



The Code of School Behaviour

Better Behaviour
Better Learning

Ormeau State School's

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

1. Purpose

Ormeau 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

Ormeau State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meeting. A review of school data sets also informed the development process.

The Plan was endorsed by the Principal and the P&C President.

3. Learning and behaviour statement

All areas of Ormeau State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Ormeau 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

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Ormeau 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

 Ormeau State School SCHOOLWIDE EXPECTATIONS FRAMEWORK								
	ALL SETTINGS	TEACHING AREAS	TRANSITIONS	EATING AREAS	PLAY AREAS	TOILETS	TRAVEL/BUS	ONLINE
	I follow staff and volunteer instructions I keep my hands, feet and other objects to myself I use all equipment appropriately I keep walkways clear I work and play in supervised areas	I sit correctly I leave and enter with permission	I walk around the school with care I walk sensibly with my class in lines I use stairs appropriately	I eat my own food I stay seated in my eating area	I wear a school hat in uncovered areas I stay in my play areas I play sensibly	I use the toilets as I need, then move away I always wash my hands I go to the toilet with a peer	I line up in the appropriate area I sit down at Stop, Drop and Go I use the school crossing to cross the road I stay quietly seated when travelling	I keep any usernames or passwords private I follow all teacher instructions about keeping private information off online sites
	I think before I act or speak. <i>is it helpful? is it kind?</i> I take responsibility for the choices I make I speak "friendly" and listen politely to others I take care of my personal items I wear my uniform correctly and with pride	I raise my hand to speak I keep my learning area clean and organised I value everyone's right to learn I applaud appropriately	I move quietly and am mindful of others' learning I am still and quiet when lining up for class	I put my rubbish in the bin I keep a clean eating area I return my lunchbox to the right place	I take turns and share equipment I include others	I respect others' privacy I keep the area clean	I look after my belongings I enter and exit the bus with order	I post only appropriate content online I communicate with others as if they were with me
	I am organized and on time I come to school ready to learn I model expected behaviours	I always try my best I work to achieve my learning goals	I model to others the correct way to walk around the school	I learn the routines for eating times	I follow the rules for the game	I plan to use the toilet before class and in break times	I follow the routines when travelling to and from school	I learn and follow good "netiquette" practices

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Ormeau State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour

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

Ormeau State School Whole School Gotcha Reward System

All staff monitor student behaviour and award Gotcha tickets when students are 'caught' demonstrating school wide behaviour expectations or our Ormeau Values. This occurs by all staff, in teaching and non-teaching areas. When students achieve 10, 20 or 30+ Gotchas by the end of each term, they are awarded Bronze, Silver or Gold Gotcha Certificates at a special Parade. Gold Gotcha Certificate recipients are also invited to a Gold Gotcha Celebration at the end of each term. Gotchas are tallied and the Sports House with the most tickets earned is awarded a trophy. A Gotcha random draw is also held at each Parade where the name on the drawn Gotcha may receive a tuckerbox item. Gotchas are never taken off students as a consequence for problem behaviour.

Ormeau State School Cool Kids' Club

Classroom teachers monitor student behaviour each day to nominate a fortnightly recipient of Cool Kids' Club Certificate and invitation to a morning tea with the Principal. The focus for nomination alternates between exemplary behaviour and most improved.

Student of the Week

At each fortnight Parade, two Student of the Week Certificates are presented to two students per class demonstrating OSS behaviour expectations.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

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

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

2. Targeted behaviour support: Responsive Strategy

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

Students identified for our Responsive Strategy attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

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

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Behaviour Support Team

Ormeau State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

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

5. Consequences for unacceptable behaviour

Ormeau State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;

- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

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

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to our Responsive Strategy;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

