Kairi State School

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

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
Kairi State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2008. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2011 also informed the review process in 2012.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in, and will be reviewed in 2016 as required in legislation.

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

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

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

- Be safe
- Be responsible
- Be respectful.

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Kairi State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school values. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>BE RESPECTFUL</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELLS/WALKWAYS</th>
<th>TOILETS</th>
<th>AFTER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow teacher/adult instructions</td>
<td>Enter and exit room in an orderly manner</td>
<td>Seek teacher/adult help if you cannot solve a problem</td>
<td>Keep passage ways clear at all times</td>
<td>Respect privacy of others</td>
<td>Walk bike/scooter to the gate</td>
<td></td>
</tr>
<tr>
<td>Use kind, supportive language</td>
<td>Raise your hand to speak</td>
<td>Play fairly</td>
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<td></td>
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</tr>
<tr>
<td>Respect personal space, property and school symbols</td>
<td>Be a good listener</td>
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<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
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<th>CLASSROOM</th>
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<th>STAIRWELLS/WALKWAYS</th>
<th>TOILETS</th>
<th>AFTER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on time</td>
<td>Respect others’ right to learn/teach</td>
<td>Line up for sports equipment</td>
<td>Walk quietly and orderly so that others are safe and undisturbed</td>
<td>Use toilets appropriately</td>
<td>Leave school promptly</td>
<td></td>
</tr>
<tr>
<td>Follow instructions straight away</td>
<td>Ask permission to leave the classroom</td>
<td>Return equipment to appropriate place at the bell</td>
<td></td>
<td></td>
<td>Tell the duty teacher you are leaving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be prepared and organised</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be an active learner</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELLS/WALKWAYS</th>
<th>TOILETS</th>
<th>AFTER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use equipment appropriately</td>
<td>All furniture on the floor</td>
<td>Be sun safe; wear a broad brimmed hat at all times</td>
<td>Walk down stairs</td>
<td>Wash hands</td>
<td>Sit and wait on the seats under A Block</td>
<td></td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td>Only be in a room when an adult is present</td>
<td>Participate in school approved games</td>
<td></td>
<td>Walk</td>
<td>Keep your belongings nearby</td>
<td></td>
</tr>
<tr>
<td>Stay in supervised areas</td>
<td>Wear shoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Kairi State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Comprehensive induction programs in the Kairi State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Kairi State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

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

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

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

Students identified as needing targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support for targeted behaviours is offered by class teachers and aides and increased opportunities to receive positive reinforcement are developed. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Targeted behaviour support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the RBPS, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive behaviour support: Behaviour Support Team
Kairi State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Principal to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, the principal and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

*When deciding how to respond and deal with behaviour choices, staff will use discretion and professional judgement while taking into account individual circumstances.*

**Minor and major behaviours**

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

Minor behaviours are handled by staff members at the time they occur.

Minor problem behaviours may result in the following consequences:
- a re-direction procedure. The staff member asks the following questions:
  1. What are you doing? *Identify the problem behaviour*
  2. What should you be doing? *Identify the expected behaviour*
  3. Where do you want to be? *States what will happen if problem behaviour continues*
  4. What are you going to do now?
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

**Major behaviours** are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- repeated minor behaviours which consistently violate the rights and safety of others
- require the involvement of the principal.

Major behaviours result in an immediate referral to the principal because of their seriousness. When major behaviour occurs, staff members calmly state the major behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to the principal.
Levels of Behaviour

**LEVEL 1**

Student demonstrates expected behaviours (as outlined in our behaviour matrix). Behaviours exemplify the showing of responsibility, being respectful and exercising safety.

*Staff responses may include (but are not limited to):*
- Providing acknowledgment and feedback to help reinforce these behaviours (verbal and non-verbal)
- Positive phone calls to parents/carers
- Formal feedback (reporting and OneSchool record)

**LEVEL 2**

Student demonstrates minor (and infrequent) inappropriate behaviour which does not overtly interrupt the teaching and learning process or severely compromises the safety/wellbeing of others (e.g. calling out/running on cement/littering/minor teasing/inappropriate games).

*Staff responses may include (but are not limited to):*
- Rule referral/reminder; re-teaching of expectations
- Essential Skills for Classroom Management 4 - 8
- Anecdotal record at teacher discretion

**LEVEL 3**

Student continues to demonstrate inappropriate behaviour over an extended period despite intervention and correction. The frequency of behaviour overtly interferes with the teaching and learning process or compromises the safety/wellbeing of others (e.g. ongoing disruption; persistent teasing; unsafe use of equipment; rough play resulting in minor injury).

