



# The Gap State School

## Responsible Behaviour Plan for Students







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based on *The Code of School Behaviour*



### 1. Purpose

The Gap 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

The Gap State School developed this plan in collaboration with our school community. Broad consultation with parents, Classroom Parent Representatives, staff and students was undertaken through surveys and meetings, including P&C and School Council.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber-bullying. The Plan was endorsed by the Principal, President of the P&C and Assistant Regional Director in February 2018, and will be reviewed in 2021 as required in legislation.

### 3. Learning and behaviour statement

All areas of The Gap 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.

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting The Gap 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 expectations to teach and promote our high standards of responsible behaviour:

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

BE KIND

BE A LEARNER



All students are expected to exhibit behaviours that support our school expectations.

Our school expectations and 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.

The Code of  
**School  
Behaviour**

Better Behaviour  
ng



Queensland  
Government

#### 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 The Gap 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural rules has been attached to each of our five school expectations.

Explicit teaching of school expectations and school rules are communicated to students via a number of strategies, including:

- Explicit teaching of school rules each week
- **You Can do It** 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;
- Display of rules in all classrooms;
- Clear articulation of expectations to parents in Parent Handbook, school newsletter and P&C Meetings.

School Expectations:      School Rules:

Be Respectful

Use appropriate communication  
Follow instructions and directions promptly  
Follow game rules and play fair

Be Responsible

Wear correct school uniform  
Own your behaviour at all times  
Care for your own, others and school property

Be Safe

Play and move safely in all areas  
Use equipment correctly  
Be in the right place at the right time

Be Kind

Consider and include others  
Support and encourage others  
Help others in need

Be a Learner

Be on time and ready to learn  
Be an active and co-operative participant in all learning areas  
Know and follow rules for learning



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

- Reference in the school newsletter when required, enabling parents to be actively and positively involved in school behaviour expectations.
- Administration Team, Student Support Services (SSS) Committee, including Head of Special Education Services (HOSES), Guidance Officer (GO), Learning Support (StLaN) and the School Chaplain provide information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs of The Gap State School Responsible Behaviour Plan for new students, staff, relief staff and parents.
- Individual learning plans are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. These plans provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- School-wide approach to explicit teaching of school rules each week.
- School-wide program (P – 6) to develop social and emotional learning, **You Can Do It**. One half hour lesson each week.
- School-wide approach to use The Five Steps.
- School-wide approach to use Restorative Practices.
- Identified children participate in Kids Hope Program. The program is administered by the School Chaplain, who allocates a trained and accredited mentor to the student. The mentor provides support through a weekly half hour together.
- **Friends for Life** program conducted in response to student needs, by School Chaplain.
- 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 cyber-bullying 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 The Gap 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 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 expected to give consistent and appropriate acknowledgement and rewards. These acknowledgements and rewards will include certificates, stickers, gotcha tickets, thumbs up and verbal praise. Kindness awards are presented each week on assembly to students and a staff member. Any member of the school community can nominate a person for a Kindness Award.

## Responding to unacceptable behaviour

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

### **Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to ask students how they might be able to act in a more kind, responsible, safe and respectful manner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

### **Targeted behaviour support:**

Each year a small number of students at The Gap State School are identified through referral to the SSS Committee (Student Support Services) as needing 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.

Some students will spend time with their classroom teacher or with the Deputy Principal or Principal. This time out is used to allow students time to re-think and reflect on their behaviour, the impact of their behaviour on others and ways to re-direct their behaviour in line with our school rules. Time is also taken to counsel the student on ways to restore damaged relationships with other students. The school places a high priority on re-building trust and friendships. The language of restorative practices is used.

In some cases, Individual Behaviour Plans (including playground passports) are negotiated in consultation with the parent/s, the classroom teacher, the Guidance Officer, Administration and other support staff such as Head of Special Education Services (HOSES), Advisory Visiting Teacher (AVT), psychologist, and paediatrician.

### **Intensive behaviour support: School Based Team**

The Gap 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 Student Support Services (SSS) Committee:

- 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 Learning Plan,
- works with the School Administration, parents and students to achieve continuity and consistency, and
- maintains regular consultation and communication with parents.

The Student Support Services (SSS) Committee has a simple and quick referral system in place. Following a referral, the teacher 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 specialist behaviour services staff.

## 5. Consequences for inappropriate or unacceptable behaviour

The Gap 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.

