Glenwood State School

Responsible Behaviour Plan for Students

2016-2019 Edition
Responsible Behaviour Plan for Students

1. Purpose

Glenwood 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.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

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

Glenwood State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in 2016, and will be reviewed in 2019 as required in legislation. Annual reviews will be conducted to ensure plan has all up-to-date policies.

3. Learning and behaviour statement

All areas of Glenwood State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

- Be Respectful
- Be Responsible
- Be Safe

All learning and social behaviour expectations are based upon the school’s Social & Emotional Learning Program ‘You Can Do It’ and incorporate the program’s 5 Keys to Success – Organisation, Getting Along, Resilience, Confidence and Persistence. Students are also explicitly taught and encouraged to use the ‘High Five’ strategy (Ignore, Talk Friendly, Talk Firmly, Walk Away and Report) when facing any difficulties with their fellow peers.
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 Glenwood State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
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<td></td>
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</tr>
<tr>
<td>Use equipment appropriately</td>
<td>Walk</td>
<td>Participate in school approved games</td>
<td>Respect privacy of others</td>
<td>Use own bike/scooter only</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td>Sit still</td>
<td>Wear shoes and socks at all times</td>
<td></td>
<td>Walk bike/scooter to the gate</td>
</tr>
<tr>
<td>Treat others with kindness and respect</td>
<td>Enter and exit room in an orderly manner</td>
<td>Be sun safe; wear a broad brimmed hat</td>
<td></td>
<td>Wait inside the gate until the bus stops</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask permission to leave the classroom</td>
<td>Be prepared</td>
<td>Be a problem solver</td>
<td>Use toilets during breaks</td>
<td>Have your name marked on the bus roll</td>
</tr>
<tr>
<td>Be on time</td>
<td>Complete set tasks</td>
<td>Return equipment to appropriate place at the sports bell</td>
<td></td>
<td>Leave school promptly</td>
</tr>
<tr>
<td>Be in the right place at the right time</td>
<td>Take an active role in classroom activities</td>
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<tr>
<td>Follow instructions straight away</td>
<td>Keep work space tidy</td>
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<td></td>
<td>Be honest</td>
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</table>
We ensure the whole school community know these rules and social emotional strategies by:
- Explicitly teaching all students through regular Health lessons
- Displaying them around the school and in all classrooms
- Regularly communicating them in fortnightly newsletters and reinforcing them at community events
- Reinforcing their use through a range of reward schemes consistently throughout the whole school

Glenwood State School implements the following **proactive and preventative processes** and strategies to support student behaviour (refer to “Appendix 7: Glenwood SS Well-Being Framework” for different tiers of strategies/procedures):

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Each week a ‘Key to Success’ is focussed on at Parade and this is followed up with class discussions and newsletter articles.
- Comprehensive induction programs in the Glenwood State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- The implementation of a Social & Emotional Learning Program that involves students working with peers across all year level once a week on developing positive social skills.
- Weekly and Term Good Behaviour Rewards (GBR’s). Students who do not receive more than two Cool-off withdrawals for an entire week are invited to attend a GBR on Friday afternoons. For end of term rewards, students must not have missed out on more than two GBRs in a term and have 0 suspensions.
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
Reinforcing expected school behaviour

At Glenwood 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 acknowledgment and rewards. 5 minutes at the beginning of each session is designated as ‘behaviour recognition’ time to ensure students are aware of their good behaviour and successes throughout each school day.

Glenwood State School incentive award – ‘5 Keys to Success’ pegs

Staff members hand out pegs that reflect the 5 keys to success that reflect positive behaviour in each area (organisation, confidence, getting along, persistence and resilience). This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a 5 Keys to Success peg. These pegs are taken to the classroom teacher so they can add their points on to Class Dojo (whole school consistent point scheme).

