaviour</td>
<td>- Accepts responsibility for own behaviour</td>
<td>- Accepts responsibility for own behaviour</td>
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</table>

### Expectations:

* Students will be able to identify their own behaviour standard.
* Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive changes to behaviour.
* All students will strive to reach a COMPETENT or EXCELLING standard.
While many students will display appropriate levels of self management in achieving the Avoca Responsible Behaviour Guidelines, other students will require varying levels of support. The following diagram illustrates the levels of support that may be required by students to meet behaviour expectations.

**Levels of Student Behaviour Support**

**Level 1:** Student responds to positive/preventative strategies and is positively self-managed.

**Level 2:** Student is generally self-managed but sometimes requires Teacher to solve problem.

**Level 3:** Student is generally self-managed but sometimes requires Teacher and Parent problem-solving support.

**Level 4:** Student has difficulty self-managing behaviour and requires responsive/retrieval support from Teacher and Parents with Principal, Deputy Principal and Guidance Officer assistance.

**Level 5:** Student has great difficulty self-managing behaviour. Requires intensive responsive/retrieval support from Teacher, Parent, Deputy Principal, Principal, Guidance Officer and other outside agencies.
The following diagram represents the range of strategies used at Avoca State School to facilitate positive behaviour and to respond to unacceptable behaviour.

The key to students engaging in learning and displaying positive behaviours is the establishment of a learning environment where students’ basic needs are met. According to William Glasser, these basic needs are *survival, personal power, love and belonging, freedom and choice, and fun and enjoyment*. The development of a needs-satisfying classroom will require teachers to focus upon the provision of a relevant curriculum program, positive relationships and flexible and effective organisational structures. These impact at all levels of behaviour support for students at Avoca.
Physical Restraint Protocols

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- Be approved by the Principal with a copy provided to the Principal’s supervisor
- Include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours.
- Not use physical restraint processes in isolation
- Develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- Identify strategies to reduce and eliminate the need for physical restraint
- Utilise strategies to reduce and eliminate the need for physical restraint, such as:
  - Restoring safety in other practicable ways such as removing harmful objects
  - Employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff
  - Use of movement limiting and/or protective devices at times of high risk
  - Complete documentation according to Student Protection requirement

Where physical restraint is included as part of a student’s individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- Be provided with physical restraint training and professional development that is documented
- Complete the required documentation following a physical restraint
- Employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- Establish a regular review process to monitor effectiveness of planned strategies and procedures
5 Emergency or critical incident responses

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

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

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

Basic defusing strategies
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 and Restraints—Immediate or Emergency Response

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

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
- Likely to cause serious property damage

Staff will:

- Give clear instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- Call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- Notify the Principal (if not directly involved) and the student’s parent of the incident detailing:
  - The behaviour that preceded the use of physical restraint
  - The type and duration of the restraint used
  - Staff member and other witnesses present during the period of the restraint
  - Student’s physical condition before and after the period of physical restraint
  - Planned future action to prevent further incidents of the behaviour

More moderate 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 principles of safe restraint (supported by staff training)
- The underlying function of behaviour

Physical interventions or restraints are not to be used as a response to:

- School disruption
- Refusal to comply
- Verbal threats
- Property destruction (unless serious), and
- Leaving the classroom or the school, unless students 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.

Debriefing
Following each instance involving the use of physical restraint:
- Debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- A debriefing with the relevant staff members to be held
- An individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record keeping
Each critical incident is formally documented using Oneschool. Following each instance involving the use of physical restraint, the following records are to be maintained:
- Physical Intervention Incident Report (on Oneschool)
- Debriefing Report (on Oneschool)
- Incidences of physical restraint are to be communicated directly with a parent or carer (in a meeting or in writing)
- Workplace, health and safety reports are to be made when required to look after staff and student well-being (through MyHR)
- Incident reports are completed on Oneschool when injury has occurred to staff or student
### 6. Consequences for Unacceptable Behaviour

In applying consequences for unacceptable behaviours, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Avoca State School uses a range of consequences that are:

- **Supportive:** Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. Targeted and intensive behaviour support will be implemented with individual behaviour support plans being developed for students who display chronic problem behaviour.