An office referral form (Appendix 4) is used to record major inappropriate behaviour. Major behaviour incidents are also recorded on OneSchool. Office referral forms are generally completed by a classroom teacher or staff member on duty. In some circumstances Office Staff may complete referral paperwork.

### Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the inappropriate 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

**Minor** problem 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

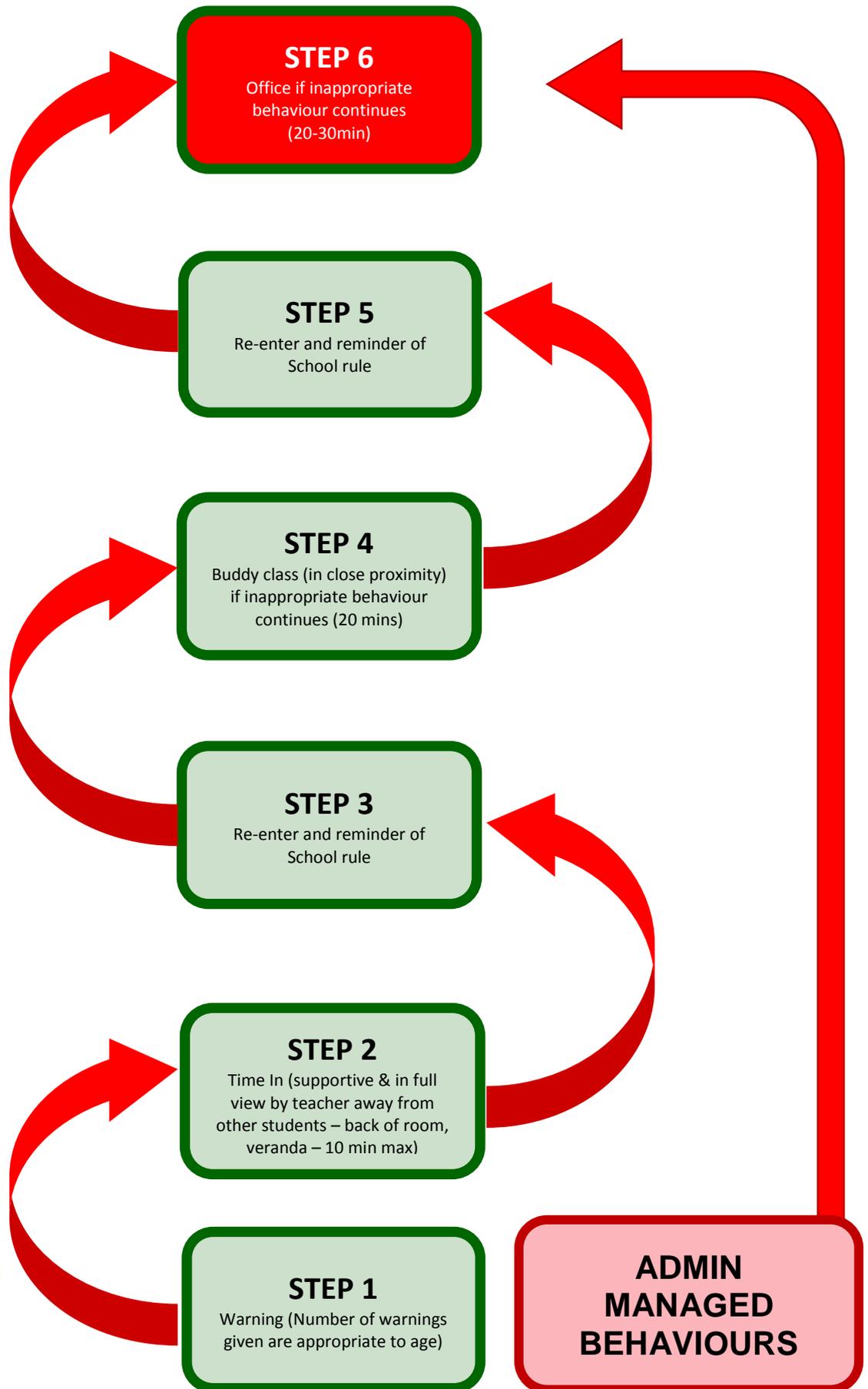
**Minor** problem behaviours may result in the following consequences:

- 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 (time away), individual meeting with the student, apology, restitution or work completion supervised by the classroom teacher.
- a re-direction process where a 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.
- When minor problem behaviours are exhibited in the playground the staff member on duty discusses the inappropriate behaviour and supervises natural consequences (i.e. time out from game, walk with teacher, apology).
- Staff are also requested to complete the minor inappropriate summary sheet.

