Redbank Plains State School

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

1. Purpose
Redbank Plains State School through Positive Behaviour for Learning (PBL) aims to actively promote and maintain a safe, respectful and positive learning environment for all students, staff and community.

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
Redbank Plains State School developed this plan in collaboration with our school community including consultation with parents, staff and students through the 2015 School Review.

A review of the important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents, inappropriate online behaviour also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and Behaviour Statement
All areas of Redbank Plains State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

The Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Redbank Plains 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

- I am safe
- I am respectful
- I am a learner

I am Safe
- Using class equipment and furniture safely.
- Remaining in the room.
- Walking when entering and leaving the classroom.

I am Respectful
- Raising my hand and speaking when it's my turn.
- Looking at and listening to the speaker.
- Keeping all books and equipment in good condition.

I am a Learner
- Attempting all tasks and asking for help when needed.
- Knowing and following classroom rules.
- Being on time and ready to learn.
Our school expectations 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 Redbank Plains State School we emphasise the importance of explicitly 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

At Redbank Plains state school we are committed to the values and beliefs of our pledge:

Redbank Plains State School Panther’s Pledge
I am a Redbank Plains Panther.
I am safe. I am respectful.
I am a learner.
I value my own and others’ safety.
I respect myself and my school community.
I commit myself to learning every day.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School Wide Expectation Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th>All Areas</th>
<th>In the Classroom</th>
<th>In the Playground</th>
<th>Toilets</th>
<th>Pick up Zone/Bus Line</th>
<th>Travelling to and from School</th>
<th>Excursion and Sport</th>
<th>Lining up</th>
<th>In an Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am Safe</td>
<td>Keeping hands and feet to myself</td>
<td>Using class equipment and furniture safely</td>
<td>Using equipment safely</td>
<td>Washing my hands carefully</td>
<td>Being in the right place at the right time</td>
<td>Crossing at pedestrian crossings</td>
<td>Remaining with your teacher/coach/group/buddy</td>
<td>Lining up where the teacher taught me to line up</td>
</tr>
<tr>
<td></td>
<td>Being in the right area at the right time</td>
<td>Remaining in the room</td>
<td>Being sun smart- wearing a broad brimmed or bucket hat.</td>
<td>Leaving the toilets quickly and quietly</td>
<td>Sitting patiently until your car/bus stops</td>
<td>Observing stranger danger</td>
<td>Wearing the seatbelt</td>
<td>Keeping to the left in two straight lines</td>
</tr>
<tr>
<td></td>
<td>Walking quietly to the left on the walkways</td>
<td>Walking when entering and leaving the room</td>
<td>Playing school approved non-contact games</td>
<td>Using a pass to go to the toilet with a buddy during class time</td>
<td>Staying inside the school fence and wait for parent/carer</td>
<td>Walking bike/scooter when on school grounds</td>
<td>Being sun smart and feet to myself</td>
<td>Keeping my hands and feet to myself</td>
</tr>
<tr>
<td>I am Respectful</td>
<td>Following directions first time every time</td>
<td>Raising my hand and speaking when it's my turn</td>
<td>Solving issues with appropriate words and a calm voice</td>
<td>Looking after people privacy</td>
<td>Following adult directions</td>
<td>Staying on the footpath and keep left</td>
<td>Being polite to member of the public</td>
<td>Facing the front</td>
</tr>
<tr>
<td></td>
<td>Using manners</td>
<td>Looking at and listening to the speaker</td>
<td>Placing all rubbish in the bin</td>
<td>Reporting any misuses to the teacher</td>
<td>Being on time</td>
<td>Staying out of private property</td>
<td>Showing sportsmanship whether we win or lose</td>
<td>Using a whisper a voice until the Pledge</td>
</tr>
<tr>
<td></td>
<td>Taking care of property, myself and others</td>
<td>Keeping all books and equipment in good condition</td>
<td>Sharing and taking turns</td>
<td>Keeping toilets clean and tidy</td>
<td>Using your own property</td>
<td>Caring for equipment and the venue</td>
<td>Following the line leaders and allowing them to do their job</td>
<td>Responding the way I have been taught- clapping</td>
</tr>
<tr>
<td>I am a Learner</td>
<td>Knowing the Panther Expectations and Panther Pledge</td>
<td>Attempting all tasks and asking for help when needed</td>
<td>Knowing and playing by the rules of the game or activity</td>
<td>Asking permission to go to the toilet</td>
<td>Knowing how you are getting home every day</td>
<td>Being at school on time</td>
<td>Knowing the rules of the activity/sport</td>
<td>Knowing where we are going</td>
</tr>
<tr>
<td></td>
<td>Knowing and following the Panther Rules</td>
<td>Knowing and following classroom rules</td>
<td>Knowing the areas of the school that are out of bounds</td>
<td>Using toilets at the preferred time- break time</td>
<td>Reporting to the office if you’re not collected by parents/carer</td>
<td>Travelling straight to school and straight home</td>
<td>Asking questions to learn more</td>
<td>Allowing classes nearby to learn</td>
</tr>
<tr>
<td></td>
<td>Knowing lockdown/evacuation process</td>
<td>Being on time and ready to learn</td>
<td>Using the toilet and getting a drink during break time</td>
<td>Returning to class as quickly and quietly as possible</td>
<td>Learning about road rules</td>
<td>Participating in all activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- Explicit Behaviour Focus 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.
- Consistent use of Redbank Plains State School behaviour expectation language.
- School Wide Positive Behaviour Acknowledgement System.

