

OAKWOOD STATE SCHOOL

Responsible Behaviour Plan for Students based on *The Code of School Behaviour* *Supported by School Wide Positive Behaviour Support*



1. Purpose

Oakwood 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

Oakwood 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 November 2017. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2017, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All areas of Oakwood 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 Oakwood State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

To be learner students need to:

- Be safe
- Be responsible
- Be respectful.

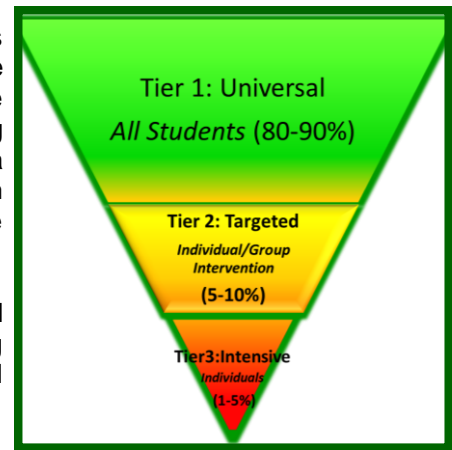
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Oakwood 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 rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



Behaviour Expectations are based upon the values of Care, Community and Commitment. Oakwood State School has three behaviour expectations, which are taught to all students:

- ✓ Be Safe
- ✓ Be responsible
- ✓ Be respectful

The behaviours we teach our students are detailed in the Matrix of Expectations (see page 3).

Our expectations:

- Reflect the values of our wider school community
- Use a common language
- Recognise and focus on positive practices and behaviours
- Are fair, clear and framed in a positive way
- Are specifically taught by all staff, so that there is consistency across our school community
- Are continually revisited and corrected when needed
- Are reinforced continually in class, on assemblies, newsletters, website, etc
- Are modelled by all staff at all times
- Are clearly displayed and referred to
- Are implemented in a consistent, fair and just manner
- Are positively reinforced and recognised – reinforces responsible behaviours by providing clear consistent approaches and rewards for students who follow our school expectations

Matrix of Expectations

Be a Learner

Every student at Oakwood State School is a learner. As a learner you will...

	Be Safe	Be Respectful	Be Responsible
All Areas	<ul style="list-style-type: none"> • Keep your hands, feet and objects to yourself • Walk on concrete areas • Enter buildings only when a teacher is present • Solve problems with words • Use equipment safely 	<ul style="list-style-type: none"> • Use manners and polite language • Follow adult instructions • Respect the differences in others • Respect and care for our school environment • Respect others personal space and property • Wait your turn 	<ul style="list-style-type: none"> • Be in the right place at the right time • Wear correct uniform at all times • Be honest • Ask for help if you need it
Learning Areas	<ul style="list-style-type: none"> • Enter a room only if a teacher is present • Walk • Ask permission to leave the room • Use furniture and equipment properly 	<ul style="list-style-type: none"> • Raise your hand to speak • Respect others right to learn and the teachers right to teach • Work quietly and do not disrupt others • Encourage others • Stay in your space • Be an active listener • Follow class rules 	<ul style="list-style-type: none"> • Be organised • Listen to instructions • Try your best • Be persistent • Stay on task • Participate fully in learning activities
Eating Areas	<ul style="list-style-type: none"> • Sit in the correct area to eat • Use good hygiene • Put lunch boxes away 	<ul style="list-style-type: none"> • Use manners 	<ul style="list-style-type: none"> • Put rubbish in the bin • Eat own food • Put lunch box away
Play Areas	<ul style="list-style-type: none"> • Be sun safe; wear school hat • Wear shoes and socks at all times • Stay in designated play areas • Play school approved games 	<ul style="list-style-type: none"> • Play fairly • Use Stop/Walk/Talk • Listen to others • Share equipment • Line up at the first bell • Invite others to play 	<ul style="list-style-type: none"> • Use school approved equipment • Return borrowed equipment • Play in designated area
Toilets	<ul style="list-style-type: none"> • Wash hands • Be health conscious • Use the toilets correctly • Keep water in the sink 	<ul style="list-style-type: none"> • Respect the privacy of others • Wait your turn in line • Go at the appropriate time • Be private 	<ul style="list-style-type: none"> • Use toilets before school and during breaks • Use the correct toilets • Keep toilets clean • Flush toilet • Report any damages or concerns to staff • One squirt of soap to wash hands • Turn tap off
Tuckshop	<ul style="list-style-type: none"> • Line up single file 	<ul style="list-style-type: none"> • Wait quietly in a line • Use manners 	<ul style="list-style-type: none"> • Place orders before school • Collect orders before breaks
Transitions	<ul style="list-style-type: none"> • Move between classes in an orderly manner in two straight lines • Enter and exit rooms in an orderly manner 	<ul style="list-style-type: none"> • Wait quietly • Walk quietly • Be respectful of other classes 	<ul style="list-style-type: none"> • Line up sensibly at bell time • Move promptly from class to eating areas • Move promptly to class after breaks
Bus Travel	<ul style="list-style-type: none"> • Sit appropriately • Stay on grounds until bus arrives 	<ul style="list-style-type: none"> • Follow bus rules • Follow seating plan 	<ul style="list-style-type: none"> • Wait quietly in designated areas
Before and After School	<ul style="list-style-type: none"> • Follow bike and road safety rules • Use supervised crossings • Wear correct safety equipment • Sign in when late • Sign out when leaving early • Walk bike in school grounds • Go straight home or to an agreed location 	<ul style="list-style-type: none"> • Represent your school with pride • Be respectful and courteous to everyone 	<ul style="list-style-type: none"> • Leave valuables at home • Take mobile phones to the office before school • Stay seated under the staffroom until dismissed by a teacher • Store bags and bike in the correct location