I am Respectful

Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
Level 1 Minor			
<p>Not being understanding of others</p> <ul style="list-style-type: none"> Low level verbal harassment. Low level isolated teasing and name calling. Deliberate disrespectful behaviour towards another student (speaking rudely to others, minor put down, excluding others) Dishonesty <p>Not caring for self, others and the environment</p> <ul style="list-style-type: none"> Minor graffiti (scribble, names, tags) on books, desks and chairs, accidental damage. Minor damage to gardens and plants. Littering. Theft of small personal items. Causing injury to others through carelessness. <p>Not using polite language</p> <ul style="list-style-type: none"> Low level back chat to a staff member. General low level swearing not directed at anyone such as incidental swearing. Inappropriate gestures. <p>Not showing school pride</p> <ul style="list-style-type: none"> Deliberate breach of the school uniform policy 	<p>Initiated actions may include:</p> <ul style="list-style-type: none"> Warning (e.g. discrete system between staff and student only) Short term time-out in classroom (reflection sheet) Short term time-out in playground 	<p>Restorative Justice / Verbal Discussion</p> <p>Reinforce school rules and expectations</p>	<p>Teacher Aide</p> <p>Classroom Teacher</p> <p>Optional parent contact</p>
Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited			
<p>Not being understanding of others</p> <ul style="list-style-type: none"> Challenging staff directions Arguing with staff once. Persistent teasing. Persistent dishonesty Verbal harassment. Isolated verbal intimidation (threats). Deliberately ruining the property of others. (minor) <p>Not caring for self, others and the environment</p> <ul style="list-style-type: none"> Bringing offensive material to school or downloading it at school, possession of prohibited substances, theft of library book, games, sports equipment. School property damage including buildings, gardens and assets such as computers and instruments. Verbal misconduct directed towards family members of others - minor. Intentional use of personal technology devices at school Refusal to go to buddy class. Deliberate inappropriate physical contact with another student - minor <p>Not using polite language</p> <ul style="list-style-type: none"> Moderate level back chat directed at a staff member. Making explicit threats to another student. Swearing. <p>Not showing school pride</p> <ul style="list-style-type: none"> Inappropriate behaviour on excursions, camps and school events. Continuous breaches of the school uniform policy. (3 breaches) 	<ul style="list-style-type: none"> Classroom withdrawal to buddy class for session (short term reflection sheet - return when 'ready to learn') Lost playtime (remain in classroom during playtime / follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session) In School Community Service (e.g. litter duty) 	<p>Verbal Discussion / Restorative Justice</p>	<p>Teacher Aide</p> <p>Classroom Teacher</p> <p>Parent contact</p> <p>One School Minor Behaviour Entry</p>
Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited			
<p>Not being understanding of others</p> <ul style="list-style-type: none"> Racial discrimination. Deliberately ruining the property of others. (major) Sexual discrimination. Spitting at a student/staff member Verbally threatening a staff member. Insolence displayed towards a staff member (walking off, not listening, laughing, stating that they don't care). Verbal sexual harassment including online social media and emails. Using family as a basis for teasing. Accessing, developing, copying and/or distributing any material that is controversial, inappropriate, obscene and/or offensive through electronic medium. <p>Not caring for self, others and the environment</p> <ul style="list-style-type: none"> Deliberate inappropriate physical contact with others of a sexual nature. Distributing offensive material and/or prohibited substances at school. Computer Hacking, maliciously introducing computer virus, tampering with school records. Verbal misconduct directed towards family members of others - major. Graffiti – sexually explicit, on walls or doors. Theft major (\$500). Refusal to adhere to an office referral. <p>Not using polite language</p> <ul style="list-style-type: none"> Repetitive use of offensive language/swearing. High level swearing directed at a staff member or parent. <p>Not showing school pride</p> <ul style="list-style-type: none"> Conduct bringing school into disrepute (damaging neighbouring properties, breaking school rules in public in uniform). Defaming students, staff or school on social networking sites. 	<ul style="list-style-type: none"> Referral to Deputy Principal Loss of Privileges In school Withdrawal (1-3 days) Suspension (1-5 days, 6-20 days with a case manager and education program) Planning room to be referred by Deputy Principal/Principal 	<p>Behaviour Support Plan developed and implemented</p> <p>Referral to SSS Committee initiates case manager and intervention program based on behaviour and individual student and needs.</p>	<p>Deputy Principal</p> <p>Parent contact</p> <p>Blue Office Referral – DP record One School Major Behaviour Entry</p>
Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited			
<p>Not being understanding of others</p> <ul style="list-style-type: none"> Major racial, sexual attack either physically or online. Consistent verbal harassment/bullying towards another student including online social media and email. <p>Not caring for self, others and the environment</p> <ul style="list-style-type: none"> Major Vandalism or theft Substance Misconduct involving other legal substances Substance misconduct involving an illicit substance <p>Not using polite language</p> <ul style="list-style-type: none"> Repeated Level 3 behaviours. <p>Not showing school pride</p> <ul style="list-style-type: none"> Repeated Level 3 behaviours. 	<ul style="list-style-type: none"> Referral to Deputy Principal - 6 – 20 day suspension Exclusion 	<p>Referral to SSS Committee initiates case manager and intervention program based on behaviour and individual student and needs.</p>	<p>Deputy Principal</p> <p>Principal</p> <p>Parent contact</p> <p>Blue Office Referral – DP record One School Major Behaviour Entry</p>