*Staff responses may include (but are not limited to):*
- Reiteration of Level 2 strategies
- Principal and Parents informed
- Conference with student/parents to outline support plan/goals

**LEVEL 4**

Student demonstrates inappropriate behaviour that severely compromises the teaching and learning process or poses a risk to the safety and wellbeing of themselves and others (e.g. overt disruption; verbal and non-verbal actions that constitute bullying; verbal misconduct (e.g. swearing directed at others); physical aggression.

*Staff responses may include (but are not limited to):*
- Reiteration of Level 3 strategies
- Individualised support planning
- School disciplinary actions (e.g. suspension 1-10 days / 11 – 20 days / suspension with recommendation for exclusion)
Staff responses to unacceptable behaviour

Teachers are encouraged to use their professional judgement and discretion when choosing from a range of logical consequences and responses to student behaviour.

In the early stages of correction, the general aim is to modify inappropriate behaviour with minimal disruption to the learning environment (the “least intrusive” approach). However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical consequence and responses.

There is no ‘prescription’ for logical consequences/responses in the school (eg Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account.

EQ policy requires that the ‘consideration of individual circumstances’ is outlined within the whole-school behaviour plans all EQ state schools. Our own plan currently sets this out as follows:

<table>
<thead>
<tr>
<th>Consideration of Individual Circumstances</th>
</tr>
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<tbody>
<tr>
<td>In the interests of a fair and equitable approach to implementing consequences for infringements of our Code of Behaviour, any decisions made will take into account:</td>
</tr>
</tbody>
</table>

- The age of the student
- The severity of the incident
- The amount of reliable evidence
- The degree of provocation
- The statements given by students during the interview process
- Any previous factual / documented behaviour record

Students have the right to be heard and if anyone feels they have been unjustly treated there are procedures in place to resolve the matter.

In the first instance, students may explain their views to the teacher/staff member in a respectful manner. If the student still believes that they have not been fairly treated, they should explain their case to another adult (parent, staff member or school administrator). The final decision is made by the Principal.

In the event of an extended suspension (6-20 days) or a recommendation for exclusion, an appeal process is in place via the Executive Director of Schools.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.
Ensuring consistent responses to problem behaviour

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

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

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

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

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

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

Physical Intervention

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

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

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

**7. Network of student support**
Students at Kairi State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Principal
- Guidance Officer
- Advisory Visiting Teachers

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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

9. 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

10. Some related resources

• Bullying. No Way!
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal  P&C President or Chair, School Council  Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2015 – 31 December 2015
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance Kairi State 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. Repeated breaches of this prohibition may result in further consequences (as deemed necessary by the Principal).

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. As above, repeated breaches of this prohibition in relation to permitted devices may result in further consequences (as deemed necessary by the Principal).

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.

Personal Technology Device – Rules for Usage

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 only be used at Principal and/or teacher discretion when they are for a learning purpose.

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.

In alignment with our schoolwide expectations of all students and staff being treated with respect, we uphold the value of trust and the right to privacy. Therefore the use of 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) will potentially undermine this culture and appropriate consequences will be utilised.

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 the following behaviours may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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1 DETE does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Bullying prevention and intervention policy

In alignment with our schoolwide expectations regarding **being safe** and **being respectful**, Kairi State School strives to create a positive and predictable environment to enable all students to meet our third expectation – to **be a learner**.

Bullying behaviours (both verbal and non-verbal) constitute an infringement of these expectations. Therefore there is no place for bullying behaviours in our school. Research indicates that both those being bullied and those who use bullying behaviours are at risk for ongoing behavioural, emotional and academic problems.

At Kairi State School SS, we therefore ensure that children are clear about what constitutes bullying as opposed to other inappropriate behaviours (eg: contact games involving rough play, teasing that is not intended to demean or hurt the feelings of others). Students will be given guidance and assistance by staff on what constitutes bullying and what safe responses are appropriate in a variety of circumstances.

Our definition of bullying derives from the work of Dr Ken Rigby (one of the leading researchers in this area) and includes the following key components, Bullying involves

1. the **DESIRE** to hurt + a hurtful **ACTION**
2. a pattern (**REPETITION**) of the hurtful action
3. a **POWER IMBALANCE** and an unjust **USE of POWER**

Bullying behaviours therefore take many forms (verbal, physical and relational). This 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.