### Five Keys to Success – Daily Focus Timetable – Glenwood State School

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
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<td></td>
<td></td>
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<tr>
<td>Confidence</td>
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<tr>
<td>Resilience</td>
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<tr>
<td>Getting Along</td>
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<tr>
<td>Persistence</td>
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</tbody>
</table>

What is Class Dojo and how else it is used?

Class Dojo is an engaging, incentive website where students are able to choose their own ‘Dojo’. The website enables teachers and other staff to give points for focus areas within a whole school context. Here at Glenwood State School, we give points to students for attendance, following the three school rules (being respectful, responsible and safe), five keys to success (Organisation, Getting Along, Resilience, Confidence and Persistence), and homework completion. Teachers give a range of class based prizes for students who have excelled throughout a school week.

‘Student of the Week’ and ‘5 Keys to Success’ certificates on parade

Each Monday on parade student leaders hand out certificates to students for who received the most points for following a particular ‘5 keys to Success’ strategy. Teachers determine the award recipients from the use of the Class Dojo incentive scheme. Students with the most points at the end of the week are the ‘Students of the week’ from each class. Using the Class Dojo platform ensures all students understand why they are receiving their certificates and is clear to all school community members.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

If 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. This is done in a number of ways:

- A short conversation with a staff member during the nearest break time to remind of the school rules and appropriate behaviour
- Serious behaviours result in ‘Cool Off’ where the student loses play time and has to complete a form that outlines their behaviour and how they can improve it next time, the impact their behaviour has had on others and the appropriate behaviour and where it aligns with our school Responsible Behaviour Plan. ‘Cool off’ incidents are recorded on OneSchool and students take a copy of their completed form home for parents to sign, read and return.

### Intensive behaviour support

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

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

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

### 5. Consequences for unacceptable behaviour

Glenwood 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. Repeated minor behaviours constitute a major behaviour and is referred to the Principal in a sufficient amount of time to ensure maximum learning continues.

#### 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 breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

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

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member escorts the student to Administration and completes a OneSchool report as soon as possible.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, removal to buddy class or Principal’s office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **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.

**What to expect with a suspension**

A suspension is given to a student when they display one or many major behaviours (as outlined in the table on the next page) or repeat minor behaviours even after intervention has been implemented. The Principal will phone parents/caregivers to inform them of their child’s behaviour and the course of action being taken by the school. Students must be picked up by their parents from school when the suspension is given. The Principal has the final say on the duration of the suspension (1-30 days, depending on severity of behaviour). A letter will be sent home to outline the unacceptable behaviour, duration of suspension and when the re-entry meeting will occur. School work will also accompany the letter to ensure the student continues their learning during the suspension.
Re-entry Meetings
Re-entry meetings are an important part of a suspension process as behaviour expectations are communicated and/or re-iterated to the student and parents. A clear plan is devised to ensure the behaviour is not repeated in the future.

Exclusion from school
An exclusion from school occurs when a student has had repeated suspensions and the school can no longer support their behavioural needs or a major behaviour has occurred which exceeds a suspension doing justice. Exclusions do not happen lightly and occur in consultation with the Principal, Guidance Officers, Behaviour Specialists and regional support staff.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (e.g.: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (e.g.: lateness after breaks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the school for voicemail,</td>
</tr>
<tr>
<td></td>
<td>without authorisation (written permission from an authorised staff member)</td>
<td>email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Being Respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>
At Glenwood 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. We manage unacceptable behaviour through the following processes:

<table>
<thead>
<tr>
<th>Classrooms (Using Consistent Behaviour Charts)</th>
<th>Playgrounds/Eating Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unacceptable Behaviour Sighted</strong></td>
<td></td>
</tr>
<tr>
<td>Rule Reminder – Tell student their name has been moved to ‘yellow’ on the behaviour chart, outline unacceptable behaviour witnessed and inform that if they have to be spoken to again, they will go to buddy class.</td>
<td>Rule Reminder – Remind student of the rule they are required to follow, tell them that if you speak to them again that they will sit out for a 5 minute time-out.</td>
</tr>
<tr>
<td>Buddy Class – P/1 students are sent to the 3/4 classroom and vice versa, 1/2 students are sent to the 5/6 classroom and vice versa. Classrooms will have designated ‘buddy class’ desks with set work (work set and organised by the classroom teachers) for students to continue their learning.</td>
<td>5 minutes time out – Student/s are required to sit near/next to the teacher giving the time out for five minutes. Before they leave, they need to state to the teacher what rule they are going to follow so they don’t receive a cool-off. If student refuses to sit out then it is an instant cool-off.</td>
</tr>
<tr>
<td>‘Cool-Off’ – When a ‘cool-off’ has been given to a student, the staff member will ensure they inform them that they have one, put it on to OneSchool as a behaviour incident and on to OnePortal so the teacher on duty knows who to expect and why. The student must go to the ‘cool-off’ teacher for both play breaks the following day (refer to school playground duty roster for who is on “cool-off” duty). Students reflect on their behaviour by filling out a ‘reflection form’ (refer to Appendix 3) which is then sent home to parents. Parents then send the signed form back to the classroom teacher who files it in the student folders. Once students complete the form during ‘cool-off’ they are to write out/trace the school rules (adjustments made on age appropriateness).</td>
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</tr>
<tr>
<td>Refer to Principal – This is to be used in an emergent situation (eg. Physical/threatening behaviour) or when none of the above strategies have been effective. Ensure the student and other students are safe. Inform the Principal of the situation. The Principal or A/Principal will take the student and talk to student/s and/or parent/s. Consequences may go further in the form of more cool-offs, being sent home (if in Individual Behaviour Management Plan) or suspension. It is important that the teacher referring to the Principal still puts the incident on OneSchool and the Cool-Off/s on OnePortal. Send a student or another adult if possible for emergent situations when unable to use phone.</td>
<td>Refer to Principal – This is to be used in an emergent situation (eg. Physical/threatening behaviour) or when none of the above strategies have been effective. Ensure the student and other students are safe. Inform the Principal of the situation. The Principal or A/Principal will take the student and talk to student/s and/or parent/s. Consequences may go further in the form of more cool-offs, being sent home (if in Individual Behaviour Management Plan) or suspension. It is important that the teacher referring to the Principal still puts the incident on OneSchool and the Cool-Off/s on OnePortal. Send a student or another adult if possible for emergent situations when unable to use phone.</td>
</tr>
</tbody>
</table>

Ensure consistent responses to unacceptable behaviour
6. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

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

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

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Health and Safety incident record (link)
- fully documented on the department’s OneSchool server

Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student’s movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student’s individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:
- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable

identify strategies to reduce and eliminate the need for physical restraint.

in preventing self-harming behaviours, strategies may include:

- restoring safety in other practicable ways such as removing harmful objects;
- employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff; and
- use of movement limiting and/or protective devices at times of high risk.

complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student’s individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint (refer to Appendix 6 for Incident Report)
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

7. Network of student support

Students at Glenwood 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

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)
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.

Glenwood 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
11. Some related resources

- Bullying… No Way!
- Code of Conduct for School Students Travelling on Buses

**Endorsement**

Principal | P&C President | Assistant Regional Director

Date effective:

From Monday October 3, 2017 to next review (Term 3, 2018)
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Glenwood 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 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 recommendation for exclusion).

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

**Text communication**

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

**Assumption of cheating**

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

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

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 2

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

**Purpose**

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

2. There is no place for bullying in Glenwood 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 Glenwood 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 Glenwood 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 Glenwood 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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

13. Glenwood State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Appropriate use of social media

Glenwood 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.

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

No student of Glenwood 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 Glenwood 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 Glenwood State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Glenwood 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 Glenwood 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 Glenwood 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.

Glenwood 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.