I am Safe

Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
Level 1 Minor			
Not reporting problems Not showing self-control <ul style="list-style-type: none"> • Throwing objects (no intent to harm). • Unsafe behaviour. • Joisting with others. • Running in inappropriate areas. • Touching items in the classroom and out of the classroom not meant to be handled. • Low level isolated (physical / verbal) incident with another student. • Non-intentional physical violence student to student (minor). Not gaining permission to leave and/or to be in a setting <ul style="list-style-type: none"> • Leaving class without permission. • Out of bounds (wrong play area). • Late to bus line. • Being in out of bounds areas (refer to areas highlighted on the school map). Not following directions <ul style="list-style-type: none"> • Disobedience. • Unfocused behaviour. • Involvement in distracting behaviours including using electronic devices. 	Initiated actions may include: <ul style="list-style-type: none"> • Warning (e.g. discrete system between staff and student only) • Short term time-out in classroom • Short term time-out in playground 	Restorative Justice / Verbal Discussion Reinforce school rules and expectations	Teacher Aide Classroom Teacher Optional parent contact
Level 2 Minor– Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited			
Not reporting problems Not showing self-control <ul style="list-style-type: none"> • Teasing of another student (physical/verbal). • Threatening behaviour (student). • Intentional breach of the expectation to walk Scooters and Bikes in school grounds. • Intentional physical violence student to student (minor – no injury sustained). • Physical misconduct involving students/adults involving an object no injury sustained • Physical misconduct involving students/adults not involving an object no injury sustained • Inciting others to violence. • Behaviour which poses an immediate risk to self and others. • Spitting on school property. Not gaining permission to leave and/or to be in a setting Not following directions <ul style="list-style-type: none"> • Refusal to follow instructions leading to a distraction or minor safety risk. 	<ul style="list-style-type: none"> • Classroom withdrawal to buddy class for session • Loss of play (remain in classroom during playtime/follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session) • In School Community Service (e.g. litter duty) 	Monitoring (introduction of behaviour/playground book) Verbal Discussion / Restorative Justice	Teacher Aide Classroom Teacher Parent contact One School Minor Behaviour Entry
Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited			
Not reporting problems Not showing self-control <ul style="list-style-type: none"> • Physical (including deliberately spitting on another individual) and cyber (sexual, racial and general) harassment and/or bullying of others. • Abusive language directed at as staff member. • Inciting harassment or violence of others. • Aggressive and intimidating behaviour towards others including staff. • Intentional physical violence towards others resulting in a minor injury. • Physical misconduct involving students/adults involving an object resulting in a minor injury • Physical misconduct involving students/adults not involving an object resulting in a minor injury. • Bringing dangerous / illegal goods or weapons to school. • Exposure and urinating in public. • Urinating on and/or defacing school property with intent. • In grounds and disruptive whilst suspended from school. Not gaining permission to leave and/or to be in a setting <ul style="list-style-type: none"> • Leaving the school grounds without permission. Not following directions <ul style="list-style-type: none"> • Refusal to follow directions resulting in a major disturbance or safety risk to others • This may include leaving a classroom and then deliberately preventing a class from working. 	<ul style="list-style-type: none"> • Referral to Deputy Principal • Loss of Privileges • Time in office • Planning room to be referred by Deputy Principal/Principal • Suspension (1-5 days, 6-20 days with a case manager and education program) 	Behaviour Support Plan (developed and implemented) Referral to SSS Committee initiates case manager and intervention program based on behaviour and individual student and needs.	Deputy Principal Parent contact Blue Office Referral – DP record One School Major Behaviour Entry
Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited			
Not showing self-control <ul style="list-style-type: none"> • In possession of a dangerous weapon with intent to seriously hurt others. • Threats with a dangerous weapon. • Intentional physical violence resulting in a moderate or major injury. • Physical misconduct involving students/adults involving an object resulting in a moderate or major injury. • Physical misconduct involving students/adults not involving an object resulting in a moderate or major injury. • Intentional sexual assault. Not gaining permission to leave and/or to be in a setting <ul style="list-style-type: none"> • Repeated Level 3 Behaviours. Not following directions <ul style="list-style-type: none"> • Repeated Level 3 Behaviours. 	Referral to Deputy Principal - 6 – 20 day suspension Exclusion	Referral to SSS Committee initiates case manager and intervention program based on behaviour and individual student and needs.	Deputy Principal Principal Parent contact Blue Office Referral – DP record One School Major Behaviour Entry