**Where possible and if appropriate (e.g. repeated occurrence of behaviour) the teacher on duty will relay the incident and follow up with the child/ren's classroom teacher. The Classroom teacher is responsible for contacting parents when minor inappropriate classroom and/or playground behaviours occur.**

# CONSEQUENCE FLOW CHART

## For Classroom



**CLASSROOM CONSEQUENCE FLOW CHART SUPPORT DOCUMENT**

**ADMIN  
MANAGED  
BEHAVIOURS**

1. Unsafe behaviours
  2. Major behaviour
  3. Persistent behaviours- unresponsive to ESCM and steps
- \*Fill in office slip  
 \*\*Send student directly to office  
 \*\*\*Call office if student refuses  
 \*\*\*\*Record on OneSchool as soon as possible

**STEP 6**  
Office if inappropriate behaviour continues (20-30min)

**STEP 5**  
Re-enter and reminder of School expectation and rule

Add next step warning. E.g. "Max, you need to be safe and sit on your chair. If you continue standing on your chair, then you will need to go to the office."

**STEP 4**  
Buddy class (in close proximity) if inappropriate behaviour continues (20 mins)

Make sure you, and your students are aware of who your buddy class is and where they are. Practise walking there if necessary.

**STEP 3**  
Re-enter and reminder of School expectation and rule

Use positive PBL language to create consistent understanding for everyone in the room e.g. "Max, we are safe in this classroom. You need to sit on your chair."

**STEP 2**  
Time In (supportive & in full view by teacher away from other students – back of room, veranda – 10 min max)

Your 'Time In' space should be as consistent as possible e.g. the same chair in the room, or mat on the carpet within listening and viewing distance of the lesson.

**STEP 1**  
Warning (Number of warnings given are appropriate to age)

Agree as a team what will be a suitable number of warnings for your year level to ensure consistency. Ensure students are aware of expectations.

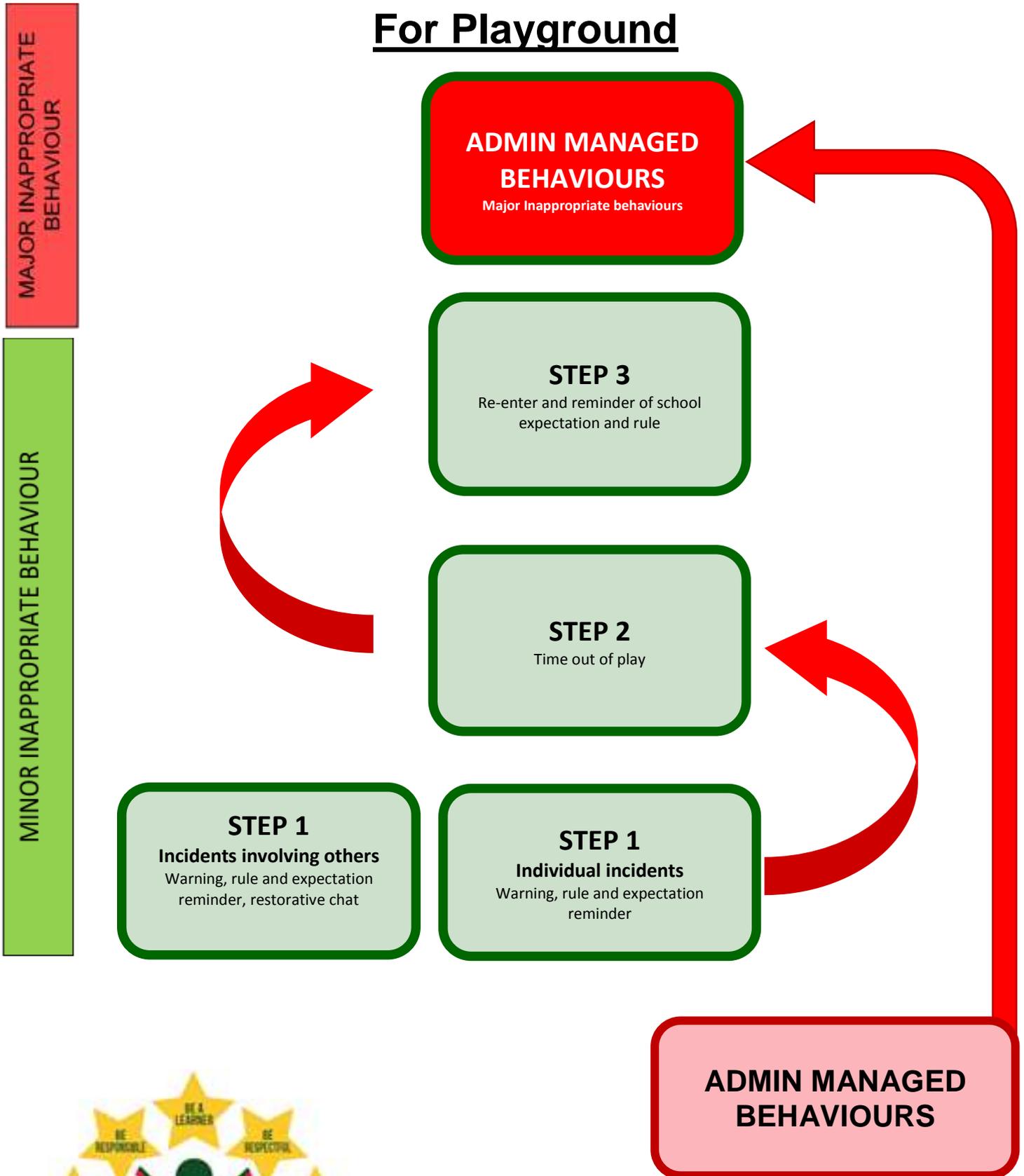
**Essential Skills for Classroom Management**

