# Acacia Ridge State School

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

## 1. PURPOSE

Acacia Ridge 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

Acacia Ridge State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through P & C Meetings and newsletter items in 2012, 2013 and 2014.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015.

## 3. LEARNING AND BEHAVIOUR STATEMENT

All areas of Acacia Ridge State School are teaching and learning 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 system 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 Acacia Ridge 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.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We acknowledge that if students are to become productive members of society; teachers need to help them to develop responsibility for their actions. This will be

achieved by clearly identifying school expectations and defining clear consequences for unacceptable behaviour.

Acacia Ridge State School has and continues to be involved in **Schoolwide Positive Behaviour Support (SWPBS)**. Schoolwide Positive Behaviour Support is a structured, long-term whole school process which guides schools to develop systems that clearly define and teach appropriate behaviours. SWPBS also guides schools to develop processes for positively reinforcing students and systems of support for students. The SWPBS process began for us in 2013.

We have a school-based SWPBS team, whose role is to use behaviour data to make informed decisions around the improvement of student behaviour across the whole school and encourage the consistent approach to teaching positive behaviour and responding to inappropriate behaviour, with the whole staff.

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



- **I am respectful**

- **I am safe**

- **I am a learner**

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

The basis for Acacia Ridge State School's Responsible Behaviour Plan is that <u>all</u> students need and will be explicitly taught the behaviours that are expected of them at our school. This is achieved through a universal and whole school process of behaviour instruction and support.

There are three levels of school-wide positive behaviour support to teach appropriate behaviour, positively reinforce responsible behaviour and respond to unacceptable behaviour:

1.  **WHOLE SCHOOL/UNIVERSAL BEHAVIOUR SUPPORT**

    a.  Teaching and reinforcing responsible and positive behaviour expectations <u>to all students</u>
    b.  Processes for responding to inappropriate behaviour

2.  **TARGETED BEHAVIOUR SUPPORT**

    a.  Targeted intervention strategies and processes for groups of students who require <u>more support</u>

3.  **INTENSIVE BEHAVIOUR SUPPORT**
    a.  Strategies and processes for those students who require a more <u>intensive and individualised program of support</u>

## 4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

### (1) UNIVERSAL BEHAVIOUR SUPPORT

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Acacia Ridge 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 expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed behavioural expectations in all school settings.

# ACACIA RIDGE STATE SCHOOL EXPECTATIONS AND BEHAVIOURS MATRIX

|  | All Settings | Learning Space | Playground | Parade | Tuckshop | Toilets/Dressing Shed | Moving Around the School |
|---|---|---|---|---|---|---|---|
| **RESPECTFUL** | o Listen and follow instructions the first time<br>o Encourage others<br>o Use respectful and polite language<br>o Participate<br>o Be a good friend<br>o Care for our school<br>o Wear our uniform with pride<br>o Look after belongings<br>o Line Up | o Listen and follow instructions the first time<br>o Use respectful and polite language<br>o Participate<br>o Encourage others<br>o Respect other learners | o Listen and follow instructions the first time<br>o Use respectful and polite language<br>o Participate<br>o Keep the school clean<br>o Be a good friend | o Respectful applause (1,2,3,4,5)<br>o Whole body listening<br>o Be a respectful audience member | o Line up<br>o Use respectful and polite language<br>o Listen and follow instructions the first time<br>o Use the tuckshop correctly | o Use, Flush, Wash, Leave<br>o Respect the privacy of others<br>o Keep the toilets and dressing shed clean<br>o Quiet | o Quiet<br>o Keep hands, body and objects to self<br>o Walk |
| **SAFE** | o Keep hands, body and objects to self<br>o Right place, right time<br>o Use equipment as intended<br>o Use the High 5<br>o Play safely<br>o Look after your property<br>o Line Up | o Keep hands, body and objects to self<br>o Use equipment as intended<br>o Walk | o Walk<br>o Keep hands, body and objects to self<br>o Wear a wide-brimmed hat<br>o Right place, right time<br>o Use equipment as intended<br>o Play safely | o Keep hands, body and objects to self<br>o Walk<br>o Use the High 5<br>o Whole body listening | o Wait your turn<br>o Walk<br>o Keep hands, body and objects to self<br>o Use the High 5 | o Go in pairs<br>o Straight there, straight back<br>o Walk<br>o Keep hands, body and objects to self<br>o Use the High 5<br>o Use, Flush, Wash, Leave<br>o One person = one toilet<br>o Use equipment as intended | o Walk<br>o Look where you are going<br>o Keep hands, body and objects to self<br>o Use the High 5<br>o Straight there, straight back |
| **LEARNER** | o Listen and follow instructions the first time<br>o Be ready to learn | o Participate<br>o Right place, right time<br>o Prepared and organised<br>o Encourage others | | o Listen and follow instructions the first time<br>o Right place, right time<br>o Participate | o Be prepared - know what to order | | o Listen to and follow instructions the first time |