I am a Learner

Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
Level 1 Minor			
Not being on task <ul style="list-style-type: none"> Calling out. Undue noise. Walking around the room. 	Initiated actions may include: <ul style="list-style-type: none"> Warning (e.g. discrete system between staff and student only) Short term time-out in classroom (reflection sheet) Short term time-out in playground 	Restorative Justice / Verbal Discussion Reinforce school rules and expectations	Teacher Aide Classroom Teacher Optional parent contact
Not doing your best <ul style="list-style-type: none"> Not attempting work to the best of ability. 			
Not managing your time and being prepared <ul style="list-style-type: none"> Late to class. Failure to bring equipment and books to class. 			
Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited			
Not being on task <ul style="list-style-type: none"> Disturbing the learning needs of others. Inciting others to be disobedient. Disrupting an exam. Inappropriate use of computers and internet access. 	<ul style="list-style-type: none"> Classroom withdrawal to buddy class for session Loss of play (remain in classroom during playtime/follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session) In School Community Service (e.g. litter duty) 	Monitoring (Monitoring Card/Book) Verbal Discussion / Restorative Justice	Teacher Aide Classroom Teacher Parent contact One School Minor Behaviour Entry
Not doing your best <ul style="list-style-type: none"> Refusal to attempt set work including assessment tasks. Academic dishonesty. 			
Not managing your time and being prepared <ul style="list-style-type: none"> Persistent, unexplained lateness to school. Returning from breaks late. Failure to complete discipline tasks such as attending time-out. 			
Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited			
Not being on task <ul style="list-style-type: none"> Preventing others from learning. Disturbance including that of other classes. Major inappropriate use of computers and the internet including deleting and tampering with the files of others. Accessing inappropriate content and inappropriate email / social site messages. Persistently disruptive behaviour adversely affecting other students. 	<ul style="list-style-type: none"> Referral to Deputy Principal Loss of Privileges Time in office Planning room to be referred by Deputy Principal/Principal Suspension (1-5 days, 6-20 days with a case manager and education program) 	Referral to SSS Committee initiates case manager and intervention program based on behaviour and individual student and needs.	Deputy Principal Parent contact Blue Office Referral – DP record One School Major Behaviour Entry
Not doing your best <ul style="list-style-type: none"> Refusal to participate in programs of instruction including but not limited to Key Learning Area subjects. Sabotaging resources to prevent others from using them. Academic dishonesty in assessment for key learning areas. 			
Not managing your time and being prepared <ul style="list-style-type: none"> Truanting – whole days. 			
Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited			
Not being on task <ul style="list-style-type: none"> Repeated Level 3 Behaviours. 	<ul style="list-style-type: none"> Referral to Principal/ Deputy Principal 6 – 20 day suspension Exclusion 	Referral to SSS Committee initiates case manager and intervention program based on behaviour and individual student and needs.	Deputy Principal Principal Parent contact Blue Office Referral – DP record One School Major Behaviour Entry
Not doing your best <ul style="list-style-type: none"> Repeated of Level 3 Behaviours. 			
Not managing your time and being prepared <ul style="list-style-type: none"> School Refusal. 			

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. 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.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External 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.

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

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

9. Related legislation

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

10. Related policies and 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

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

Endorsement

K. Dutton

Principal

A. M. 18/2/19
P&C President or
Chair, School Council

Effective Date: 18.2.19

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.

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

Certain personal technology devices banned from school

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

Confiscation

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

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

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

Personal technology device etiquette

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

Recording voice and images

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Text communication

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

Assumption of cheating

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

Recording private conversations and the *Invasion of Privacy Act 1971*

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

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

Special circumstances arrangement

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

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Ormeau State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Ormeau State School. Those who are 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.

Bullying behaviours that will not be tolerated at Ormeau 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Ormeau 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Ormeau State School are an addition to our 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

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.

Ormeau State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appropriate use of social media

Ormeau State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

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

Ormeau State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Ormeau State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Ormeau State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Ormeau State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Ormeau State School engaging in appropriate online behaviour.

Role of social media

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

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

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

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

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

Appropriate use of social media

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

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

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Ormeau State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Ormeau State School expects its students to engage in positive online behaviours.

Appendix 4

Debriefing Report

Formal debriefing

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

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?

- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

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

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