- **Fair:** When determining consequences for serious misbehaviour, it is important that the principles of natural justice are followed. Students should be made fully aware of allegations against them and be given an opportunity to respond. Decisions on consequences should be made without pre-judgement or bias. The student’s age, cultural background, emotional wellbeing and any other contextual factors should be taken into account. Consideration should also be given to the student’s past and relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

- **Logical:** Consequences are most effective when students can see the connection between their behaviour and the resulting consequence. Logical consequences for both positive and negative behaviour should be applied consistently, calmly, firmly and without prejudice. Staff and students should be aware of the progression from minor to major consequences for continued disruptive behaviour.

- **Consistent:** There should be a consistent approach to applying consequences across the school to ensure safety, allow opportunities for students to learn and to assist students who exhibit challenging behaviours to accept personal responsibility for their actions.

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<thead>
<tr>
<th>Level</th>
<th>Indicative Behaviour</th>
<th>Possible Consequences</th>
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</table>
| **Level 1**<br>Positively Self-Managing Student | At this level, all students are on task and no disciplinary action is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
- verbal reinforcement  
- record of achievements for formal acknowledgement  
- phone calls/letters/emails to parents for good behaviours/achievements. |
| **Level 2**<br>Class Teacher | Inappropriate student behaviours to be dealt with at this level include:  
- minor incidents  
- ignoring instruction  
- lateness to class  
- littering  
- verbal abuse  
- uniform/hair/makeup/jewellery transgressions  
- calling out in class  
- rough play | Teacher initiated actions could include:  
- verbal negotiation  
- playground plans  
- reminder of classroom expectations  
- withdrawal to “Reflection Area”  
- removal from classroom for one-on-one resolution  
- send student to buddy class  
- assign student to accompany teacher on playground duty  
- contact with parents.  
- send student to the “Help Room” (playtime misdemeanours only) |
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<tr>
<th>Level</th>
<th>Indicative Behaviour</th>
<th>Possible Consequences</th>
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</table>
| **Level 3**<br>Class Teacher and Parent | Inappropriate student behaviours to be dealt with at this level include:  
- continued level two behaviours  
- referrals from class teacher or specialist teacher  
- repeated defiance  
- all forms of bullying |  
- monitoring program  
- resolution meeting as required between teacher, aggrieved party and student  
- peer mediation or restorative conference  
- Classroom Behaviour Support Plan  
- restitution  
- parent contact  
- possible referral to Deputy Principal or Principal |
| **Level 4**<br>Class Teacher & Parent & Deputy Principal & Principal & Guidance Officer. | Inappropriate student behaviours to be dealt with at this level include:  
- continued level three behaviours  
- stealing  
- truancy  
- unexplained absence  
- physical aggression  
- smoking  
- pornography  
- intimidation of staff  
- vandalism  
- sexual harassment/ misconduct | Principal and/or Deputy Principal initiated actions in response to inappropriate student behaviour:  
- data-based referral processes  
- Student Services Committee consulted where appropriate to develop team response  
- parent/carer interview  
- supervision in office  
- referral to outside agency  
- referral to/consultation with the Deputy Principal and/or Principal  
- possible suspension  
- restorative conference on return from suspension  
- possible Police notification |
| **Level 5**<br>Class Teacher & Parent & Deputy Principal & Principal & Guidance Officer,, Interagency Support | Inappropriate student behaviours to be dealt with at this level include:  
- extreme or repeated incidence of level four behaviour  
- possession of drugs  
- possession of a weapon  
- supply of drugs  
- use of a weapon  
- violent assault. | Principal, in consultation with Deputy Principal, determines the most appropriate course of action which may include any of the following:  
- Individual Behaviour Agreement  
- Parent/Carer interview  
- Possible suspension in line with Education Queensland Policy SM - 16 Student Disciplinary Absences  
- possible recommendation for exclusion in line with Education Queensland Policy SM -16 Student Disciplinary Absence |

Suspensions, and suspensions with a recommendation to exclude will only be used after consideration has been given to all other responses.