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

- Explicit teaching of expected behaviours by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Visual aids

Acacia Ridge State School firmly believes in a whole-school approach to teaching and reinforcing appropriate and positive behaviours and also that all students need to be taught the behaviour expectations of our school. Students are expected to follow our expectations and behave in a socially appropriate manner.

**Teaching Our Behaviour Expectations**

As well as our three school expectations, the individual behaviours we teach our students are detailed in our **Behaviour Matrix**.

**For example:**

| Expectations | Behaviours |
|---|---|
| **I am respectful** | - Listen and follow instructions the first time<br>- Encourage others<br>- Use respectful and polite language<br>- Participate |
| **I am safe** | - Keep hands, body and objects to yourself<br>- Walk<br>- Wear a wide-brimmed hat<br>- Right place, right time |
| **I am a learner** | - Listen and follow instructions the first time<br>- Be ready to learn |

**OUR BEHAVIOUR EXPECTATIONS**
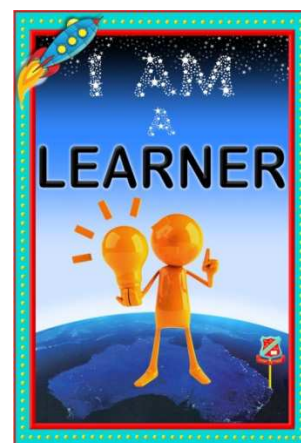


**Process for Teaching Expected Behaviours**

Acacia Ridge State School has developed lesson plans for the individual behaviours that are to be taught to all students. These lessons were developed collaboratively by the staff and include a range of teaching ideas and strategies to assist teachers.

- Term 1 being the establishment phase of the year, the three **expectations** are taught first

- At the beginning of each term and throughout the term, it is decided which behaviours will be the **focus** for teaching (this is determined by a behaviour data analysis)

- Each behaviour is taught **separately –** this is the **BEHAVIOUR OF THE WEEK**

- **A new behaviour is taught every week**

- Every teacher **teaches and positively reinforces the same behaviour** during that week

- Teachers use a **variety of strategies and lessons** to teach and positively reinforce the behaviours

  - discussion about the behaviour – what does it mean? what does it look like?
  - role plays
  - display the expected behaviour chart in the classroom
  - review the behaviour on a daily basis
  - reinforce and reward students who exhibit the positive behaviour

- All staff will use **common language** when talking about behaviour

- The 'Behaviour of the Week' will be **reinforced** on school notice boards, newsletters and on parades

## BEHAVIOUR OF THE WEEK EXAMPLES:
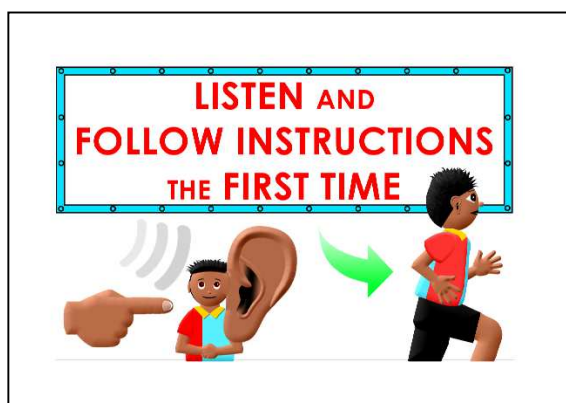




**Reinforcing Expected School Behaviour**

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

At Acacia Ridge State School we use a variety of positive reinforcement strategies to reinforce and encourage appropriate behaviours, such as:

- o Star Stamps
- o Student of the Week Certificate
- o Behaviour of the Week Certificate
- o Step and Star Chart
- o Other Class Reinforcement Systems eg. Dojo points
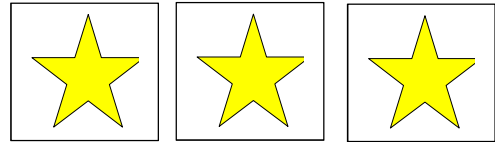
**Star Stamps**

Students who are displaying appropriate and positive behaviour move up the Step and Start Chart and earn a star stamp in their Rocket Books when they get to Star 3. Students then earn certificates and small positive reinforcers for the following steps:

- o 25 Star Stamps – Certificate
- o 50 Star Stamps – Certificate and star pencil
- o 75 Star Stamps – Certificate and pick out of the prize box
- o 100 Star Stamps – Certificate and 'Rocket' badge
- o 150+ Star Stamps – Certificate and invitation to the end of year reward activity

Certificates are handed out each week on parade.

**Student of the Week**

- Each week, teachers nominate a student who is improving or doing well with their behaviour or work.
- This certificate is handed out on parade.
- This is documented under 'Positive Behaviour' on OneSchool.
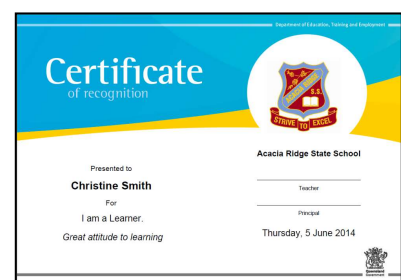
**Behaviour of the Week**

- To encourage our students to follow the Behaviour of the Week, teachers nominate a student each week who has positively demonstrated this behaviour.
- This certificate is handed out on parade.
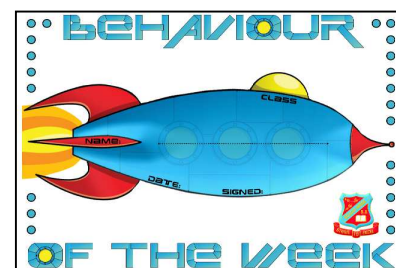
**Step and Star Chart**

A Step and Star Chart is used in every room for every lesson. Children who reach Star 3 on the chart are given a star stamp in their rocket book.

# STEP AND STAR CHART
## Acknowledging Positive Behaviour

### Classroom Management Strategies – Step and Star Chart

Every class in our school is taught our school expectations (I am safe, I am respectful and I am a learner) and the related behaviours using a model of explicit instruction. These expectations and behaviours are displayed in classrooms and are referred to on a regular basis. Teachers use a number of proactive strategies to support children to manage their own behaviours including:

- **Establishing Expectations and Instruction Giving** - giving clear directions,

- **Reinforcing positive behaviour using:**

  - **Body Language Encouraging –** smiling, nodding, moving closer to the student

  - **Descriptive Encouraging –** providing praise/feedback to the student describing the appropriate behaviour they are using

  - **Cueing with Parallel Acknowledgement** - using non-verbal and verbal prise/feedback to one student in order to alert or cue another student back to the task.

- **Use of positive reinforcements and rewards including the Step and Star Chart**

Each classroom has a Step and Star chart which is used as a visual cueing system for children to track their behaviour throughout the day. Children step up the chart as a reward/acknowledgement of repeated appropriate behaviours that match the school expectations. Children step down the chart as a consequence for repeated inappropriate behaviours.

### Acknowledging Positive Behaviours – Steps from the Step and Star Chart

**STAR 3**

Children who reach Star 3 receive a star stamp. They move their names back to the centre and start again.

**STAR 2**

Children who reach Star 2 are given verbal praise, acknowledgment and feedback.
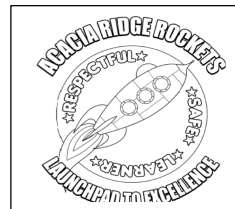
**STAR 1**

Children who reach Star 1 are given verbal praise, acknowledgment and feedback.

At the start of each day all children start at the middle of the Step and Star chart.

**Rocket Tickets**

Rocket tickets are used to positively reinforce playground behaviour. These are traded in for star stamps when students go back to the classroom after play.

Acacia Ridge State School implements the following additional 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 and behaviour data to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Acacia Ridge State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:

    o the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
    o procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
    o procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

## RESPONDING TO INAPPROPRIATE BEHAVIOUR

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

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 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.