1. Establishing Expectations
2. Instruction giving
3. Waiting and Scanning
4. Cueing with parallel acknowledgement
5. Body language encouragement
6. Descriptive encouraging
7. Selective attending
8. Redirect to the learning
9. Giving a choice



# CONSEQUENCE FLOW CHART

## For Playground



**PLAYGROUND CONSEQUENCE FLOW CHART SUPPORT DOCUMENT**

**MAJOR INAPPROPRIATE BEHAVIOUR**

**ADMIN MANAGED BEHAVIOURS**

1. Major inappropriate behaviours
2. Persistent behaviours- unresponsive to steps below

- \*Fill in incident form
- \*\*Send student directly to office
- \*\*\*Call office if student refuses
- \*\*\*\*Escort the student to the office if necessary and find help to do so

**MINOR INAPPROPRIATE BEHAVIOUR**

**STEP 3**

Re-enter and reminder of School rule and expectation

Use positive PBL language to create consistent understanding for everyone in the playground e.g. "Max, we use play equipment safely" or "Max and John, we follow game rules." Student to name expected behaviour.

**STEP 2**

Time Out of play

'Time out' could be sitting on a seat in view of teacher on duty or could be walking with the teacher. Student to name expected behaviour.  
\*Record on collection Sheet.

**STEP 1**

Incidents involving others  
Warning, rule and expectation reminder and Restorative Chat

Reminder of school expectations and rules. Focus conversation on allowing students to take responsibility and be accountable and feeling valued and supported. Student to name expected behaviour. \*Record on collection sheet.

**STEP 1**

Individual Incidents  
Warning and rule and expectation reminder

Reminder of school expectations and rules. Student to name expected behaviour.  
\*Record on collection sheet

**Playground supervision**

1. Have clear, fair playground expectations
2. Acknowledge appropriate behaviours
3. Don't over manage
4. Control your proximity
5. Focus on the primary behaviour rather than be diverted by the secondary behaviours
6. Keep it simple and as unobtrusive as possible
7. Be consistent but flexible
8. Lead by example
9. Think relationships: watch, listen and laugh
10. Be visible and move, move and move



## **MAJOR INAPPROPRIATE BEHAVIOUR INTERVENTION (PLAYGROUND AND CLASSROOM)**

**Major** behaviours are those that:

- significantly violate the rights of others
- put others and/or self at risk of harm
- require the involvement of School Administration
- are low level and are now an issue of repeated non-compliance to school expectations.

**Major** behaviours result in an immediate referral to Deputy Principal/Principal because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The referring staff member can:

- escort the student to Administration Office (if dangerous/heightened behaviour still presents)
- send student/s to the office independently with referral slip
- notify the office for support
- seek support from other staff on duty

(It is recommended that students in conflict do not get sent to the office unaccompanied at the same time.)

**A member of the leadership team will respond as soon as possible. Once referred to the Deputy Principal/Principal the process includes:**

➤ **Investigation: (In most cases students will report back to class with interviews taking place in student lunch breaks. Students will remain in the office if (a) injured, (b) there is continued escalated behaviour, and/or (c) unsettled and unsafe to return to class.)**

- Time out and reflection time in the office
- Completion of incident statements by student/s
- Investigation and fact finding by Deputy Principal/Principal
- Discussion with Deputy Principal/Principal outlining breach of expectations/rules and the consequences.