Serious misbehaviour by a student such as supplying drugs, use of a weapon and violent assault will always result in them progressing to level 5 and will likely result in the most serious of consequences.
7. The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies including:

- Child and Youth Mental Health service
- Bush Childrens’ Services
- Medical specialists
- Special Needs personnel
- Guidance services
- Chaplaincy services
- Department of Communities
- Department of Child Safety
- Police

8. Consideration of individual circumstances

(a) Avoca State School considers all factors when responding to student behaviour, including culture, gender, race, socio-economic situation and disability.

(b) To ensure alignment with the Code of School Behaviour, responses to inappropriate behaviour at Avoca will consider the particular situation and context, the individual circumstances and actions of students, and the needs and rights of the school community. A range of whole school, targeted and intensive strategies will be utilised to cater for the diverse needs of our students. These strategies will be empowered by our strong focus upon quality curriculum, quality organisational practices and quality interpersonal relationships.

9. Related legislation

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

- 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

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values
- William Glasser's Choice Theory
- Reboot Resources
Avoca State School

‘POLICY AGAINST BULLYING’

Avoca State School does not tolerate bullying in any form. All members of the school community are firmly committed to putting an end to bullying and ensuring that students can learn well in a safe and caring environment.

1. What is bullying?

Bullying can be described as a systematic abuse of power. Bullying occurs when a more powerful person or group of persons threatens or hurts the body or feelings of a less powerful person. Bullying may be a single incident or repeated a number of times.

2. Types of bullying

Types of bullying include:

**Verbal Bullying:** e.g.
- teasing
- put downs
- threats

**Emotional Bullying:** e.g.
- leaving people out of activities
- telling others to leave people out
- not speaking to a person

**Physical Bullying:** e.g.
- pushing, punching, kicking, spitting etc
- damaging property
- stealing property

**Cyber bullying** can be described as any harassment, insults and humiliation that occurs through the electronic mediums such as email, mobile phone, social networking sites, instant messaging programs, chat rooms, websites and through the playing of online games.

Forms of Cyber bullying can include:
- harassing and threatening messages
- sending nasty SMS, IM’s pictures or prank phone calls
- Using person’s screen name or password to pretend to be them
- Forwarding others’ private emails, messages, pictures or videos
- Posting mean or nasty comments or pictures
- Intentionally excluding others from an online group
3. Effects of bullying

Victims of bullying feel frightened, helpless, embarrassed and angry. Their ability to work, sleep or concentrate may suffer. Relationships with family, friends and classmates may deteriorate. Victims often are unsure about what to do to stop bullying.

4. Plan to deal with bullying

As a school community, we recognize that bullying can only be eliminated if it is reported and dealt with wherever it occurs. We accept that everyone has a role in preventing bullying.

a) This requires staff to:
   - be open to talk to students who seek help with incidences of bullying
   - be role models in word and action at all times
   - be observant of signs of upset due to incidents of bullying
   - make efforts to remove occasions of bullying by pro-active patrolling during playground duty
   - make attempts to immediately address incidents of bullying wherever possible. If the incident is unable to be resolved in situ, refer the students to the Help Room.
   - take steps to help all children learn to use the “Cool” approach to handling bullying
   - refer all serious incidents of bullying to the Principal or Deputy Principal.