**The following responses may be used:**

1. Classroom Management Strategies

2. Step and Star Chart

3. Office Referral for Major Behaviour

## (2) TARGETED BEHAVIOUR SUPPORT

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

Students who have been identified by the SWPBS team or through the Special Needs Advisory Committee (SNAC) as requiring additional support, attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches (identified staff members) and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the through academic support, adult mentoring or intensive social skills training.

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

**Strategies used for targeted behaviour support may include:**

- curriculum adjustment
- verbal and non-verbal reinforcement
- increased attention for an individual student
- communication with parents/caregivers
- added responsibilities for an individual student

## (3) INTENSIVE BEHAVIOUR SUPPORT: ADMINISTRATION TEAM; SPECIAL NEEDS ADVISORY COMMITTEE

Acacia Ridge 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 school-based team:

- 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, and
- works with the School Administration to achieve continuity and consistency.

The SNAC team or SWPBS team has a referral system in place to identify students whom require intensive behaviour support. Following the referral, a staff 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 specialist behaviour services staff.

**Strategies used for intensive behaviour support may include:**

- individual behaviour support plan
- playground plan
- support from external agencies
- support from specialist behaviour staff
- intervention or support from school-based personnel – Guidance officer, Chaplain

## 5. CONSEQUENCES FOR INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

Acacia Ridge 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.

OneSchool is used to record all minor and major behaviours.

## MINOR AND MAJOR BEHAVIOURS

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

- **Minor** behaviour incidents are handled by staff members at the time it happens

- **Major** behaviour incidents are referred directly to the school Administration team – Principal or Deputy Principal

**Minor** problem behaviours are those that are:

- minor breaches of the school expectations
- 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.

**Majo**r behaviours are those that are:

- physically or verbally abusive
- unsafe
- significantly violate the rights of others

Office
Behaviour Referral

### Examples of Minor and Major Behaviours

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

| | Category | Minor | Major |
|---|---|---|---|
| **Are you safe?** | Non-compliant with Routine | <ul><li>Running on concrete or around buildings</li><li>Running in stairwells</li><li>Not walking bike / scooter in school grounds</li><li>In out of bounds area</li><li>Not in the right place at the right time</li><li>Riding bikes through school</li></ul> | <ul><li>Repeated refusal to walk on hard surfaces</li><li>Repeated refusal to move around the school safely</li><li>Repeatedly in out of bounds area</li><li>Repeatedly not being in the right place at the right time.</li></ul> |
| | Physical misconduct | <ul><li>Minor deliberate physical contact (eg: shoving, bumping, pushing in line without intent to hurt)</li><li>Spitting at ground/floor</li><li>Not playing school approved games</li></ul> | <ul><li>Serious physical aggression</li><li>Fighting with the intent to hurt or harm</li><li>As above any punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another.</li><li>Spitting and 'snotting' at others.</li><li>Any physical intimidation through sexual connotations</li></ul> |
| | Dress code | <ul><li>Not wearing a hat in playground</li><li>Not wearing shoes outside</li></ul> | <ul><li>Deliberate and continual refusal to wear school uniform</li><li>Clothing with offensive language</li><li>Wearing revealing clothing</li></ul> |
| | Possess prohibited items | <ul><li>Toys/cars/balls at school without permission</li><li>Possession of energy drinks or electronics</li><li>Possession of mobile phone without the intention of handing it in to the office</li></ul> | <ul><li>Possession or selling of drugs/alcohol/cigarettes</li><li>Possession of weapons including knives and scissors and any other items which could be considered a weapon being taken to school</li><li>Possession of lighter, matches, poison or other dangerous items</li></ul> |

