1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Victoria Plantation State School’s Responsible Behaviour Plan for Students focuses on developing a supportive school environment and responsible, positive behaviours and habits in all students. The plan provides a framework for teaching our students about positive habits of the mind and dealing with difficult situations, demonstrating respect for themselves and others in a manner acceptable within the community. We believe that focusing on positive habits of the mind and learning to deal with adversity are necessary for children’s welfare and happiness and their ability to function effectively in society.

Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people (including themselves) behave the way they do. As we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

Our supportive school environment is created by positive, quality interpersonal relationships. Victoria Plantation State School has a supportive team (students, parents and staff) where ownership and responsibility are shared and every member is valued. The National Framework for Values Education also recognises that partnerships with parents and caregivers and the local community are fundamental to successful values education. The school is committed to providing a supportive school environment where school practices are predominantly proactive and preventative rather than reactive.

At Victoria Plantation State School our practices align more with ‘Choice Theory’. Our focus is on supporting and promoting positive student behaviours. We acknowledge that problem behaviours will occur from time to time and are best addressed within a framework of responsive, positive behavioural support.

The plan acknowledges that positive behaviours and habits cannot be taught effectively in isolation but are best fostered in a supportive environment incorporating the following characteristics:

- A shared philosophy:
- Shared goals:
- A Team Approach:
- Shared acceptance and understanding:
- Adoption of collaboratively developed processes supported by recent research (evidence based):
- Training and skill development for all staff: and
- Support for families to understand, accept & adopt these processes.
2. Consultation and data review

*Victoria Plantation State School* developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken and community meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the *P&C* and the *Assistant Regional Director* in Semester Two 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

In a supportive school environment we believe students can learn to manage and change their behaviours to meet their needs. The aim is to skill students in self-discipline through a ‘non-blaming approach’ that creates choices, generates solutions and leaves the child with some control over the situation.

Our school’s behaviour plan is based on a positive approach to behaviour and proactive programs including *‘You Can Do It!’* and the five elements of the behaviour management plan are getting along, organisation, persistence, confidence and emotional toughness (resilience). A brief explanation of each of these is below.

<table>
<thead>
<tr>
<th><strong>Getting Along</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At <em>Victoria Plantation State School</em> this means working and playing well with other school members, solving problems in class and playground without getting too angry and following the rules or limits of the classroom or playground. Positive habits of the mind that help develop getting along behaviour include: social responsibility, playing by the rules, thinking first, tolerance of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Organisation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At <em>Victoria Plantation State School</em> this means setting a goal to do your best in your school work, planning your time to finish work, having all your supplies ready. Positive habits of the mind that help develop student organisation include: planning my time and setting goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Confidence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At <em>Victoria Plantation State School</em> this means knowing you can do it, not being afraid to make mistakes or to try something new. Positive habits of the mind that help develop student confidence include: being independent, taking risks, accepting myself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Persistence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At <em>Victoria Plantation State School</em> this means trying hard and not giving up when something feels like it’s too difficult or boring. Positive habits of the mind that develop student persistence include: working tough, giving effort, I Can Do It!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emotional Toughness (Resilience)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At <em>Victoria Plantation State School</em> this means learning about and then using strategies to manage their response (emotional, behavioural) to the adversity they experience with peers, schoolwork. This can also help students deal with adversity they experience outside of school e.g. sporting field.</td>
</tr>
</tbody>
</table>
Our Philosophy

Staff and students at Victoria Plantation State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed.

To facilitate this, a set of rules has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation.

We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit.

<table>
<thead>
<tr>
<th>Our Learning Community Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Confidence</strong> Students are required to actively participate and give their best effort in the classroom and playground activities.</td>
</tr>
<tr>
<td><strong>Persistence</strong> Students will try hard to complete and participate in both classroom work and 'outside' activities e.g. sporting activities, daily class work.</td>
</tr>
<tr>
<td><strong>Organisation</strong> All school members will endeavour to be on time, prepared for school each day and use their time productively to finish work.</td>
</tr>
</tbody>
</table>
| **Getting Along** School members will:  
  - ‘Play by the rules’ agreed upon in the school, classroom and playground.  
  - Model common courtesies of speech, body language and manners to each other.  
  