b) This requires students to:
   - refuse to be involved in bullying behaviour
   - encourage other students to avoid bullying behaviour
   - report incidents of bullying behaviour to the teacher on playground duty, the classroom teacher or to the deputy principal or principal
   - use the “Cool” approach if they are bullied or harassed

c) Avoca State School encourages parents and guardians to:
   - watch for signs of distress in their children e.g. torn clothing, bruising, unwillingness to attend school, requests for extra money, missing school items, patterns of headaches etc
   - take an active interest in their children’s social life and acquaintances
   - advise their children to use the “Cool” approach to handling bullying and to report incidents of bullying to members of school staff
   - encourage their children not to retaliate
   - discuss incidents of suspected bullying with school staff

d) Cyber bullying will be addressed by:
   - utilizing MIS filtering capabilities to monitor school based student email
   - education programs about cyber bullying to be delivered in the Health program
   - Mobile phone policy which prohibits the possession of mobile phones and other electronic devices during school times and which offers secure daily storage of such items
5. Dealing with bullies

People who bully will be counselled by staff and appropriate consequences applied as outlined in the Avoca Responsible Behaviour Plan for Students. They will be provided with opportunities to modify their behaviour and their commitment to new behaviours will be monitored.

6. Conclusion

No one deserves to be bullied and it will not be tolerated at our school. If staff, students and parents work together to eliminate bullying we will ensure that Avoca is a supportive and caring school where quality learning takes place.


Additional Notes:
- this policy will be reviewed annually
- other anti-bullying resources are available from the school library

Acknowledgments:
- resources accessed to help develop this policy were:
  o ‘Friendly Kids – Friendly Classrooms’ Helen McGrath & Shona Francey
  o ‘Bullying & Schools – What to do about it’ Ken Rigby
  o ‘School Bullying – insights & Perspectives’ Peter K Smith & Sonia Sharp
‘The Cool Approach’

WHEN SOMEONE BULLIES YOU:

• Stand tall.
• Look in their eyes (but not in a threatening way).
• Speak in a firm, not angry voice.
• Tell them to stop annoying you or firmly ignore their behaviour and walk away from them.
• Stay in control of yourself.

IF THEY WON’T STOP:

• Remember to Stay Cool and Stand Tall.
• Look in their eyes (but remember, not in a threatening way).
• Say their name (if you know it).
• Say firmly and in a slightly louder than normal voice something like, “Cut it out” or “No more”.
• “If you don’t stop it, I am going to report you”. *STAY COOL AND WALK CALMLY AWAY.*
• If they follow you or keep doing it, you should report it to a teacher on duty, your classroom teacher, the deputy principal or the principal as soon as you feel it is safe to do so.

REPORTING BULLYING:

• Approach the teacher, look in their eyes and stand tall.
• In a firm voice, tell them what the problem is and what you have done to deal with it.

Remember to also tell Mum and Dad what has happened and how you handled the bullying.
'Standing Up for Yourself'

THE COOL WAY IS TO:

- Tell them to stop annoying you or firmly ignore their behaviour and walk away from them.
- Speak in a firm, not angry voice.
- Stand Tall.
- Look in their eyes firmly (but not in a threatening way).
- Stay in control of yourself.

THE AGRO WAY IS TO:

- Push, punch, trip or kick another person.
- Speak discourteously.
- Use insults and put-downs.
- Call people names, make blaming comments, or try to make people feel ashamed.
- Have a really angry expression on your face.
- Shout and yell.
- Swear.
- Stand close to the person and act in a threatening manner.
- Lose control of yourself.