| | | | |
|---|---|---|---|
| | Substance misconduct involving illicit substance | | ▪ Issuing/consuming/coming to school under the influence of prohibited/illegal substance (drugs/alcohol) |
| | Substance misconduct involving tobacco and other legal substances | ▪ Pretending to smoke at school using rolled up paper/pencil | ▪ Smoking in toilets<br>▪ Bring substance to school<br>▪ Have knowledge of others' possession of substances and does not report/inform |
| | Misconduct involving an object | ▪ Throwing objects that may not hurt/injure someone | ▪ Intentional throwing of objects that may hurt/injure someone |
| **Are you a learner?** | Refusal to participate in program of instruction | ▪ Not completing set tasks that are at an appropriate level<br>▪ Refusing to work<br>▪ Non compliance<br>▪ Unco-operative behaviour | ▪ Repeated refusal to work<br>▪ Major/deliberate non compliance<br>▪ Repeated non compliance<br>▪ Repeated uncooperative behaviour |
| | Truant/skip class | ▪ Not being punctual (eg: lateness after breaks) | ▪ Leaving classroom/activity without permission<br>▪ Repeatedly not being punctual (eg. Lateness)<br>▪ Leaving school without permission |
| | Disruptive | ▪ Calling out<br>▪ Talking<br>▪ Noisy during learning time<br>▪ Out of seat disrupting others | ▪ Repeatedly stopping/preventing others from learning/teaching<br>▪ Repeatedly calling out<br>▪ Unable to take redirection<br>▪ Repeatedly out of seat disrupting others<br>▪ Disrupting on parade |
| | IT misconduct - Electronic equipment (ie mp3 player, computer, camera, mobile phone etc) | ▪ Possessing mobile phone, camera, computer, console etc switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | ▪ Use of a mobile phone, camera, computer, console etc in any part of the school for voicemail, email, text messaging or filming purposes without authorisation<br>▪ Deliberate misuse of or damage to school IT equipment<br>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| | Persistent minor infringements | ▪ 1st Buddy Class visit | ▪ More than 1 visit to the Buddy Class within one day |
| **Are you respectful?** | Verbal misconduct | ▪ Inappropriate language (written/verbal)<br>▪ Calling out<br>▪ Poor attitude<br>▪ Disrespectful tone | ▪ Offensive language (pupil to pupil, pupil to adult)<br>▪ Aggressive language<br>▪ Verbal abuse / directed profanity<br>▪ Repeated inappropriate language (written/verbal)<br>▪ Repeated calling out<br>▪ Repeated disrespectful tone |
| | Bullying/Harassment | ▪ One-off minor teasing/name calling<br>▪ Inappropriate comments based on race/religion/ethnicity/disability<br>▪ Put downs | ▪ Repeated deliberate intimidation through gestures and verbal abuse<br>▪ Inappropriate touching of others<br>▪ Verbal and physical threats to hurt/harm someone |
| | Defiant/threat(s) to adults | ▪ Deliberately ignoring the teacher's instructions | ▪ Verbal or physical threat to an adult<br>▪ Swearing at an adult<br>▪ Threatening an adult's belongings |
| | Threat(s) to others | ▪ A minor 'one-off' threat such as "I'll get you", without intent to follow through | ▪ Threaten physical violence/assault with intent to follow through |

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| | Property misconduct | <ul><li>Petty theft (one-off eg. taking a pencil/crayon)</li><li>Lack of care for the school environment and buildings</li><li>Drawing on desks</li><li>Incorrect use of equipment</li><li>Playing in toilets</li></ul> | <ul><li>Stealing / major theft</li><li>Repeated petty theft</li><li>Wilful property damage</li><li>Vandalism</li><li>Graffiti that is offensive</li></ul> |
|---|---|---|---|
| | Lying/Cheating | <ul><li>Saying a lie to avoid getting into trouble</li><li>Cheating on a test</li><li>Copying another child's work</li><li>Intentionally lying to scare other children</li></ul> | <ul><li>Deliberate false accusation</li><li>Lying about a serious offence</li><li>Ongoing cheating for assessment items</li><li>Deliberate/intentional delivery of lies aimed to hurt/offend others</li></ul> |
| | Other | <ul><li>Littering</li><li>Accidently setting off fire alarm</li></ul> | <ul><li>Repeated littering</li><li>Deliberate setting off of fire alarm</li></ul> |

## RESPONDING TO INAPPROPRIATE OR UNACCEPTABLE  BEHAVIOUR

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. One method that staff members might use to achieve this is to have students:

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Acacia Ridge 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.

## RESPONDING TO MINOR BEHAVIOURS - CLASSROOM

**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 detention for work completion.

- a re-direction process where a staff member takes the student aside and:
  - names the behaviour that student is displaying

- o asks student to name expected school behaviour
- o states and explains expected school behaviour if necessary
- o gives positive verbal acknowledgement for expected school behaviour

- application of the Step and Star Process for both inappropriate and appropriate behaviours.