Redbank Plains 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 Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Redbank Plains State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plan developed with students, parents and relevant specialists for students who have difficulty meeting school expectations. This plan provides a personal framework of positive behaviour expectations and actions to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - The use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - Procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

**Reinforcing Expected School Behaviour**

At Redbank Plains State School, communication of our school expectations is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. Redbank Plains State School is a Positive Behaviour for Learning (PBL) School, we utilise a reward system that positively recognises the students for displaying the RPSS expectations. Students receive Panther Paws for following school expectations in the classroom and the playground. Once a student accumulates a particular number of Panther Paws they receive a Gold, Silver or Bronze Panther Paw Certificate. Students who continue to display the RPSS expectations receive a Safe, Respectful, Learner Wrist Band that recognises their positive choices. Panther Paws encourage students to recognise the intrinsic motives for their choices, having students that recognise they make good choices for their learning success.

Students receive awards on fortnightly assemblies for demonstrating safe respectful behaviour and being learners. Students also receive Learner awards and Safe Respectful Learner awards at Celebration Parades each term. Classes that demonstrate the school expectations in specialist lessons are also acknowledged with certificates at fortnightly assemblies.
Redbank Plains State School Positive Rewards Structure

Staff at Redbank Plaines State School realise the importance of rewards in reinforcing positive behaviour in students. There are three levels of reinforcers in the rewards system process. Below outlines the School Wide positive behaviour acknowledgement system.

<table>
<thead>
<tr>
<th>Reward</th>
<th>Method of recognition</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Free and Frequent</strong></td>
<td><strong>Panther Paws</strong>- Panther Paws are handed out to students who are meeting school expectations (I am Safe, I am Respectful, I am a Learner). Panther Paws are given out in both classroom and non-classroom settings. Teachers are asked to hand out a minimum of 20 Panther Paws a day this is based on 4:1 positive reinforcements to corrections ratio. Panther Paws are placed in a box within each classroom where they remain for the fortnight. Admin will make a draw from each class’s Panther Paw Box once a fortnight and a student from each class will receive a reward.</td>
<td><strong>Daily</strong></td>
</tr>
<tr>
<td><strong>Short Term</strong></td>
<td><strong>Panther Paw Certificates</strong>- Gold, Silver, Bronze Panther Paw Certificates will be presented each fortnight to students within class. Bronze Paw Certificate= 10 Panther Paws Silver Paw Certificate= 15 Panther Paws Gold Paw Certificates= 30 Panther Paws Students who receive a Paw certificate will be recorded on OneSchool as a positive.</td>
<td><strong>Fortnightly</strong></td>
</tr>
<tr>
<td><strong>Long and strong</strong></td>
<td><strong>Celebration Day</strong>- A Prep-2 and 3-6 celebration day will be held in the last week of each term. Students who participate in the celebration day must have:</td>
<td><strong>Term</strong></td>
</tr>
<tr>
<td></td>
<td>- 0 Major Behaviour Incidents on OneSchool - Less than 3 Minor Behaviour Incidents on OneSchool - 3 or more Panther Paw Certificates in a term (Gold, Silver, or Bronze) <strong>Safe, Respectful, Learner Wristbands</strong>- Wristbands are presented at the end of each Term. A student will receive a wristband if they have:</td>
<td></td>
</tr>
</tbody>
</table>
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 utilise the Essential Skills strategies moving from least intrusive to most intrusive. The Essential Skills for Classroom Management are directly related to setting expectations, acknowledging appropriate behaviour and correcting inappropriate behaviour.