THE WEAK WAY IS TO:

- Give in to others when you don’t want to.
- Let other people continue to do bad things to you.
- Talk quietly, mumble or speak hesitantly.
- Cry or sulk or sob without trying to deal with the problem yourself first.
- Look down at the ground when you are speaking.
- Stand small, as if you are trying to hide.
Avoca State School Responsible Behaviour Plan for Students

Encouraging and Corrective Strategies to Improve Student Behaviour

Encouraging Strategies
- maintain a friendly and positive relationship with all students
- provide an engaging and inclusive curriculum
- collaboratively develop a ‘picture’ of the classroom that everyone would like to be in
- recognise achievement and positive behaviours through:
  - The use of non-contingent recognition*
  - Notes or phone calls to parents
  - Displaying and sharing student work in the classroom
  - Visiting other classrooms to share work
  - Visiting the Deputy Principal and/or the Principal to share work and progress
  - Writing specific evaluation comments on student work.
- Encourage student goal setting and self evaluation
- Build fun and enjoyment into classroom activities
- Hold regular class meetings to suggest how to improve the classroom and to solve problems.

*Research indicates that extrinsic rewards that are contingent upon students undertaking a task have a detrimental effect on student engagement and creativity. The occasional use of non-contingent rewards is preferred as these do not negatively affect intrinsic motivation in students.

Corrective Strategies (These are listed from least to most intrusive. See Appendix 2 for details.)

- Tactical ignoring
- Selective attending
- Proximity
- Body language encouraging
- Waiting and scanning
- Pausing during talk
- Cueing, both verbal and non-verbal
- Descriptive encouraging
- Non-verbal redirection (eg. private signals)
- Distraction/diversion
- Non-verbal directional action (eg. bell, clapping)
- Oral directions phrase (eg. “eyes on me!”)
- Curriculum redirection
- Calling the student’s name
- Questioning to re-direct (eg. “Bob, what is our rule on calling out?”)
- Individual close talk
- Verbal redirection - Directive statement (eg. “Bob, you should be working quietly with your group”).
- Give choices incorporating consequences
- State logical consequence
- Follow through with consequences
- Move students to a different place in the classroom or playground
- Give student some reflection time in a designated area of the classroom
- Refer student to the Help Room (playground offences only)
- Call Deputy Principal or Principal to the classroom
- Remove class from the room

When dealing with students who misbehave, teachers should:
- Remain calm and objective
- Speak and act in a respectful way
- Avoid confrontation
- Accept the student but reject his/her behaviour
CORRECTIVE STRATEGIES - LEAST INTRUSIVE TO MOST INTRUSIVE

Information kindly provided by Peter Miles

TACTICAL IGNORING - Tactical ignoring involves the teacher deliberately letting an inappropriate behaviour go uncorrected. It represents a professional judgement that the behaviour is essentially non-disruptive, is not unsafe and addressing the behaviour may be more disruptive than the behaviour itself.

SELECTIVE ATTENDING - The teacher initially lets the behaviour go uncorrected, but actively monitors the student (using peripheral vision or direct observation from a distance) to note whether the student self-corrects their behaviour.

PROXIMITY - When a teacher notes an inappropriate behaviour in progress, they simply move themselves to the locality of that behaviour, whether they are talking to the whole class in the process, or whether the class are working independently on a task.

PROXIMITY WITH TOUCH INTERFERENCE - The teacher moves to a locality directly beside, in front of or behind the student and, without talking directly to them or verbally addressing their behaviour, touches their book (to indicate the need to focus on work), closes the book that should not be open, or picks up the object being played with and puts it back down on the desk away from immediate reach (signifying the end of play).

BODY LANGUAGE ENCOURAGING - Body language encouraging involves the use of facial expression, stance, body movements and gestures to convey a message of expectation, approval or disapproval.

WAITING AND SCANNING - The teacher issues an instruction, and then adopts relatively relaxed body language and looks about the room, noting the progress of students in following the instruction. If the students are slow to comply, the teacher modifies body language to a more assertive stance and may add a simple verbal phrase or a time encourager (eg "I'm waiting")

PAUSE IN TALK - Pause in talk involves stopping mid-sentence or mid-explanation as a result of an inappropriate behaviour from someone in the class. Generally, this behaviour will be a verbal interruption in one form or another (eg two students chatting, a student calling out, a silly noise). When the teacher pauses in talk, they may give body language encouragement (especially with facial expression) or they may simply adopt a ‘frozen in time’ expression as they pause, and then re-animate as they recommence the sentence that was disrupted.