# STEP AND STAR CHART
## Responding to Inappropriate Behaviour

**Classroom Management Strategies for Responding to Minor Behaviours**

The teacher responds to low level misbehaviour and classroom disturbance by using the following Essential Skills:

- **Selectively Attending** - ignoring or not reacting to minor inappropriate behaviours where possible
- **Redirecting to Learning –** prompt the student who is off-task with a re-direction to re-engage to the task
- **Proximity –** standing close to a student
- **Giving a Choice –** if off-task behaviour continues after redirection, give the student a choice eg. "You need to stop calling or you will have to move your name down a step. Your choice."

If a student continues to use inappropriate behaviour the teacher will utilise the Step and Star chart process to track and provide a visual reminder to children about their behaviour and potential consequences.

### CONSEQUENCES FOR MINOR BEHAVIOURS - Steps from the Step and Star Chart

**STEP 1 - Warning**

The teacher has a 1-1 discussion with the student about future consequences if the inappropriate behaviour does not stop. They provide feedback / reminder / encouragement to adopt more appropriate behaviours.

**STEP 2 – Time out**

**Time Out – In own class**

The student may be sent to a different part of the current classroom for a period of time or until the student is willing and able to follow the school expectations. It is critical to support re-entry in a planned, solution focussed, and non-punitive manner.

**Following time out teachers may choose to follow up with a:**

**1-1 Meeting with Student**

Staff discusses with the student the behaviour of concern and talk about the appropriate replacement behaviour they need to learn and use instead.

**Natural Consequence , Apology or Restitution**

It is important for students to learn that there are ways to make things better when they behave inappropriately. Staff will work with the student so that they are able to make an appropriate apology and/or work with the student on a restitution plan eg. replacement of broken item.

**STEP 3 – Buddy Class**

**Buddy Class**  **(Must be recorded on One School)**

Students will be directed to their buddy class for a period of time. The classroom teacher notifies the buddy class by phone.  Students are to be accompanied by two (2) buddies.  Children who accompany the student are to walk with the student if possible, but if the student is unwilling to comply, the buddies walk to the buddy class and notify the teacher that the child has refused to comply.  The buddy teacher will contact the office for support.

**STEP 4 – Office Referral**

Students are sent to the office if they have been to Buddy Class two (2) times in a day or if the behaviour is deemed as a MAJOR behaviour. An office referral form may be used by the reporting teacher if there will be a delay between the referral and recording the incident on One School.

## RESPONDING TO MINOR BEHAVIOURS – PLAYGROUND

When responding to **minor** behaviours in the playground, the following steps need to be followed:

- Review and reteach the behaviour to the student/s that they were not following the school expectations
- Determine that it is a minor behaviour – refer to Minor and Major Behaviour Matrix if necessary
- Student/s to apologise where necessary
- Decide on an appropriate consequence, for example:
  - Sit out of play for five minutes in close proximity of the playground duty staff member
  - Walk with the playground duty staff member for five minutes
- Continue to monitor student/s after consequence is over
- Staff member who dealt with incident to report it to the student's classroom teacher verbally
- Classroom teacher and playground teacher to decide if the incident is recorded on OneShool – see below:

Minor Incidents to be recorded on OneSchool:
- Verbal misconduct
- Physical misconduct
- Out of bounds
- Pattern of inappropriate behaviour from a student/s

## RESPONDING TO MAJOR BEHAVIOURS – CLASSROOM AND PLAYGROUND

Students are referred to the office if they are exhibiting serious/major behaviours. Incidents that are deemed as MAJOR according to the Minor and Behaviours overview, require referral to the Principal and/or Deputy Principal.  This is done by completing a Behaviour Referral form which is handed to the office if immediate investigation is required or by recording the incident on OneSchool.  The staff member who witnessed the incident records it on OneSchool.