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Oakwood 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. Visual Reminders
- Throughout the school, visuals are posted of the three school rules and of the Expectations Matrix.
- 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 Oakwood 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.

Positive Reinforcement and Rewards

Classroom Awards and Rewards

All teachers are expected to reward positive student behaviour through a number of different strategies e.g. free time, stickers, stamps, awards, access to computers, etc.

Student of the Week

Each week, teachers nominate a student who is improving or doing well with their behaviour or class work. This certificate is handed out on assembly. Each student of the week is to be recorded on One School by administration staff. This will be based upon the weekly focus within the three main behaviour expectations.

The soaring higher award focusses on self-improvement in academic achievement.

Term Celebration Activities

There are 2 celebrations a term to acknowledge those students who have demonstrated consistent good behaviour and our key school values of Care, Community and Commitment.

These Celebrations will take place at the end of week 5 and 10 of each term. This allows students the opportunity to self-monitor, reflect and improve their behaviour by end of term.

'Simply the Best' celebration day activities could include a movie, disco, games, etc. Any student who has been withdrawal due to a major incident throughout the term will be automatically ineligible to participate in the End of Term Celebration.

Positive Teaching Strategies and Programs

- ✓ Social Skills and Self Esteem Programs
- ✓ Camps, excursions, and interschool activities
- ✓ Anti-bullying Programs – The Five Finger Program
- ✓ 1 to 5 program (self-monitoring)

Active Student Involvement

Students have many opportunities to become actively involved in a large range of activities at school. These are regularly promoted and acknowledged with staff encouraging students to be active participants. The broad range of academic, cultural and sporting activities includes:

- ✓ academic competitions
- ✓ gifted and talented groups, competitions and camps
- ✓ choir and instrumental groups, competitions and performances
- ✓ many interschool and representative sporting opportunities

Active Student Involvement is a very effective means of promoting and maintaining acceptable and appropriate behaviours.

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 direct 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: Respond Program

Each year a small number students at Oakwood 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 accepted into the Respond Program 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 from check-in/check-out staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Respond Program 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 program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Support Plans

In consultation with the student, their parents/carers, classroom teacher and the Principal, an Individual Behaviour Support Plan (IBSP) may be developed and implemented to provide support to the student. A Behaviour Support Booklet may also be used to monitor a student's behaviour over a set period, and to communicate this to parents.

Intensive behaviour support: Behaviour Support Team

Oakwood 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 School Behaviour Leadership Team 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, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

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 that 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 Oakwood 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.