School members need to:  
  - ‘Think first’ about the different ways they can react, the consequences of each, and the impact of their actions on themselves and others.  
  - Model tolerance, consideration, understanding for other peoples’ feelings and property and the environment (school, wider community).  
  - Co-operate with teaching staff by following their instructions at all times. |
| **Thinking (Emotional Toughness)** School members will be expected to:  
  Learn and put into action strategies to help them manage their response to the difficult situations they experience with peers, schoolwork (Resilience). |
| **Safety** All members will make sure their actions do not cause harm, either physically or mentally, to themselves or others e.g. bullying, teasing, running on cement, wearing closed in shoes. |
| **School Grounds** Students will not leave the school grounds without permission. |
| **Litter** All litter will be placed in the bins provided. |
Victoria Plantation State School tends to predominantly experience minor behaviours interspersed with incidences that are classed as moderate to major behaviours. A whole school approach shapes, supports and recognizes appropriate behaviours in all students. Approximately 80% to 90% of students have little or no behaviour difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, Victoria Plantation State School has a provision of universal, targeted, and intensive support processes.

• **Universal**

In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

| Banned Items | • Any dangerous/unhealthy items.  
|              | • Any drugs or alcohol.  
|              | • Personal sporting equipment, toys, electronics, media unless directed by teacher or principal for use in school or classroom activities. |
| Valuables    | Valuables should not be brought to school. |
| Bikes        | Bikes are not to be ridden in the school grounds. Bikes must be stored in the racks provided. Helmets must be worn. |
| Classrooms   | Students not to be in a classroom at any time without a teacher. |
| Dress        | Everyone will be neat, clean and appropriately dressed in school uniform (refer to VPSS prospectus). Blue wide brimmed hats and closed in shoes are part of the uniform. |
• **Targeted**

In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

• **Intensive**

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

**UNIVERSAL BEHAVIOUR SUPPORT**

Our whole school approach provides a supportive learning environment through:

- Open communication with school community on the *Charter of Expectations* & the school’s *Responsible Behaviour Plan for Students*;
- Shared school values and a positive, inclusive culture;
- Establishment of agreed programs and procedures that are known and understood by all members of the school community;
- Staff, students and parent access to professional development, education or training;
- Managing of incidents through clear and well-understood processes;
- Working closely with parents;
- Provision of support for students and staff.

Crucial components of *Victoria Plantation State School*’s whole school approach to teaching positive behaviours are the ‘You Can Do It!’ Program [http://www.youcandoit.com.au/](http://www.youcandoit.com.au/). The adoption of this program was a direct response to needs that were identified:

- Application of consistent and persistent expectations of student’s behaviours; and
- Acknowledgement that our students needed guidance and support that would build their capacity to achieve more academically, socially, emotionally and behaviourally.

It is designed to:

- Develop a supportive and more productive school environment for all students and staff.
- Assist students to achieve to the best of their ability and to develop social-emotional-behavioural well-being.

The school’s processes and procedures to uphold our values within the *Charter of Expectations* include a wide variety of proactive strategies, programs and policies. We review our plans regularly for effectiveness. Gathering behaviour data is important to us on judging our success and to drive future change (*OneSchool Behaviour Database*). We also use clear rules, positive reinforcement through acknowledgement and individual behaviour management plans to assist us.
Classification of Inappropriate Behaviour

Staff are aware that behaviour is a continuum. If issues are addressed while they are deemed minor, the apex may never be reached but needs to be addressed.

### MAJOR BEHAVIOURS

Includes consistent and persistent instances of moderate behaviours. Morally offensive, violent, illegal or aggressive behaviour that could cause injury to self or others in the classroom or playground. For example:

- Harassment
- Bullying / Cyber-bullying
- Insolence
- Obscene/abusive language
- Verbal abuse
- Sexual abuse
- Stealing
- Physical/verbal attack on staff
- Deliberate vandalism
- Violent/dangerous acts to peers/self
- Misuse of harmful substances
- Emotional abuse
- Persistent disobedience

### MODERATE BEHAVIOURS

Includes consistent and persistent instances of minor behaviours that impact negatively on the well being or safety of others. For example:

- Truancy
- Physical intimidation
- Unintentional swearing
- Graffiti
- Back chatting
- Deliberate misuse of toilets
- Unacceptable language that is offensive to others
- Disobedience
- Teasing
- Deliberate use of non-verbal gestures
- Disrespect to others
- Petty theft

### MINOR BEHAVIOURS

#### CLASSROOM
- Talking in class
- Being unprepared for class
- Distracting others
- Time wasting
- Not completing work
- Calling out without permission
- Out of seat behaviours

#### PERSONAL
- Sulking
- Tantrums
- Dishonesty
- Persistent attention seeking
- Not following teachers instructions
- Inappropriate language
- Spreading rumours

#### PLAYGROUND
- Littering
- Running on cement
- Running around buildings
- Unsporting behaviours
- Unsafe play
- Bike riding on school grounds

### TARGETED BEHAVIOUR SUPPORT

Teachers implement planned and incidental strategies in the classroom, and in response to playground incidences, to teach effective work and play habits, to develop social skills and to build rapport with students. These minor breaches of behaviour are dealt with by the Teacher as needed.