When responding to **major** behaviours in the classroom and playground, the following steps need to be followed:

**Classroom Teacher / Playground Duty Staff Member:**

- Ensure safety of all students
- If needed, seek assistance by calling the office for help or ask a nearby playground duty staff member
- Interview all students involved and witnesses to ascertain the facts of the incident

- Review and reteach the behaviour to the student/s that they were not following the school expectations
- Determine that it is a major behaviour – refer to Minor and Major Behaviour Matrix if necessary
- Refer to the office using the following:
  - Yellow Behaviour Referral slip or
  - Phone the office to speak with the Principal or Deputy Principal
- Record the incident on OneSchool referring it to the classroom teacher, Principal and Deputy Principal

**Principal/Deputy Principal:**
- Interview all students involved and take written statements
- Interview witnesses and take written statements
- Seek clarification around intent, seriousness, whether behaviour resulted in an injury, frequency
- Student/s to apologise where necessary
- Decide on an appropriate consequence
- Parent/carer may be contacted to discuss incident and consequence
- Action behaviour incident on OneSchool and refer it to the referring staff member, class teacher and appropriate admin member
- Implement consequence

Appropriate consequences are put in place, according to the severity of the behaviour. These could include detention, loss of privileges, time out or a suspension. This is recorded on OneSchool by the Principal/Deputy Principal.

**Major unacceptable behaviours** **may result in the following consequences:**

| CONSEQUENCES FOR MAJOR BEHAVIOURS |
|---|
| **LEVEL ONE** |

- **Time out in office or in-school withdrawal**
  - When a student's behaviour is extremely disruptive to the class, or a serious incident has occurred, teachers may negotiate with the Principal some time out in another area of the school for the student.
  - Parents/Caregivers will be contacted to discuss the student's behaviour.
- **Detention**
- **Loss of privileges** – no play, no interschool sport
- **Warning** regarding future consequences for repeated persistent inappropriate behaviour
- **Restitution** – replacing broken or destroyed property, apology
- **Temporary removal of student property by school staff** – as per guidelines in Appendix 6
- **Parent/Carer Contact**

**LEVEL TWO**

Continued incidents of inappropriate behaviour may result in:

- **Parent contact** where a plan of action developed by the teacher, student and parent/carer.
  - This may include regularly monitoring behaviour using a home communication book, sticker chart, setting students goals to work on etc.
  - Parents/carers are contacted and regular communication with student and home continues to support the student with improving his/her behaviour.

- The student may be referred to the **Special Needs Advisory Committee** and a Case Manager

(usually the class teacher) will be appointed.

- o The Special Needs Advisory Committee in conjunction with the class teacher, parents/carers and student decide on the most appropriate intervention and support.
- o **Individual Behaviour Support Plan** may be developed, outlining support and intervention strategies and processes (May include teaching and reinforcing appropriate behaviours, monitoring behaviour, adjustments in curriculum and pedagogy)

- **In-School Withdrawal/Suspension** – working for a period of time in another area of the school
- **Behaviour improvement condition** or
- **Suspension** from school

**External Assistance**

Our school can access the services of a variety of external personnel or agencies which may include:
- Referral to the Regional Behaviour Team
- Counselling services
- Referral to Doctor and/or Paediatrician, Psychologist

**Monitoring and Review**

Monitoring and follow-up of the student's behaviour and Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

## LEVEL THREE

Students who engage in **serious unacceptable behaviours** such as major violent physical assault or the use/supply of weapons (including knives) or drugs may receive:

- a **Behaviour Improvement Condition** or
- a **School Disciplinary Absence** (Suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

## Definition of consequences*

| Time out | A 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. <br><br> During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |
|---|---|
| Detention | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. <br><br> A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). |
| Temporary Removal of Property | A principal or staff member of Acacia Ridge State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*. |

| School Disciplinary Absences (SDA) | |
|---|---|
| Suspension | A principal may suspend a student from school under the following circumstances: <br> ▪ disobedience by the student <br> ▪ misconduct by the student <br> ▪ other conduct that is prejudicial to the good order and management of the school. |

| Behaviour Improvement Condition | A 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.<br><br>A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:<br>▪ reasonably appropriate to the challenging behaviour<br>▪ conducted by an appropriately qualified person<br>▪ designed to help the student not to re-engage in the challenging behaviour<br>▪ no longer than three months. |
|---|---|
| Proposed exclusion or recommended exclusion | 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:<br>▪ disobedience<br>▪ misconduct<br>▪ other conduct that is prejudicial to the good order and management of the school, or<br>▪ breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment | 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.

## 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 – Use Non Crisis Intervention Strategies

▪ **Avoid escalating the unacceptable behaviour**
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

### Reinforcement and Correction Strategies

▪ If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.
▪ If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and apply the Step and Star process

**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 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 Acacia Ridge State School 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 5)
- Student Record of Incident (as per process for Natural Justice).