Glenwood 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, Glenwood State School expects its students to engage in positive online behaviours.
Appendix 4

NOTE FOR PARENTS ABOUT KNIVES

WORKING TOGETHER TO KEEP GLENWOOD STATE SCHOOL SAFE

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

Our principal can take tough action against a student who brings a knife to school.

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

How can parents help to keep Glenwood State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the principal.
Appendix 5

Cool-Off Reflection Sheet

What is a Cool-Off?

A Cool-Off is given when a student is not following the school rules and has had warnings to attempt to correct the behaviour by a staff member. Major behaviours such as swearing or use of hands-on incur instant cool-offs or further disciplinary action. When responding to unacceptable behaviour, school staff:
1. Remind the student about the school rules.
2. If the behaviour continues, students are then required to have a time-out period
3. If this does not correct the behaviour, then a student is given a cool-off.

Students miss out on both play times to reflect on their misbehaviour when given a cool-off. During this time, students will be required to fill this reflection sheet to assist in the unacceptable behaviour not repeating. This process is to ensure learning stays a number one priority while your child is at school.

Teacher on Cool-Off duty to fill out:

Dear __________________, your child received a cool-off on __/__/2017 for

________________________________________

As you will see below, your child has reflected on their behaviour. We hope that you will discuss the importance of following our school rules (be respectful, be responsible and be safe) with them. This is to ensure they are maximising their learning opportunities while here at Glenwood State School. We thank you for your support.

Student to fill out during Cool-Off:

1. Why are you here today?

2. What school rule/s do you think you broke? Remember, our three school rules are be respectful, be responsible and be safe.

3. What Five Keys to Success strategy or strategies (Resilience, Organisation, Persistence, Getting Along and Confidence) could you have used to prevent this cool-off?

4. What step or steps in the High Five strategy (Ignore, Talk Friendly, Talk Firmly, Walk Away and Report) could you have used to prevent this cool-off?

5. How are you going to make sure this behaviour doesn’t occur again?

Parent to fill out and return to classroom teacher (please tick one below):

- I understand why my child received a Cool-Off and will discuss the importance of following the school rules with them
- I require more clarification and would like to speak with the classroom teacher
- I do not agree with this cool-off and would like to speak with the Principal

Parent Signature: ___________________ Date: __/__/2017
GLENWOOD STATE SCHOOL

PHYSICAL RESTRAINT/CONTACT INCIDENT REPORT

REPORTING OFFICER: ____________________________________________________________

PERSON RESTRAINED/CONTACTED: ________________________________________________

SCHOOL: _________________________________________________________________________

DATE/TIME: ________________________________

DETAILS:

1) ANTECEDENT FACTORS LEADING TO RESTRAINT/CONTACT
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

2) METHOD/DESCRIPTION OF PHYSICAL RESTRAINT/CONTACT
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

3) OUTCOMES OF PHYSICAL RESTRAINT/CONTACT
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

4) ANY FOLLOW-UP ACTIONS TO BE TAKEN
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
Appendix 7: Glenwood SS Wellbeing Framework

Wellbeing Framework: Social and Emotional Learning

RESILIENCE

Tier 1 – Whole School
Program Achieve (You Can Do It)
Responsible Relationships Curriculum Committee
Responsible Choices Cool Off Area
Organised Play
SUICIDE RISK CONTINUUM – Promotion → Prevention → Intervention → Postvention

Classroom Awards
Class Dojo
Staff – Wellbeing Committee
Staff – WPHS

Tier 2 – Targeted Programming
Ditto Program
GO – Emotions work
SEP Program
Zones of Regulation
Supervised Play
Individual counselling and Referral Processes
Teacher shadowing during breaks

Leadership training

Tier 3 – Intensive Support
Case Management
External organisations
PLC – Behaviour Support
Teacher

ORGANISATION

CONFIDENCE

GETTING ALONG

PERSISTENCE

Collaboration by:
Principal
Guidance Officer