Research also indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching (rather than intervening or reporting to help the person being bullied). Our approach therefore aims to ensure that those who bully are not socially reinforced for demonstrating it.

Our universal behaviour support processes (see Section 4 of the RBPS) will always remain the primary strategy for preventing problem behaviour, including the prevention of bullying behaviour. This entails:

- All students knowing the expected behaviours in all areas of the school, including the specific routines in classroom and non-classroom areas.
- All students receiving high levels of positive reinforcement for demonstrating expected behaviours.
- A high level of quality active supervision in the non-classroom areas (e.g. playtime).
- The teaching of expected behaviours include [refer to ways that teachers already address bullying in their actual teaching – how is this taught, what prompts/reminders are given, how is ‘bystander behaviour’ addressed – is there a regular HPE component?]
- Responses to repeated instances of inappropriate behaviour, including bullying behaviours, being dealt with in alignment with our Behaviour Levels framework (see page 4). Bullying behaviours are typically considered to be Level 3 or 4 behaviours and consequences will be matched to the relative severity/perceived impact of these behaviours.
Appendix 3: Behaviour Cards and Process

**PLAYGROUND BEHAVIOUR CARD**

**STUDENT:** ________________________________

**DATE:** ____________________

**TIME:** ____________________ AM/PM

**STAFF MEMBER:** ________________________________

**SIGNED:** ________________________________

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Littering</td>
<td>Swearing</td>
<td>Inappropriate play</td>
</tr>
<tr>
<td>Arguing and/or back chatting</td>
<td>Safety - no hat/shoes</td>
<td>Disrespectful to teacher/student/others</td>
</tr>
<tr>
<td>In out-of-bounds areas</td>
<td>Interfering in others’ activities/games</td>
<td>Inappropriate use of objects/equipment</td>
</tr>
<tr>
<td>Refusal to follow directions</td>
<td>Refusal to use process (2nd reason)</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**CLASSROOM BEHAVIOUR CARD**

**STUDENT:** ________________________________

**DATE:** ____________________

**TIME:** ____________________ AM/PM

**STAFF MEMBER:** ________________________________

**SIGNED:** ________________________________

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking</td>
<td>Calling out</td>
<td>Inappropriate use of objects/equipment</td>
</tr>
<tr>
<td>Distracting others</td>
<td>Arguing and/or back chatting</td>
<td>Safety - swinging on chair</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Disrespectful to teacher/student/others</td>
<td>Moving around classroom/out of chair</td>
</tr>
<tr>
<td>Leaving room without permission</td>
<td>Late</td>
<td>Refusal to follow directions</td>
</tr>
<tr>
<td>Graffiti</td>
<td>Refusal to use process (2nd reason)</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Behaviour Process**

Based on Edward E. Ford’s Responsible Thinking Process (www.responsiblethinking.com)

These questions are to be used in conjunction with Edward Ford’s philosophies on RTP.

**1st Disruption – Questions**

- What are you doing?
- What should you be doing?
- Where do you want to be? Or What do you want to do now?
- What will happen if you disrupt again?

For students who refuse to work within the process, ask:

- Do you want to work at this or not? And then
- I see you have chosen to leave. (Ask twice)

**2nd Disruption – Questions**

- I see you have chosen to leave.

Students then leave the classroom and go to a buddy class, or a previously arranged area. Students then complete a review and a plan to negotiate with the staff member in charge of where they were disrupting.

**Students in Prep/1 are asked the questions three times.**

**Students in year 2/3 are asked the questions twice.**

**Students in years 4-7 are asked the questions once.**
Once a staff member has said, “I see you have chosen to leave.” They will not back down. The child must leave at once and go to the identified area. When they want to return and obey the rules, they must be taught how to create a detailed plan and use this plan to negotiate with the person in charge of where they were disrupting.

NEGOTIATING PLANS, AN IMPORTANT PROCESS.
When children approach a teacher or parent to negotiate their way back to where they were disrupting, they should be given time to explain how they are going to deal with the problem the next time it occurs. This shouldn’t take more than 3 to 5 minutes. If part of their plan is unacceptable, alternatives should be offered. Their plan should never be ignored or refused. Negotiating is critical to building student-staff relationships. Always use questions, it teaches students to think.

AFTER NEGOTIATING A PLAN, THE STUDENT DISRUPTS AGAIN
Use these questions to help the student think responsibly.
- What are you doing?
- Are you following your plan?
- Is your plan working?
- Do you want to change your plan?