CUEING - Cueing is used to model appropriate behaviour to students who exhibit inappropriate behaviour. In its simplest form, cueing involves the teacher telling the students what is required of them behaviourally, verbally and or non-verbally, as they give an instruction. (eg “Please put your hand up if you know the answer to Question 5.”) In ‘Cueing with Parallel Acknowledgement’, the teacher notes the inappropriate behaviour of a student or students, and deliberately highlights the appropriate behaviour of a student or group of students nearby through praise and encouragement. A third form of cueing is termed ‘Description of Reality’, in which the teacher makes a statement of opinion that describes current behaviour state in the classroom to reinforce student behaviour or encourage change. (eg “There is too much noise in this classroom” or “It’s good seeing those hands up.”)
DESCRIPTIVE ENCOURAGING - Directly following instructions, the teacher acknowledges those who have demonstrated immediate compliance to encourage slower students to follow suit. (“Pencils down please. Thanks and eyes this way... Good to see Tom and Sarah are ready”) In a second form, the teacher moves about the room, observing student work and behaviour, and makes simple, descriptive statements about the student behaviour (eg “You’re working quietly—Thank you!”, “You’re sitting nicely” - Thank you!)

NON-VERBAL REDIRECTION - The teacher makes eye contact with the student and uses some form of non-verbal signal (Hand gesture, facial expression etc) to let the student know that their behaviour has been noted and modification is required.

DISTRACTION/DIVERSION - The teacher decides to temporarily suspend the curriculum in the interests of re-energising or re-focusing students who are going off-task or behaving inappropriately, by introducing some activity that diverts them from their off-task behaviour. This may be in the form of a stretch or drink break, or an alternative activity.

NON-VERBAL DIRECTIONAL ACTION - A non-verbal directional action is any non-verbal action used to gain whole group attention, whether to talk about behaviour or curriculum. It may involve the use of sound (via a whistle, bell, handclap), the turning off of music or noise-making machinery in the room, or a visual action (eg flashing of lights, turning off the overhead projector or television). It can also involve a physical action, such as placing one’s hands on one’s head or initiating a clapping sequence which students copy as their attention is gained.

ORAL DIRECTIONAL PHRASE – Issuing of a set rehearsed phrase to gain whole group attention. In high school settings, standard oral directional phrases include “Pens down please; eyes this way” and “Stop work and look here please”. In the primary school setting, the previously-mentioned oral directional phrases are also used, though in lower year levels teachers also use sequenced phrases which the students can contribute to eg “I-2-3, eyes on me” or “Stop, look and listen, eyes on me please”.

CURRICULUM REDIRECTION - The teacher uses a question about the task the student is supposed to be focusing upon to refocus them on that task and end the inappropriate behaviour. (eg “Ben, how are you going with Question 15?”)

CALLING THE STUDENT’S NAME - Calling the student’s name simply involves speaking out the first name of the student (or both first and last name if the first name is shared by more than one class member) who is misbehaving, generally in a firm but controlled manner. It is used particularly when the teacher is on the other side of the room or some distance away. It can be linked with body language encouraging or a non-verbal redirection.

QUESTIONING TO RE-DIRECT - The teacher questions the student directly about their behaviour, rather than using the curriculum as the means to the end. (eg “Tom, what are you doing? What are you supposed to be doing?”) A specific form of this strategy is the “Rule Question”, where the teacher queries the student about the rule that their current behaviour violates.(eg “Travis, what is our rule about food in class?”)