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

Behaviour Response Cycle within the Classroom

Inappropriate behaviour is responded to with a warning which is represented visually on a chart present in all learning areas of the school. The student moves their name card/peg to the first warning indicator. If the behaviour is repeated the student is warned again and their name card/peg is moved to the next warning indicator. On a third repetition of inappropriate behaviour the student has time out at the next break. If then their behaviour continues in the same session the teacher has the option to immediately cross class the student with a time-out still given at the next lunch break. When the student has completed their time-out their card/peg is moved back to the starting point of the behaviour chart. The levels of response may be moved up or down based on the circumstances of individual students.

A student's behaviour is expected to be consistent across all curriculum areas and learning environments with all staff. Warnings from one staff member during a session apply to the next curriculum/classroom setting where a student engages with different staff. The length of time that the warnings are in place is dependent upon the age and situation of different students. Generally students are allowed 2 warnings for inappropriate behaviour during one day.

Recording Behaviour

A Behaviour Data slip is used to record all minor behaviour. Major problem behaviour is recorded on an office referral form. Both are directly recorded on OneSchool. The recording of three minor behaviours during a 1 to 2 week period constitutes a major behaviour. Student reflection forms are sent home once completed. This is communicated via email or post and a read receipt is sent from parents to confirm they have sighted the form.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is recorded by the teacher on duty for time out.
- **Major** problem behaviour is referred directly to the school Administration team

The main minor behaviour is indicated on the data collection form along with other behaviours commented on.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way

- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor and Major Behaviour Consequences

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A cross-class procedure.
 1. The child is given 2 warnings as a part of the whole school classroom behaviour process.
 2. After a time out has been given for a minor behaviour the student may be directed to another designated classroom.
 3. During this time, the student will be required to complete a behaviour reflection sheet along with work which will be supplied by his/her class teacher.
 4. At the end of the cross-class period, the student returns to his/her classroom and waits to discuss with the teacher their inappropriate behaviours and consider a restorative response to their behaviour.
- A re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

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

Definition of key strategies

Time out (Minor)	A principal or school staff member may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down or reflect on rules broken. Students will complete a reflection sheet during this time. This sheet will be scanned and uploaded to the relevant One School incident. Parents will be emailed or posted a copy.
Cross-Class	When a student chooses to behave inappropriately, which disrupts the teaching and learning in the classroom, the child will be sent to a designated classroom for the rest of that session.
Office (Major)	A principal or teacher may use withdrawal to the office as a consequence for disobedience, misconduct, or other breaches of school expectations. This is supervised by the principal during the first break after students have eaten. Students will complete a reflection sheet during this time. This sheet will be scanned and uploaded to the relevant One School incident. Parents will be emailed or posted a copy to be signed and returned to the school. An Individual Behaviour Support Plan (IBSP) may be developed and implemented to provide support to the student. A Behaviour Support Booklet may also be used to monitor a student's behaviour over a set period, and to communicate this to parents.
Natural Consequence	Children experience the natural consequences of their own behaviour. This is based on the ideology that when children experience the results of their behaviour, they can learn that their actions have consequences. They might learn to take responsibility for what they do. Examples of these consequences are : Child doesn't complete her homework she fails the assignment.

	If a child breaks a rule on the sporting field, he gets sent off.
Restorative Justice	To repair the harm caused by the behaviour. The foundational principles of restorative justice advocate a collaboration of all parties (ie those effected by the behaviour) to determine an outcome. An example of a response is the student will write a letter of apology to the individual(s) harmed.
School Community Service	Community service activities are activities undertaken by students for the benefit of the school community. Examples of service are gardening, cleaning, picking up rubbish and helping with community events.