Our preferred way of re-directing low-level problem behaviour is to ask them 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.

Classroom Timeout to Reflect on Problem Behaviour (Yellow Card)
When a student continues to exhibit inappropriate behaviour, students are given the opportunity to go to an allocated timeout space within the classroom where they can reflect on their behaviour choices. Timeout allows students to remain within the classroom environment while reflecting on the school expectations. Students attend timeout for 5 minutes and take their work with them to continue their learning.

Buddy Class Referral (Red Card)
If the behaviour continues and teaching and learning is interrupted the student may be sent to Buddy Class to allow them time away from the classroom environment to reflect on their behaviour choices. The student attends buddy class for 10 minutes.

Targeted Behaviour Support:
Each year a small number of students at Redbank Plains State School are identified through our data as needing additional targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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 who attended Buddy Class frequently (3 times in 1 week) are referred to the Reflection Room (Blue card) during lunch time to reflect on their behaviour choices and how those choices align with the school expectations. Students who have difficulty following school expectations within the playground are referred to the Reflection Room (Red Card) for repeated minor or major behaviour incidents. Parents are notified of their child’s attendance in the Reflection Room via letters home.

Students who frequently attend the Reflection Room will be placed on a Behaviour Monitoring Card to monitor their behaviour each session or play break. The student’s behaviour choices are recorded as satisfactory or unsatisfactory each session. The child meets frequently with Admin and their parents to discuss their behaviour.

Students displaying frequent unacceptable behaviour will be placed on an Individual Behaviour Support Plan. The Deputy Principal Classroom Teacher, Parent/Caregiver and Student, work together to develop an individual targeted plan outlining behavioural expectations, specific behaviour support strategies for that child and possible consequences. All stakeholders and a member of admin are provided with a copy of the plan which is then reviewed at regular intervals and modified if necessary.
**Intensive Behaviour Support:**
Redbank Plains 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 may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Deputy Principal

- Works with other staff members to develop appropriate behaviour expectations and strategies
- Monitors the impact of support for individual students through continuous data collection
- Provides consistent strategies and adjustments outlined within the Individual behaviour Support Plan, and
- Works with the Principal to achieve continuity and consistency.
- In some cases includes outside agencies, and specialist behaviour service staff.
## Sequence of Consequences in the Classroom

At teacher discretion, steps may be skipped for serious or frequent behaviours

<table>
<thead>
<tr>
<th>Safe, Respectful, Learner Panther</th>
<th>students on this level are displaying behaviour that demonstrates our school expectations of I am safe, I am respectful, I am a learner. Students displaying this behaviour are more likely to receive a Panther Paw.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind Reminder</td>
<td>verbal reminder to correct inappropriate behaviour.</td>
</tr>
<tr>
<td>Firm Reminder</td>
<td>a firm verbal reminder to correct inappropriate behaviour.</td>
</tr>
<tr>
<td>Time out</td>
<td>time out card placed on student’s desk. 5 minutes time out in own classroom.</td>
</tr>
<tr>
<td>Buddy Class</td>
<td>buddy class card placed on student’s desk. 10 minutes time out in allocated buddy class. Teacher to enter student’s attendance in buddy class as a minor on OneSchool. Parents are contacted.</td>
</tr>
<tr>
<td>Referral to office</td>
<td>office is contacted student removed from classroom. Parents contacted, time out, individual behaviour plan, suspension or exclusion as appropriate.</td>
</tr>
</tbody>
</table>
# Classroom Behaviour Zones

**I am safe, I am respectful, I am a learner**

## Behaviour Examples

<table>
<thead>
<tr>
<th>Green Behaviour</th>
<th>Yellow Behaviour</th>
<th>Red Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving problems calmly</td>
<td>Touching or disturbing others</td>
<td>Harassing others (hitting, kicking, strangling, spitting)</td>
</tr>
<tr>
<td>Caring for others</td>
<td>Being in the wrong place</td>
<td>Possession of weapons</td>
</tr>
<tr>
<td>Following instructions</td>
<td>Not having personal mobile device in to office</td>
<td>Use of mobile in school time</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Misuse of school or classroom equipment</td>
<td>Defiance</td>
</tr>
<tr>
<td></td>
<td>Running around the classroom</td>
<td>Stealing</td>
</tr>
<tr>
<td></td>
<td>Pushing desks or chairs</td>
<td>Swearing with intent</td>
</tr>
</tbody>
</table>