*Conversation is conducted in a respectful manner. Students are not berated or humiliated. The conversation is used to generate true reflection, learning and behaviour change.*

➤ **Consequences and Restorative Practices: (Appropriate consequences and restorative practices to support learning and principles of natural justice appropriate in a primary school setting.)**

- Apology (verbal or written) to victims ( if appropriate)
- Repair and rebuild relationships/friendships through supportive conversations (restorative chats, facilitated by D.P/P)
- Further time out/loss of play as appropriate
- Temporary exclusion from school events/activities (e.g. sport, excursions)
- Removal of Senior Badge (if appropriate)
- Playground plan (where required)
- Warning regarding future consequence for repeated or persistent inappropriate behaviour

➤ **Communication:**

- Parents of all students contacted (completed by Deputy Principal, Principal or Class Teacher)
- teacher and referring staff member informed
- OneSchool entry by office staff
- Class Further follow up communication with classroom teacher/parent as appropriate
- Follow up, monitoring, check-ins by a member of the leadership team to maintain/strengthen a positive relationship with student/s, to acknowledge positive behaviour, re-inforce expectations and confirm that no repeated behaviour has occurred

**Ongoing, repeated behaviours will include the above as well as:**

- Referral to Student Support Services Committee (SSS), Guidance Office (GO) support, Advisory Visiting Teacher (AVT) Behaviour referral
- Case Management meetings with class teacher and relevant support staff
- Further time out and reflection time
- Playground Passport/behaviour plan (restrictions to play areas/students to play with)
- Explore other support options as appropriate
- Meeting with parents
- Regular check ins by Principal and Deputy Principal
- Suspension and or Exclusion

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, Reflection time in Office (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, and warning regarding future consequence for repeated or persistent inappropriate behaviour.
- AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to SSS Committee, referral for specialist behaviour services, suspension from school or playground passport or plan.
  - **Level Three:** 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, behaviour plan/playground passport upon return.

**Definition of consequences\***

<b>Time out/in</b>	Principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
<b>Office Rethink and Reflect</b>	The principal or a teacher may use time out as a consequence for disobedience, misconduct, or other breaches of school expectations.  Office time out is no more than 30 minutes during school lunch. Office time out begins once investigation has been completed. Students may have other time at the Office to calm down and/or meet at Administration.
<b>Temporary Removal of Property</b>	The principal or a staff member of The Gap State School has the power to temporarily remove property from a student, as per the procedure <u><i>Temporary Removal of Student Property by School Staff</i></u> .

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	The principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	The principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

\*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor and major behaviour incidents\*

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> <li>▪ Throwing objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects that hit another student/staff</li> <li>▪ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (e.g.: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
Being Respectful	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive insults of a discriminatory nature (racial, sexual, prejudicial)</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage including graffiti</li> <li>▪ Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
Being Responsible	Uniform	<ul style="list-style-type: none"> <li>▪ Incorrect uniform items</li> </ul>	
	Behaviour	<ul style="list-style-type: none"> <li>▪ Lying about actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refusal to take responsibility for actions</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Kicking or throwing items (including lunchboxes)</li> <li>▪ Destruction of environment ( pulling branches of trees)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Destruction of school property or vandalism</li> <li>▪ Major destruction of environment</li> </ul>
Being Kind		<ul style="list-style-type: none"> <li>▪ Excluding others</li> <li>▪ Put downs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing exclusion</li> <li>▪ Ongoing and repeated put downs</li> </ul>
Being a Learner		<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> <li>▪ Being late for class</li> <li>▪ Not following classroom rules</li> <li>▪ Not in the right place at the right time</li> <li>▪ Leaving class without permission ( out of sight)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing disruptive behaviour and non-compliance to classroom routine and teacher instruction.</li> <li>▪ Blatant disrespect.</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

#### 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 expected school behaviour and impact on other students. Staff will;

- articulate the relevant expected school behaviour,
- explain how their behaviour differs from expected school behaviour,
- work with students to acknowledge impact on other students,
- 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 for their behaviour.

#### Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about 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.
- Follow through -  
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect 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 start 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.

### Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect 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 The Gap 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:

- 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 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 (Appendix 4) and other notes as required
- Student Record of Incident (Appendix 5 and 6).