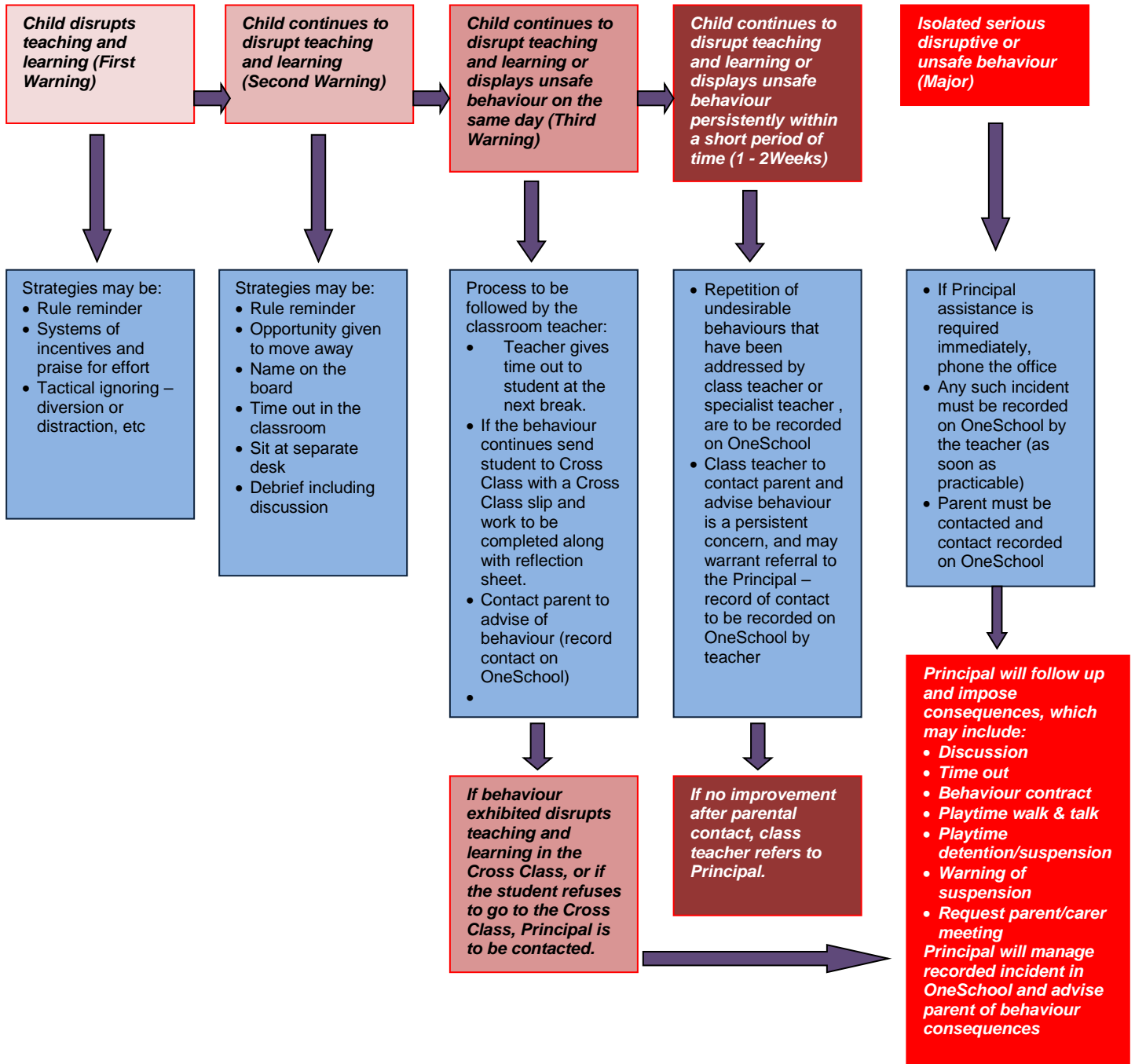
The following table outlines examples of major and minor problem behaviours:

	Minor	Major
All Areas	<ul style="list-style-type: none"> • Inappropriate language (written or verbal) • Minor vandalism • Failure to respond to adult request • Non-compliance • Uncooperative behaviour • Mobile phone kept in possession or left in school bag • Bringing valuable items to school without prior approval • Petty theft (stealing rubber, sharpener) • Minor damage to property • Telling lies • Disrespectful tone • Minor defiance (repeated no) • Minor bullying/harassment • Minor physical contact e.g push, foot out 	<ul style="list-style-type: none"> • Major vandalism • Possession of alcohol, cigarettes or knife • Possession or selling of drugs • Leaving the school without permission • Use of a mobile phone in any part of the school during school hours for voicemail, email, text messaging or filming purposes with authorisation • Offensive language • Aggressive language • Blatant disrespect • Verbal abuse/directed profanity • Repeated stealing/major theft • Deliberate major damage to property • Major defiance (danger to student could be an outcome) • Major bullying/harassment • Physical attack on staff and student • Spitting
Learning Areas	<ul style="list-style-type: none"> • Not completing set tasks • Not giving best effort • Cheating • Calling out • Not being punctual (e.g. lateness to class) • Minor disruption to class • Talking in class • Being unprepared for class • Refusing to work 	<ul style="list-style-type: none"> • Leaving class without permission • Major disruption to class • Serious physical aggression
Eating Areas	<ul style="list-style-type: none"> • Littering • Throwing lunch in the bin • Sharing or swapping food 	<ul style="list-style-type: none"> • consistently Stealing other student's food • destroying other student's lunchbox or lunch • Serious physical aggression
Play Areas	<ul style="list-style-type: none"> • Not wearing a hat • Not playing school approved games • Climbing trees • Not playing fairly • Walking or running in the garden • Harassing animals • Unsafe play • Teasing • Tantrums • Not wearing shoes 	<ul style="list-style-type: none"> • Throwing objects likely to cause significant injury/damage to people and/or property • Possession of weapons • Fighting • Serious physical aggression • Deliberately injuring animals • Deliberate use of rude gestures
Toilets	<ul style="list-style-type: none"> • Playing in the toilets 	<ul style="list-style-type: none"> • Deliberate Serious physical aggression • misuse of toilets or toilet paper
Tuckshop	<ul style="list-style-type: none"> • Not waiting your turn in line 	<ul style="list-style-type: none"> • Serious physical aggression
Transitions	<ul style="list-style-type: none"> • Running on concrete or around buildings • Not entering/exiting a room in an orderly manner • Wasting time by walking slowly to class • Making excuses for being late to class 	<ul style="list-style-type: none"> • Serious physical aggression

Oakwood State School – Classroom Behaviour Management Model

Teachers will...