INDIVIDUAL CLOSE TALK - Individual close talk involves the teacher moving to the student’s desk to quietly discuss their behaviour, or summoning the student to their own desk for the same purpose (the former method is the less-intrusive of the two). Individual close talk is used as a private, non-humiliating means of discussing a student’s behaviour directly with them.
VERBAL REDIRECTION – DIRECTIVE QUESTION - A statement of behaviour expectation disguised as a request by the addition of the word “Please” at the end of the statement. eg “Kym, put the magazine away please.” The teacher allows the student take-up time to follow the direction.

OFFER OPTIONS – The teacher proposes two options for the student. Both options are different but acceptable alternative behaviours. (eg “William, would you like to read a book from the shelf or a magazine from the rack?”)

GIVE OPTIONS (INCORPORATING CONSEQUENCES) – The teacher issues options to the student when the behaviour is repeated despite previous verbal redirection. The choices given to the student are usually only two in number – Choice 1 is comply with the expected behaviour and reap the consequences of compliance, and Choice 2 is a logical consequence for non-compliance. The student is given time to consider the choices and make a rational decision.

STATE LOGICAL CONSEQUENCES – Stating logical consequences gives the student only one choice – do what the teacher asks or face the consequences. Generally the delivery will take the form of an “If….then” statement or an “Either……or” statement. (eg “Sally, if you don’t sit properly in your seat, I will have to have to sit you on the carpet”)

FOLLOW THROUGH WITH CONSEQUENCES – Follow through occurs when the student has made the choice not to comply with the teacher’s directions after they have stated the logical consequences, or has chosen the less-appropriate of the two choices offered by the teacher in giving choice. The teacher calmly states what the consequence will be and how it will be enacted.

MOVE STUDENT IN ROOM – A teacher will generally move a student in the room to separate students who cannot work productively together, or to bring a more disruptive student into closer proximity for monitoring purposes.

MOVE STUDENT TO REFLECTION AREA - The student is instructed to move from their desk to a designated reflection area within the room, where they may carry on with the set work, or alternatively may have to complete a reflection form that addresses their inappropriate behaviours and highlights more appropriate choices.

REMOVE STUDENT FROM CLASSROOM - A student is removed from the classroom to the office or buddy class because their behaviour is so non-compliant that they can no longer remain in the environment.

HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/AREA – The teacher finds the student’s behaviour unsafe and/or unmanageable. They send a message, via intercom or student, to a support person with more authority, such as a deputy principal or principal. This person then attempts to convince the offending student that the best option for all, for the moment, is to leave the classroom and resolve the issue elsewhere.

REMOVE REST OF CLASS FROM ROOM/AREA – A teacher removes the class from the room to a safer location when an individual student is exhibiting explosive verbal or physical behaviour within the classroom environment. Student safety is seen to be at risk and it is deemed either easier to remove the rest of the class or too dangerous to try and remove the offending student themselves.

PHYSICAL RESTRAINT – Follow a “Restraint Management Plan” (if in place). Otherwise, use non-violent physical restraint techniques to immobilise the student, in order to prevent harm to the student themselves, other students or the teacher or under certain circumstances, elements of the environment (eg expensive property).
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.

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 Avoca SS. 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.

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

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.
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, Blackberries®, 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.*
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying, knives and weapons)

Purpose

1. Avoca SS 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.

2. There is no place for bullying, including the use of weapons at Avoca SS. 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 Avoca SS including name-calling, taunting, threatening with weapons, 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. Every student has the right to feel safe and be safe at school. No knives are allowed to be brought 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. No knives of any type are allowed to be brought to school. A letter explaining the school processes will be communicated with parents annually and it will be explicitly communicated with students. Students that do not adhere to this policy may face serious consequences from the school (suspension and exclusion) and the police.

5. 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.

6. At Avoca SS there is broad agreement among students, staff and parents that bullying is observable and a 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 in-
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

7. 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.

8. The anti-bullying procedures at Avoca SS are an addition to our already research-validated school wide responsible 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

9. 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 school wide 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 four Responsible Behaviour Guidelines 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.