Targeted behaviour support occurs where students consistently and persistently display minor behaviours and/or display moderate or major behaviours.

Staff meetings are used to identify students who may require targeted support and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom Teacher. Strategies used for targeted behaviour support include:
| Curriculum adjustment or playground modification | Further support in curriculum related areas and adjustments are made where necessary. This may involve:  
- Working with a teacher aide, learning support Teacher, peer or older student;  
- Adjusted class work;  
- Adjusted time limits in playground; and  
- Negotiated ‘go zones’ and ‘out of bounds zones’ or activities for playtime. |
| Verbal and non-verbal reinforcement in both classroom and playground | Verbal Reinforcements:  
- Specific reinforcement e.g. Thank you for sitting down;  
- Targeting direction giving and expectations explicitly stated;  
- Scripts used in identified situations i.e. what responses and tone of voice best suits the child in order not to inflame the situation;  
- Non-verbal Reinforcements:  
  - Body language – smile, thumbs up;  
  - Behaviour Charts; and  
  - Proximity and monitoring (in view of teacher at all times). |
| Increased attention | For either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
- One on one curriculum support with the teacher;  
- Teacher aide, specialist Teacher support; and  
- Work with another member of school. |
| Communication within the school community | Communicating with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities | These responsibilities could include:  
- Looking after school’s gardens;  
- Class or school jobs; and  
- Working with younger or older classmate. |

- ‘Think About It Room!’ The ‘Think About It Room’ is used if a student displays consistent and persistent minor behaviours and/or moderate, major behaviours in either the classroom or playground. This strategy is a consequence related to the inappropriate response. It is also an opportunity for students to re-think their inappropriate response to the situation. As well, it is imperative to record the incident on OneSchool.

- A child’s entry to the ‘Think About It Room’ must be negotiated with the Principal. The Teacher will have investigated the incident (with the help of witnesses) and then completed a behaviour slip. Intervention strategies will be identified and applied.
Students will complete a Reflection Sheet form (P-3 and 4-7) that will assist them to return to the playground or classroom. Parents are notified via a letter accompanied by the student’s completed form.

If a student has been in the ‘Think About It Room’ 3 times for the same behaviour, or the first offence of the behaviour is deemed serious enough, then the student moves onto an Individual Behaviour Support Plan that is monitored by the class Teacher and Principal. As well, parents meet with the Principal to discuss the plan.

Targeted behaviour support focuses on understanding each student’s problem behaviour; building skills and capacity within the individual so that they may participate in inclusive, natural, community-based settings more meaningfully and competently.

**INTENSIVE BEHAVIOUR SUPPORT**

All behaviours have purpose. When we know the purpose, we can attempt to address the real problem.

Students identified as needing intensive behaviour support, are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement, due to their inappropriate behaviours. Support is integrated, as appropriate, throughout the process of developing and reviewing a student’s Individual Behaviour Support Plan. When further support is deemed appropriate:

- The Principal assists in the coordination of a case management team involving specialist services.
- A collaborative consultation process is facilitated, involving the class teacher, the student, parents/caregivers, and support personnel as listed below.

At Victoria Plantation State School we would like to see positive, timely behaviour interventions (using a ‘no blaming approach’) be generated in this meeting, and triggers identified so a strategy is put in place before the inappropriate behaviours are repeated. Support is provided and new skills/behaviours are modelled/reinforced/expected, allowing the individual the opportunity to change.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of non-crisis intervention and 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; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Victoria Plantation 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Training
At Victoria Plantation 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.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Written report detailing incident and record of behaviours/actions
- Workplace Health & Safety Incident Management Report; and
- Documented on OneSchool.

6. Consequences for unacceptable behaviour

We believe that children need to understand that there are always consequences for both good and poor/bad behaviour. The consequences for good behaviour are clearly positive and enrich the teaching and learning experiences for the student, their peers and their school. Our flowchart illustrates the relationship between behaviours and their consequences as well as school/district responses.