## Adult Responses

<table>
<thead>
<tr>
<th>Green Behaviour</th>
<th>Yellow Behaviour</th>
<th>Red Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>All going well— Panther Paws, utilise Essential Skills</td>
<td>Firm Reminder— a firm verbal reminder to correct inappropriate behaviour, utilise essential skills</td>
<td>Referral to office— Office is contacted and student is removed from classroom. Parents contacted, time out, individual behaviour plan, suspension or exclusion as appropriate</td>
</tr>
</tbody>
</table>

## Level of Responsibility

<table>
<thead>
<tr>
<th>Green Behaviour</th>
<th>Yellow Behaviour</th>
<th>Red Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher managed— Utilising the schoolwide positive acknowledgement system and 10 Essential Skills</td>
<td>Teacher managed — 10 Essential Skills may keep personal anecdotal record (only if necessary)</td>
<td>Teacher managed— Record on OneSchool</td>
</tr>
<tr>
<td>Teacher managed — 10 Essential Skills— Keep personal anecdotal record (only if necessary)</td>
<td>Teacher managed — 10 Essential Skills— Keep personal anecdotal record (only if necessary)</td>
<td>Minor chronic or persistent— problem solve with colleague/ year level team or senior experience teachers</td>
</tr>
<tr>
<td>Buddy Class— buddy class card placed on student’s desk. 10 minutes timeout in allocated buddy class. Teacher to enter as a minor on OneSchool</td>
<td>The minor chronic or persistent— minor chronic or persistent— problem solve with colleague/ year level team or experience senior teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher managed— Record on OneSchool</td>
<td>Teacher managed— Record as a major on OneSchool, parents contacted</td>
<td>Admin Management/Support — Record as a major on OneSchool, parents contacted</td>
</tr>
</tbody>
</table>

**I AM SAFE**
- Solving problems calmly
- Caring for others
- Following instructions
- Being in the right place

**I AM RESPECTFUL**
- Being tolerant
- Helping others
- Speaking appropriately

**I AM A LEARNER**
- Trying hard
- Having a go
- Managing time well
- Being organised

**At teacher discretion, steps may be skipped for serious or frequent behaviours**
Sequence of Consequences in the Playground
At teacher discretion, steps may be skipped for serious or frequent behaviours

**Safe, Respectful, Learner Panther**- students on this level are displaying behaviour in the playground that demonstrates our school expectations of I am safe, I am respectful, I am a learner. Students displaying this behaviour are more likely to receive a Panther Paw.

**Reminder**- verbal warning to correct inappropriate behaviour.

**Walk and Talk**- a playground timeout in which a student’s walks with the teacher and discusses their inappropriate behaviour. The length of the “walk and talk” will vary depending on the length of the reflective conversation that is required as well as the severity of the incident.

**Office/ Panther on the Board**- major behaviour in the playground is referred to the Deputy Principal by the teacher on duty. Behaviours referred to the Office are behaviours of a serious nature such as physical fighting or major vandalism. The Deputy Principal will then place the student on the board and the student will walk and talk about their choices with a teacher on duty during the next play break.
# Playground Behaviour Zones

**I am safe, I am respectful, I am a learner**

<table>
<thead>
<tr>
<th>Behaviour Example</th>
<th>Adult Responses</th>
<th>Level of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Behaviour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping others</td>
<td>Panther Paws</td>
<td>Staff managed – Panther Paws</td>
</tr>
<tr>
<td>Solving problems calmly</td>
<td>Praise</td>
<td></td>
</tr>
<tr>
<td>Calming down when needed</td>
<td>Positive behaviour entry on OneSchool</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following teacher instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wearing neat uniform and hat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collecting litter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing up for others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using friendly language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing fairly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking for positives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Including others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trying new activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking turns quickly in games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Yellow Behaviour** |                 |                        |
| Disrespect | Reminder from teacher | Staff managed – 10 Essential Skills |
| Rough play | Walk and talk with duty teacher | Minor chronic or persistent-problem solve with colleague or classroom team |
| Play in toilet area | Community Service (e.g. litter collection) |                        |
| Not being in the right place at the right time |                |                        |
| Lying |                |                        |
| Not wearing school uniform/hat |                |                        |
| Inappropriate language |                |                        |
| Not playing fairly |                |                        |
| Leaving people out of play |                |                        |
| Not actively listening to reflective conversation with teacher |                |                        |