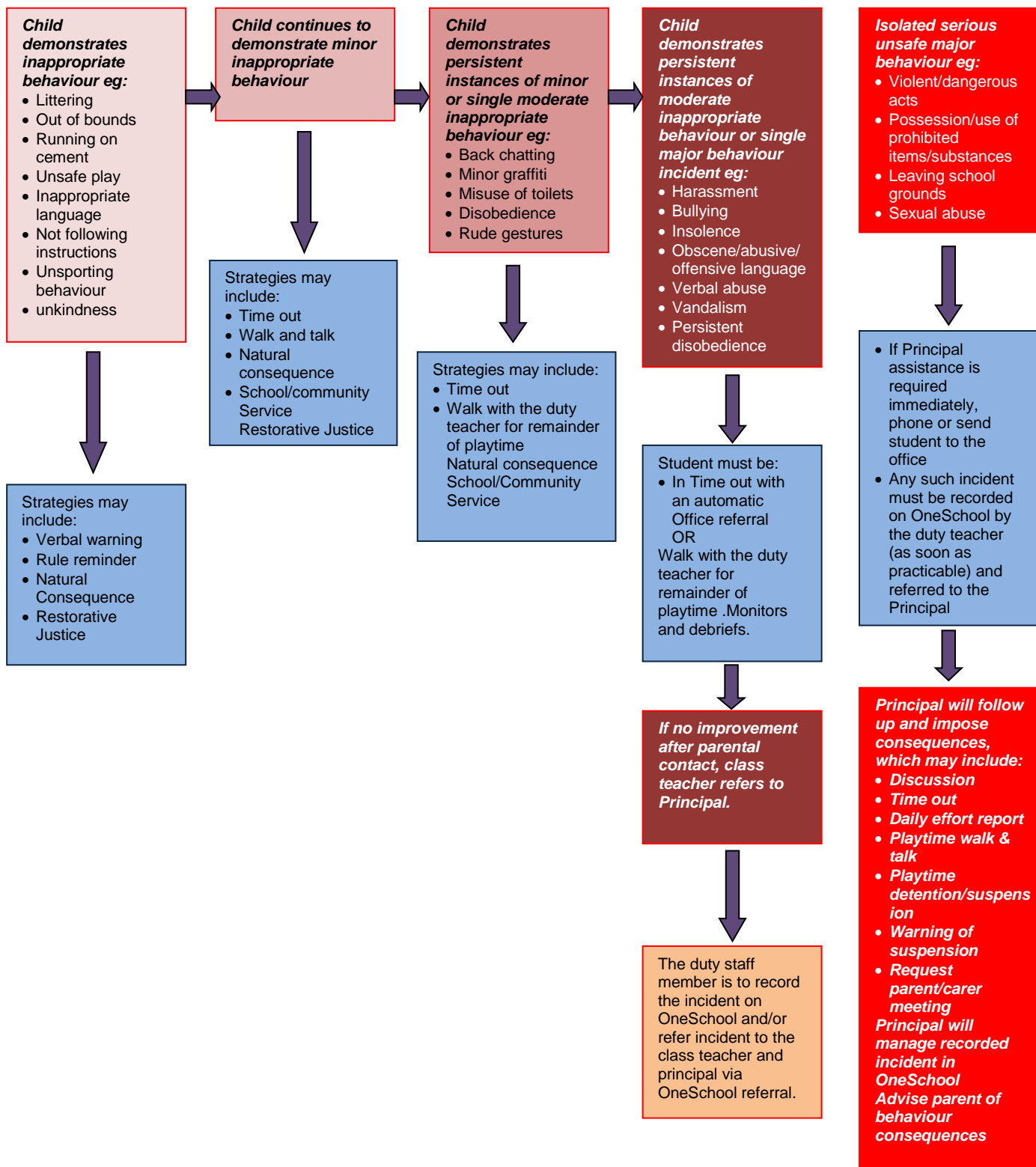
- ✓ Establish a positive environment – build relationships
- ✓ Involve student in making class rules and consequences based on the school rules
- ✓ Display rules clearly in the classroom
- ✓ Utilise visual indicator of warnings



Oakwood State School – Playground Behaviour Management Model

Teachers will...

- ✓ Supervise students by moving around the duty area maintaining 'duty of care'
- ✓ Enforce school rules in outdoor context
- ✓ Address minor and moderate incidents to help prevent escalation into major issues



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 Oakwood State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Record keeping

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

- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

Students at Oakwood State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

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. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

9. Related legislation

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

10. Related policies

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

11. 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

Assistant Regional Director

Effective Date: 1 January 2014 – 31 December 2017

REVIEWED:

N. Shield

1 March 2016

Review date: 1 March 2017

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Oakwood State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

Appendix 2

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

Purpose

1. Oakwood State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Oakwood State School. Research indicates that both those being bullied and those who bully are at risk of 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 Oakwood State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Oakwood State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Oakwood State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
 10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
 11. 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.
 12. 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 Oakwood State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
 13. Oakwood State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

**Oakwood State School
Office Referral Form**

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour			
Persistent Minor (Please tick)		Major (Please tick)	
Defiance/Disrespect Low intensity brief failure to follow directions		Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category	Be a Learner				
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident					
None		Peers		Staff	Other

Comments:

Knives

We can work together to keep knives out of school. At Oakwood

- ✓ Every student has the right to feel safe and be safe at school.
- ✓ No knives are allowed to be taken to school by students.
- ✓ There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- ✓ No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- ✓ Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- ✓ In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- ✓ If a student has a knife at school, principals can inform the police.
- ✓ Possessing a knife at school may result in serious disciplinary consequences
- ✓ Police can search a student and their property at school if they suspect a student has a knife.
- ✓ A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- ✓ School property such as desks or ports may be searched if the principal suspects that a student has a knife on or in school property.
- ✓ If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- ✓ If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Bundaberg Central safe?

- ✓ Make sure your child knows what the laws and rules are about knives.
- ✓ Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- ✓ Contact your school principal if you believe your child is being bullied or threatened at school.
- ✓ If you want to talk about students and knives at school, please contact the Principal.

Appendix 5

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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