FLOWCHART OF THE LEVELS OF BEHAVIOUR MANAGEMENT AND SUPPORT AT VICTORIA PLANTATION STATE SCHOOL
### Levels

#### Level One
- Proactive & Preventive
- Teachers/Aides responsibility

#### Level Two
- Targeted Behaviours
- Shared responsibility: Teacher/Aides/Administration.

#### Level Three
- Intensive Behaviours
- Administration + Class Teacher + Case Management team

### Stages

#### Stage One
- **Classroom**
  - Review
    - Lesson planning
    - Setting achievable goals
    - Flexibility in teaching and learning style
    - Quality instruction delivered at the students level of aptitude that is relevant and interesting
    - Using prior knowledge
    - Checking for learning
    - Establishment of class rules
    - Classroom management structures
    - Access specialist personnel
  - Exit Strategy
    - Buddy teacher within class time (up to three times in a term before the principal is notified)
    - Exit class, Principal involved
    - Think About It Room

- **Playground**
  - Recording: Behaviour slips (Minor)
  - Behaviour slips (Major)
  - Follow up: class teacher investigates and makes the decision to stay within stage one or move to stage two.
  - Strategies:
    - Teacher/student discussion
    - Restitution, class meetings. Mentoring, monitoring, positive reinforcement
    - Informal discussion with parent/caregiver (mandatory)
    - Temporary withdrawal of privileges
    - Negotiated re-entry into playground.

#### Stage Two
- **Classroom**
  - Recording: anecdotal
  - Teacher/student discussions
  - Contact parent/caregiver
  - Identify triggers
  - Verbal/non-verbal reinforcement
  - Individual behaviour support
  - Alternative programs (curriculum adjustment)
  - Alternative space within classroom
  - Buddy teacher
  - Negotiated re-entry into the classroom

- **Playground**
  - Behaviour slip (filled out by teacher with supporting evidence)
  - 3 Caution slips identifying persistent minor behaviours.
  - Formal notification sent home
  - Parent interview + negotiated individual Behaviour Support Plan
  - Monitoring

- **Think about It Room**
  - Behaviour slip

#### Stage Three
- **Classroom**
  - Case management team=principal +class teacher+ support personnel + specialist services
  - Timely support. Managed intervention strategies
  - New skills/behaviours are modelled/taught/ reinforced
  - Student participation is expected

- **Playground**
  - Behaviour slip
  - Negotiate re-entry into the school with a parent/care giver/administration meeting
  - Negotiate and complete behaviour contract
  - Support given by AVT and Guidance Officer
  - Suspension 1-5 days.

- **Think about It Room**
  - Behaviour slip

- **Stage One**
  - Case management team
  - Support personnel
  - Specialist services
  - Timely support. Managed intervention strategies
  - New skills/behaviours modelled/taught/reinforced
  - Student participation is expected

- **Stage Two**
  - Negotiate re-entry into the school with a parent/care giver/administration meeting
  - Negotiate and complete behaviour contract
  - Support given by AVT and Guidance Officer
  - Suspension 1-5 days.

- **Stage Three**
  - Suspension 6-20 days.
  - Recommendation for exclusion to executive director (schools). Enforced after all other responses have been considered with due consideration for the welfare and safety of other students and staff.
Ensuring a safe and disciplined school environment

Temporary Removal of Student Property

Our school provides a safe and disciplined environment for all our students. To ensure parents and carers feel confident about their child’s school environment, the powers for state school principals and school staff to temporarily remove student property that disrupts classes, endangers staff or students, is illegal or being used inappropriately have recently been clarified in new changes to the Education (General Provisions) Regulation 2006.

In response to the legislative changes, a new policy has been developed titled, Temporary Removal of Student Property by School Staff. The policy sets out the circumstances where a member of staff may remove property in a student’s possession.

Parents and carers are encouraged to talk to their children about the responsible and appropriate use of items such as mobile phones, toys and electronic devices when at school.

Our school does not tolerate weapons, illegal substances or inappropriate magazines being brought onto the school grounds and both parents and students should be aware these items will be removed immediately and, where necessary, relevant authorities notified.

Weapons in Schools

Victoria Plantation State School also has a strict policy relating to weapons (including knives) and any other item that could be considered a weapon being taken to school by students. All principals, as part of their school behaviour management planning, are required to have clear procedures for dealing with weapons on the school site. If a weapon is located on the school site, local authorities and parents will be immediately notified if weapon is deemed to be prohibited or of a dangerous and harmful nature. Incidents involving weapons will be dealt with as a serious breach of discipline and students suspended or excluded immediately.

Also located in the Appendix are guidelines for staff & students relating to:

- The Use of Personal Technology Devices at School (Appendix1); and
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 2).