DEALING WITH CHRONICALLY DISRUPTIVE CHILDREN
Call an intervention team meeting. This may include, but is not limited to, the principal, support teacher, buddy teacher, parents. The team’s purpose is NOT to decide what to DO to the student to get him/her to CHANGE behavior. Rather, the team’s purpose is to offer the kind of support which would enable the child to manage his/her own life that “does not violate the rights of others.” The team tries to discover what is so important to the child that disruptions occur chronically as he/she attempts to get what he/she wants.

HOW TO CREATE AN EFFECTIVE PLAN
This process helps them organize their thinking, and builds the self-discipline and self-confidence necessary to resolve future conflicts.
1. Work on one specific problem at a time.
2. Set a measurable goal
3. Ask how they are going to deal with this problem next time it happens, then explain, in detail, specifically how they will work towards achieving a measurable goal.
4. Create a chart or monitoring form as an aid to achieving their goal.
5. They should find someone to whom they can report their progress.

Questions that may help parents create plans with their children:
1. Do you always give your child adequate time to discuss his/her plan?
2. Do you suggest alternatives when the plan is unacceptable?
3. Are you modelling the social skills you expect to see in your child?
4. Does negotiating improve your relationship with your child?
5. Does your child perceive you as wanting him/her to succeed?
6. When you tell a child anything, who is doing the thinking? Are you teaching your child to think?

QUALITY TIME: THE KEY TO STRONG RELATIONSHIPS
The stronger the relationship, the fewer your disagreements and differences. Nothing builds a relationship like quality time.
Criteria for quality time:
1. Do activities that promote awareness of each other and create pleasure through mutual effort. E.g. games, exercise, working together.
2. Do quality time activities on a regular basis.

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### Incident Report

**Name:** 

**Date:**

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Where was the student when the incident occurred?**

**Who was working with the student when the incident occurred?**

**Where was staff when the incident occurred?**

**Who was next to the student when the incident occurred?**

**Who else was in the immediate area when the incident occurred?**

**What was the general atmosphere like at the time of the incident?**

**What was the student doing at the time of the incident?**

**What occurred **immediately** before the incident? Describe the activity, task, event.**

**Describe what the student did during the incident.**

**Describe the level of severity of the incident. (e.g. damage, injury to self/others)**

**Describe who or what the incident was directed at.**

**What action was taken to de-escalate or re-direct the problem?**

**Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).**
Debriefing Report

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

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

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

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

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

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

One School Record Guide

Staff should provide information on:
- Who was involved
- What happened
- Where it happened

The record should focus on the facts of the situation/incident and the actions taken by staff.
Appendix 6 – Student Plan

Student Plan
You have now asked for a plan, this means that you want to return to the classroom. The successful outcome of this plan is that you return to class and remain without disrupting the learning or teaching of others.

1. What would you say you were doing in class when the teacher asked you the questions?
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________

2. What did the teacher/adult of the class say you were doing?
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________

3. What is the classroom rule that you broke?
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________

4. Did your actions keep other students from learning?  Yes  No
5. Did your action stop the teacher from teaching?  Yes  No
6. Did you have a right to stop people from teaching or learning?  Yes  No
7. What are your two strategies to achieve your goal of re-entering and remaining in class?
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________

8. For you to succeed in solving your problem, who could you ask for help?
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________
   ___________________________________________________  ___________________________________________________

I shall do my best to remain in the classroom without disrupting the learning and teaching of others. I shall do my best to be a responsible, respectful and safe class member.

____________________  _______________________
Student Signature      Teacher Signature

Date of negotiation: _____________________
Appendix 7 – Example Behaviour Contract

Kairi State School

BEHAVIOUR CONTRACT

Name: _____________________________________
Gr: _____ Teacher: _______________________

The behaviour/s being supported through this contract are:

Be Respectful
Be Responsible
Be Safe

The rating used in this contract is from 0 to 10.
Both student and staff member negotiate the rating. Specialist lessons are to be included and noted as “Music”, etc. There could be more than one rating in a session.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
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</tbody>
</table>

Teacher Comment

Before 9:00
First session 9:00 to 10:00
10.00 to 11.00
Morning Tea 11:00-11:45
Middle session 11:45 – 1:30
Lunch Time 1:30 – 2:00
Afternoon session 2:00 - 3:00

Comments

Signatures

0-The behaviour is not being demonstrated at any time
5-The behaviour is being demonstrated about half the time
7 or 8 – The behaviour is being demonstrated most of the time
10-The behaviour is being demonstrated all the time