| **Red Behaviour** |                 |                        |
| Hurting others (hitting, tripping, tackling) | Apology/Restorative action | Admin Management/Support – Record on OneSchool as a major behaviour |
| Playing inappropriate school games (e.g. rugby league) | Contact with parents |                        |
|重大 defiance | Apology/Restorative action |                        |
| Verbal abuse/aggressive behaviour or offensive language | Contact with parents |                        |
| Deliberate truancy | Playground Plan (for repeated behaviours) |                        |
| Use of mobile phone in school hours | Reflection Room |                        |
| Leaving school grounds without permission |                |                        |
| Major ICT misuse (eg cyberbullying) |                |                        |
| Property misuse (including misuse of technology and vandalism) |                |                        |
| Theft or forgery |                |                        |
| Verbal abuse/ aggressive behaviour or offensive language towards adult |                |                        |
| Apology/Restorative action |                |                        |
| Contact with parents |                |                        |
| Playground Plan |                |                        |
| Suspension/exclusion/Discipline Improvement Plan/loss of privilege |                |                        |
5. Consequences For Inappropriate or Unacceptable Behaviour

Redbank Plains State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents are recorded on OneSchool.

Minor and Major Behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are referred directly to the school Administration team.

When responding to problem behaviour the staff member first determines if the problem behaviour is Minor or Major with the following agreed understanding:

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.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- may require the involvement of specialist support staff or school Administration.

Minor problem behaviours may result in the following consequences:
- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (timeout), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction process where a staff member takes the student aside and:
  1. Names the behaviour that student is displaying
  2. States and explains expected school behaviour if necessary
  3. Gives positive verbal acknowledgement for expected school behaviour.

Major unacceptable behaviours may result in the following consequences:
- Parent contact, Reflection Room referral, referral to Deputy Principal/ Principal, referral for specialist behaviour services, sent home with parent/ caregiver for the rest of the day suspension from school.
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