10. The student curriculum modules of the anti-bullying process consist of lessons taught as part of the HPE KLA and reinforced by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. In the first instance a no blame approach is used with restorative practices to reinforce school rules, values and expected appropriate behaviour.

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

13. 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.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Avoca SS takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Avoca SS 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.

Every student has the right to feel safe and be safe at school. No knives of any type are allowed to be brought 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. A letter explaining the school processes will be communicated with parents annually and it will be explicitly communicated with students. Students that do not adhere to this policy will may face serious consequences from the school (suspension and exclusion) and the police.

**WORKING TOGETHER TO KEEP AVOCA STATE SCHOOL SAFE**

We can work together to keep knives out of school. At Avoca State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

**What kinds of knife are banned?**
You are not allowed to have any type of knife at school including:

- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon, for example, a chisel.

If children need a knife or tools for school subjects, school staff will provide them and supervise their use.

**What will happen if I bring a knife to school?**

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined.
• You may be charged with a criminal offence and face serious consequences if convicted.
• School property such as desks can be searched if the principal suspects that you have a knife on or in school property. If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.

How can I help to keep Avoca State School safe?
• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box or pencil case.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening you or anyone with an object that could injure them.
Avoca SS embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

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

Avoca SS is committed to promoting the responsible and positive use of social media sites and apps.

It is illegal for students under the age of 13 to have a Facebook, Instagram, or Social Media account. No student of Avoca SS will face disciplinary action for simply having an account on Facebook or other social media site with their parent’s knowledge. However, should a student use their EQ user name, email address and password to create a social media account they will face disciplinary consequences.

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

This policy reflects the importance of students at Avoca SS engaging in appropriate online behaviour.

Role of Social Media

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

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

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

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the College for years to come.

**Appropriate use of Social Media**

Students of Avoca SS are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

**Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying**

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

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

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

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

There are significant penalties for these offences.

Avoca SS strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Avoca SS expects its students to engage in positive online behaviours.
# Record of Action—Use of Physical Intervention

## Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date and Time Report Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Details of Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Details of Staff involved in Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Reason for restraint

- To cease the physical assault of another student or staff member
- To avert an immediate danger to him/herself or to others
- To avoid serious property damage
- Other

### Details of incident

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Initial Staff involved
- Restraint Location
- Duration of Restraint
- Student Removed to

### De-Escalation Strategies Used Prior to Restraint

<table>
<thead>
<tr>
<th>Distraction</th>
<th>Change of face, place, activity</th>
<th>Offer choices</th>
<th>Cool down time, place</th>
<th>Offer to talk</th>
<th>Reassurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tbody>
</table>

Avoca Responsible Behaviour Plan for Students
## Follow Up Report – to be completed by Form Recipient

### 1. Follow up Call
Made by: ___________________________  Made to: ___________________________

### 2. Post Investigation
- **Necessary** ☐  **Not** ☐
  *Completed by: ___________________________  Recorded in: ___________________________*

### 3. Damage Repair
- **Necessary** ☐  **Not** ☐
  *Organised by: ___________________________*

### 4. Entered on MYHR / WHS
- **Necessary** ☐  **Not** ☐
  *Completed by: ___________________________*

### 5. Entered on OneSchool
- **Necessary** ☐  **Not** ☐
  *Completed by: ___________________________*
  
  **As Contact**
  *Completed by: ___________________________  On Student Profile of ___________________________*

  **As single student incident**
  *Completed by: ___________________________  On Student Profile of ___________________________*

  **As multiple student incident**
  *Completed by: ___________________________  On Student Profile of ___________________________*

### 6. Other Forms Completed
- **Debrief Report** ☐  **Physical restraint / Intervention record** ☐  **Individual Plan including Physical Restraint** ☐

Signed: ___________________________
**Debriefing Report - After Emergency or Critical Incident Event**

**Formal debriefing**
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 and / or
- Address organisational problems and make appropriate changes.

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

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?

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).