## 7. NETWORK OF STUDENT SUPPORT

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

- Parents
- Teachers
- Support Staff
- Administration Staff

- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Department of Communities (Child Safety Services)
- Police
- Acacia Ridge Early Years Centre
- Student Care and Welfare Organisation
- PCYC

## 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.

Acacia Ridge 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:
  - o express opinions in an appropriate manner and at the appropriate time
  - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - o receive adjustments appropriate to their learning and/or impairment needs
  - o provide written or verbal statements that will be taken into consideration in the decision making processes
  - o ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## 9. RELATED LEGISLATION

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

## 10. RELATED PROCEDURES

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

## 11. SOME RELATED RESOURCES

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

## 12. ENDORSEMENT

| | | |
|---|---|---|
| **Principal** | **P&C President** | **Assistant Regional Director** |

**Effective Date: ………………………. to ………………………..**

## The Use of Personal Technology Devices* at School

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

### Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. All mobile phones must be handed in to the office during school hours. 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 or pornography will 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 Acacia Ridge State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

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

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

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

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

Students should note that the recording or dissemination to minors of images that are considered indecent (such as nudity or sexual acts involving children, or pornography), 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.

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

**Special Circumstances Arrangement**

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

**Inappropriate behaviour outside of school hours**

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

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

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

**Purpose**

1. Acacia Ridge 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 Acacia Ridge 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 Acacia Ridge 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 Acacia Ridge 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 Acacia Ridge State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

   Acacia Ridge State School will then investigate and respond to any incident of cyberbullying.

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

11. An initial introductory lesson is delivered, which teaches the Step and Star process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined.  These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour.  One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming.  The anti-bullying process at Acacia Ridge State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

## WORKING TOGETHER TO KEEP Acacia Ridge State School SAFE

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

Any member of the Administration Team 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.
- A student who possesses a knife at school can expect to be suspended and perhaps a proposed for exclusion if the knife is used to threaten, harass or wound another person.
- 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 further 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 Acacia Ridge 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 any member of the Administration Team.

**Incident Report**
**(All Major incidents are placed Directly on One School and referred to the Principal)**

**B E H A V I O U R   R E F E R R A L**

| MINOR BEHAVIOUR - Staff referral | MAJOR BEHAVIOUR – Office Referral |
|---|---|

| Student/s: | Class/es: |
|---|---|

| Staff Member: | Time: | Date of incident: |
|---|---|---|

**Behaviour Categories**

| **MINOR** | **MAJOR** | **Witnessed by:** |
|---|---|---|
| ☐ Physical contact | ☐ Fighting/physical aggression | ☐ Staff |
| ☐ Inappropriate language | ☐ Verbal aggression | ☐ Student |
| ☐ Non compliance | ☐ Repeated non-compliance | ☐ Relief teacher |
| ☐ Teasing | ☐ Bullying/harassment | ☐ Other |
| ☐ Disruption | ☐ Repeated disruption | |
| ☐ Out of bounds | ☐ Repeated out of bounds | |
| ☐ Other _____ | ☐ Other _____ | ☐ Recorded on OneSchool |

**Incident Details:**

**Consequence:**
- ☐ Warning
- ☐ Stay with teacher
- ☐ Conference with student
- ☐ Time out – classroom
- ☐ Time out – buddy classroom
- ☐ Time out – loss of play
- ☐ Time out – office
- ☐ Loss of privileges
- ☐ Parent contact

**Location Category:**
- ☐ Oval
- ☐ Adventure PG
- ☐ H Block
- ☐ J Block
- ☐ Library
- ☐ Toilets
- ☐ Sandpit
- ☐ Classroom
- ☐ Prep/Junior Playground
- ☐ Library
- ☐ Office
- ☐ Specialist lesson
- ☐ Other (Record below)
- ☐ Out of Bounds
- ☐ Stairwell//walkway

**Possible Motivation:**
- ☐ Avoid adults
- ☐ Avoid peers
- ☐ Avoid tasks/activities/work
- ☐ Obtain adult attention
- ☐ Obtain Items/activities/pleasure
- ☐ Obtain peer attention
- ☐ Unknown Motivation
- ☐ Other_____

Updated January 2015