<table>
<thead>
<tr>
<th>School Disciplinary Absences (SDA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Negotiated attendance and risk management plan</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Negotiated attendance is agreed upon by Senior Admin, Classroom Teacher, and Parents in the best interest of the student.</td>
</tr>
<tr>
<td><strong>Proposed exclusion or recommended exclusion</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Cancellation of enrolment</strong></td>
</tr>
</tbody>
</table>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.*
<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Definition of Behaviour</th>
<th>Trivial Example</th>
<th>Minor Non Example</th>
<th>Minor Example</th>
<th>Major Non Example</th>
<th>Major Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/ Harassment</td>
<td>Bullying using superior strength or influence to intimidate someone, typically to force them to do something. Harassment: aggressive pressure or intimidation</td>
<td>'He keeps looking at me funny'</td>
<td>Bulling/harassment is never a minor behaviour. Refer minor incidents of bullying/harassment to Physical misconduct or Verbal misconduct</td>
<td>Intermittent</td>
<td>Verbal: name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance. Physical: purposely hurting or overpowering another. Social or Psychological: social exclusion, cyber bullying, physical gestures, and written notes.</td>
<td>Behaviours that do not constitute bullying include: Mutual arguments and disagreements (where there is no power imbalance), not liking someone or a single act of social rejection, one off acts of spite, isolated incidents of aggression, intimidation or violence.</td>
</tr>
<tr>
<td>Defiant/ threats to adults</td>
<td>Verbal or physical defiant gestures that resist or threaten adults</td>
<td>Playing in the wrong areas; 'do I have to?'</td>
<td>One off refusal comment or use of offensive language in conversation with an adult</td>
<td>Speaking too loudly during tasks</td>
<td>Repeatedly Using defiant language directed at adults, refusal comments e.g. 'you can't make me'</td>
<td>Student swearing after stubbing their toe or a comment like 'I can't do this, this is stupid'</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Behaviour that results in an interruption in the class, school routines, or school activity</td>
<td>Petty interruptions; joke telling, noises</td>
<td>Occasional calling out or interfering with neighbour, one off leaving seat without permission</td>
<td>Obtaining learning equipment sharpening your pencil</td>
<td>Sustained yelling, consistently out of seat behaviour to interrupt activities</td>
<td>Moving or seeking/ avoiding sensory Input without interrupting the learning</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Students wearing inappropriate clothing to school or for an activity</td>
<td>Do not use, refer to Admin for parent to be contacted</td>
<td>Do not use, refer to Admin for parent to be contacted</td>
<td>Do not use, refer to Admin for parent to be contacted</td>
<td>Do not use, refer to Admin for parent to be contacted</td>
<td>Do not use, refer to Admin for parent to be contacted</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Inappropriate use of any electronic device</td>
<td>Placing clip art picture into a word document instead of typing up work</td>
<td>Accessing websites at inappropriate times</td>
<td>Accidentally clicking onto a banned website, sharing of passwords and logging on using another students' password</td>
<td>Posting photos of other students with the intention to embarrass them, posting inflammatory comments</td>
<td>Making posts about others with no intent to embarrass, but without their awareness</td>
</tr>
<tr>
<td>Late</td>
<td>Late from lunch breaks or activities outside of the classroom</td>
<td>The bus being late, sick or upset</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
</tr>
<tr>
<td>Lying/ Cheating</td>
<td>Student delivers message that is untrue and/or deliberately violates rules</td>
<td>Student states they have completed a task when it is incomplete</td>
<td>Lying affects others and causes an escalation of behaviours e.g. lies/acuses other students of something. Plagiarism</td>
<td>Lying about reason for not completing a task/homework</td>
<td>Student accused staff of physical or verbal assault but found with evidence that the incident did not occur</td>
<td>Offering information as a witness where information is based on hearsay only</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Inappropriate use of an object for the non-intended purpose of the object</td>
<td>Throwing a stick at a tree to get a ball down</td>
<td>Chasing someone with a stick or other object with the intention to hurt</td>
<td>Swinging a pencil case or lunchbox around</td>
<td>Using an object to deliberately cause injury</td>
<td>Rough play</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Behaving in a way that does not comply with the classroom and playground routines</td>
<td>Do not enter on One School, refer to other category to define the non-compliance (e.g. defence, disruptive, refusal to participate)</td>
<td>Do not enter on One School, refer to other category to define the non-compliance (e.g. defence, disruptive, refusal to participate)</td>
<td>Do not enter on One School, refer to other category to define the non-compliance (e.g. defence, disruptive, refusal to participate)</td>
<td>Do not enter on One School, refer to other category to define the non-compliance (e.g. defence, disruptive, refusal to participate)</td>
<td>Do not enter on One School, refer to other category to define the non-compliance (e.g. defence, disruptive, refusal to participate)</td>
</tr>
<tr>
<td>Other conducted prejudicial to the good order and management of the school</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
</tr>
<tr>
<td>Behaviour Category</td>
<td>Definition of Behaviour</td>
<td>Trivial</td>
<td>Minor</td>
<td>Non Example</td>
<td>Major</td>
<td>Non Example</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------</td>
<td>---------</td>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Fighting or actions that involve harmful physical contact</td>
<td>Petty or non-consensual contact, tripping into others</td>
<td>Contact without injury e.g. tripping, pushing into others</td>
<td>Student touches others waiting in line, pushing in</td>
<td>Hurting another causing injury, e.g. punching, head butting, choking, scraching, spitting, biting</td>
<td>Landing on someone during a game</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Possessing on their person or in their bag any item declared by the school as prohibited</td>
<td>Bringing to school: chewing gum, trading cards, games, toys</td>
<td>Being in possession of an object capable of causing bodily harm (e.g. pocket knife, lighter)</td>
<td>Having a knife to cut up their fruit e.g. a plastic knife to cut fruit</td>
<td>Using an item as a weapon to harm or threaten to harm</td>
<td>Bringing a cultural item to school for a curriculum task (which could be considered a weapon)</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>Using any item declared by the school as prohibited</td>
<td>Do not use refer to ’Possess prohibited items’</td>
<td>Do not use refer to ’Possess prohibited items’</td>
<td>Do not use refer to ’Possess prohibited items’</td>
<td>Do not use refer to ’Possess prohibited items’</td>
<td>Do not use refer to ’Possess prohibited items’</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Participating in an activity that results in damage, destruction or disfigurement of property</td>
<td>Breaking own belongings</td>
<td>Throwing, kicking or breaking someone else’s belongings or school property</td>
<td>Failing and breaking an item unintentionally</td>
<td>Deliberately impairs the usefulness of property, kicking a hole in wall, throwing/breaking furniture, graffiti</td>
<td>Failing/ being pushed into a wall, break a window accidentally while playing a ball game</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Non-verbally or verbally refusing to participate in learning activities or engage in learning tasks</td>
<td>Student is unwell or emotionally upset</td>
<td>Infrequent refusal to participate in tasks</td>
<td>Change behaviour after being given choices/take up time</td>
<td>Continual refusal to participate in learning, which is of no disruption to others, to participate in learning</td>
<td>Student self regulates without permission, but returns to task</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substances</td>
<td>Student is under the influence of or is in possession of illegal substances</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Student is under the influence of or is in the possession of legal substances</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Three minor incidents referred to buddy class</td>
<td>Saying things in the heat of the moment without intention to follow through</td>
<td>Saying/doing something you know will cause a reaction: ‘fight, fight, fight’ or ‘don’t listen to them’</td>
<td>General comments not particular to any one student: ‘All boys are stupid’</td>
<td>Spreading reputations or gossip</td>
<td>Trying to sell/refer to consequence flowchart and behaviour zones</td>
</tr>
<tr>
<td>Threat to others</td>
<td>Any verbal or non-verbal threat to a person’s physical or emotional wellbeing</td>
<td>Unexplained absence without parent’s knowledge</td>
<td>One off late arrival to class for inappropriate reason e.g. getting a drink or waiting for friend</td>
<td>Arriving late and can’t find class</td>
<td>At school, but absent from lesson without permission</td>
<td>Taking a long time to return to class from the toilet</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another</td>
<td>Infrequent random comments: “four eyes, fatso”</td>
<td>Infrequent comments or gestures directed at a person targeting race, religion, gender, disability, e.g. loser, “I’m not playing with you because you...”</td>
<td>Student bollering at another student or calling out to a teacher across the room or oval</td>
<td>Using offensive, threatening, sexual connotations words or gestures directed at another: “I’ll bash you, F***ing liar, your mother is a...”</td>
<td>Inappropriate words between friends: ‘let’s go and play loser’</td>
</tr>
<tr>
<td>Other</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
<td>Do not enter this category on OneSchool</td>
</tr>
</tbody>
</table>
Relate Inappropriate or Unacceptable Behaviour to Expected School Behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to school expectations. 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 an inappropriate or unacceptable 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 Inappropriate or Unacceptable Behaviour