## 7. Network of student support

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

- Parents
- Teachers
- Support Staff (StLaN/HOSES/SEP Staff)
- Head of Curriculum (HOC)
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Behaviour for Learning Staff
- 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.

## 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.

The Gap 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](#)
- [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

- [Statement of expectations for a disciplined school environment policy](#)
- [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

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

## 12. Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President

\_\_\_\_\_  
Assistant Regional Director

Effective Date: ..... to .....

## The Use of Personal Technology Devices at The Gap State 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 handed in at the office before school and collected at the end of the school day.

### 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 The Gap 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<sup>1</sup>, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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.

### **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.*

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

**Purpose**

1. The Gap 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 The Gap 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 The Gap 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 The Gap 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 The Gap State School are an addition to our already research-validated school-wide 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 school expectations and have been taught the expected rules attached to each expectation 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. The Gap 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.

## WORKING TOGETHER TO KEEP THE GAP STATE SCHOOL SAFE

We can work together to keep knives out of school. At The Gap 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 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 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. At the lowest level this will involve removal from the playground/classroom until parents are contacted and remedial action/consequences have been put in place. More serious or repeated incidents will involve suspension.
- 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 The Gap 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 school office (ph: 3511 3333) to make an appointment.

**Appendix 4**  
**The Gap State School**  
 Internal Behaviour Referral Form

<b>Student Name:</b>	<b>Location ( please circle)</b>		
	B Block	Toilets	Handball
	C Block	Eating Area	Oval
<b>Time Period:</b>	D Block	Specialist lesson	Playground
<b>Class:</b>	E Block	Pool	Library
<b>Referring staff member :</b>	Prep Building	Pavilion/Tennis Courts	2 Min Zone
	Classroom	Transition	Other

**Problem Behaviour**

<b>Minor (Please tick)</b>		<b>Major (Please tick)</b>	
<b>Defiance/Disrespect</b> Low intensity brief failure to follow directions		<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.	
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact.		<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc.)	
<b>Inappropriate language</b> Low intensity language (e.g. shut up, idiot etc.)		<b>Inappropriate / Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
<b>Disruption</b> Low intensity but inappropriate disruption.		<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (e.g. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc.)	
<b>Property Misuse</b> Low intensity misuse of property.		<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property	
<b>Bringing/using personal property at school</b> Access social media website such as Facebook during school hours		<b>Bringing/using personal property at school</b> Possess items (e.g. weapons including knives) that could potentially affect the safety and wellbeing of students and staff.	
<b>Dress Code</b> Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		<b>Dress Code</b> Refusal to comply with school dress code.	
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.	
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person.		<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
<b>Other</b>		<b>Bullying</b> Repeated teasing, physical and verbal intimidation of a student.	
		<b>Other</b>	

**School Expectation Category**

Be Safe		Be Respectful		Be Responsible		Be Kind		Be a Learner	
<b>Others involved in incident</b>									
None		Peers				Staff			
Other									

Notes			

**OFFICE ADMINISTRATION TO COMPLETE:**

**OneSchool Records:**

Categories		Strategies		Motivation for behaviour	
Bullying/harassment		1 day Detention		Obtain Peer Attention	
Defiant/threat/s to adults		10 minute time out in class		Obtain Adult Attention	
Disruptive		Parent contacted by phone/ letter/ in person		Obtain Tangible Object	
Dress code		Peer mediation		Obtain Activity or Event	
IT misconduct		Referred to office		Obtain Sensory Stimulation	
Late		Reminder of school rules		Escape/Avoid Activity or Event	
Lying/Cheating		Time out at office		Escape/Avoid Instructional Task	
Misconduct involving object		Time out in buddy class		Escape/Avoid Adult Attention	
Non-compliant with routine		Natural Consequence		Escape/Avoid Peer Attention	
Other conduct prejudicial to the good order and management of school		Restorative Justice		Escape/Avoid Sensory Stimulation	
Physical misconduct					
Possess prohibited items					
Prohibited items					
Property misconduct					
Refusal to participate in program of instruction					
Substance misconduct involving illicit substance					
Substance misconduct involving tobacco and other legal substances					
Third minor referral					
Threat/s to others					
Truant/skip class					
Verbal misconduct					
Other					



Appendix 6

The Gap State School Reflection Sheet – Prep - Year 2  
(optional)

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

What I did.....

What I should have been doing.....

The rule I need to remember is:

Principal/Deputy Principal Signature: \_\_\_\_\_

Office use: Entered into OneSchool  Date: \_\_\_\_\_