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

Students are also explicitly taught how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency Situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**Follow Up Strategies**

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

**Physical Intervention**

Staff may make legitimate the 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 Redbank Plains State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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:

- 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 reduce the risk of harm to self or others
- 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:

- School Incident Report (OneSchool)
- Student Record of Incident (as per process for Natural Justice).

**7. Network of Student Support**

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Behaviour Coach
- Guidance Officer
- AVT
- Red Cross
- Senior Guidance Officer
- School Chaplain
- Adopt-A-Cop

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.

Redbank Plains 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state(such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related Procedures
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some Related Resources
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
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 disciplinary consequences.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording Voice and Images

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

We uphold the value of trust and the right to privacy at Redbank Plains State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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.

---

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
**Special Circumstances Arrangement**
Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

**Inappropriate Behaviour Outside of School Hours**
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
Appendix 2

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

Purpose

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

2. There is no place for bullying in Redbank Plains State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Redbank Plains 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 Redbank Plains 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 Redbank Plains 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 non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Redbank Plains State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Redbank Plains State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Redbank Plains 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’.

---

Appendix 3

WORKING TOGETHER TO KEEP Redbank Plains State School SAFE

We can work together to keep knives out of school. At Redbank Plains State School:
Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

**How Can Parents Help to Keep Redbank Plains State School Safe?**
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.

<table>
<thead>
<tr>
<th>School and Community Endorsement of Responsible Behaviour Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redbank Plains State Schools Responsible Behaviour Plan for Students is endorsed by the Parents and Citizens Association.</td>
</tr>
<tr>
<td>Name:_________________________________________ Position:___________________________</td>
</tr>
<tr>
<td>Signature:_____________________________________ Date: _______________</td>
</tr>
<tr>
<td>Name:_________________________________________ Position:___________________________</td>
</tr>
<tr>
<td>Signature:_____________________________________ Date: _______________</td>
</tr>
</tbody>
</table>