Applying a School Disciplinary Absence, suspension or exclusion, is very serious and these consequences are applied as a last resort for serious behaviours. A range of other appropriate school based sanctions should be considered to address inappropriate student behaviours before applying a suspension or exclusion.

School Disciplinary Absences should only be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour are serious enough to warrant a serious consequence such as a proposal or recommendation for exclusion. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be proposed or recommended for exclusion.
7. Network of student support

*Victoria Plantation State School* has a broad network of support for students who are struggling to maintain an appropriate level of behaviour. This network may include any appropriate combination of support personnel including:

- School teaching and support staff
- School administration
- Parents
- School guidance Officer
- District Guidance Officer/ Behaviour Management Support Teacher
- School Based Chaplain
- Advisory Visiting Teacher – ASD/ESE
- Advisory Visiting Teacher – Speech Language
- Advisory Visiting Teaching – Hearing Impaired
- Police Liaison Officer (Adopt a Cop)

The make-up of these teams will vary depending on the level of support required at any given point in time. Government agencies such as the local *Child and Youth Mental Health Service (CYMHS)*, other government departments such as the Department of Communities (Child Safety and Disabilities, Queensland Health Services and Juvenile Aid Bureau, when available, also work closely with the school to provide support.

8. Consideration of individual circumstances

*Victoria Plantation State School* tries to take into account the different abilities, skills and life experiences of students. We do this through our curriculum, our relationships and our organizational practices. Factors such as personal context, emotional well-being, culture, gender, race, socioeconomic situations and any impairment are considered when choosing responses to student behaviour. All of which can influence the way in which students act and react to various situations.

Our school’s *Responsible Behaviour Plan for Students* clearly addresses the individual circumstances and actions of the students and the needs and rights of school community members and their family.

9. Related legislation

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

- National Safe Schools Framework
- 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: July 2013 to December 2015
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, iPods, MP3 players or mobile phones 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 further 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.

Students who have a personal technology device confiscated more than once will not be permitted to have it for up to a week.

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.

Students must not record images anywhere that recording would not reasonably be considered appropriate. 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 bullying1 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.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

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

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

**Special Circumstances Arrangement**

Students who require the use of a personal 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 Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods, and devices of a similar nature.*
Appendix 2

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

Purpose

1. Victoria Plantation State School strives to create positive, predictable environments for all students at all times. The disciplined & teaching environment that we are creating is essential to:
   - achieving overall school improvement
   - 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 Victoria Plantation 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 Victoria Plantation State School include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, 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
   - children in care.

5. At Victoria Plantation 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 responses 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 Victoria Plantation State School are an addition to our already school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours & receiving high levels of social acknowledgement for doing so (adding lessons on bullying and how to prevent and respond to it are also taught).

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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school 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. Victoria Plantation State School uses behavioural data for decision-making. This data is entered into One School or Individual Student Plans and can be recalled as summary reports at any time. This 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**

**Individual Behaviour Support Plan**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted behaviour:</td>
<td></td>
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<tr>
<td>Identified School Goal/s:</td>
<td></td>
</tr>
<tr>
<td>Personnel:</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher / Case manager</td>
<td>AVT Behaviour</td>
</tr>
<tr>
<td>Case manager</td>
<td>Parent</td>
</tr>
<tr>
<td>Principal</td>
<td>Parent</td>
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</tbody>
</table>

**INTERAGENCY SUPPORT**

<table>
<thead>
<tr>
<th>Involvement (examples)</th>
<th>Support Role Purpose</th>
<th>Contact Person</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Child Safety</td>
<td></td>
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<tr>
<td>Psychologist</td>
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</table>

**PROACTIVE STRATEGIES/ACKNOWLEDGEMENT PLAN**

<table>
<thead>
<tr>
<th>Strategies (Details)</th>
<th>Actions</th>
<th>Responsibility</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clear expectations</td>
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<tr>
<td>Giving instructions</td>
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<tr>
<td>Waiting and scanning</td>
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<tr>
<td>Cueing with parallel acknowledgement</td>
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<tr>
<td>Body language (encouraging)</td>
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<tr>
<td>Descriptive Encouraging</td>
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<tr>
<td>Reinforcements for desired behaviour</td>
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<tr>
<td>Modified settings (curriculum, routine, timetabling)</td>
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<tr>
<td>Staff mentor</td>
<td></td>
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<tr>
<td>Parent / school communication</td>
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<tr>
<td>Inclusion in preferred activities</td>
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<td>Case Meetings</td>
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<tr>
<td>District Behaviour Support</td>
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<tr>
<td>Gradual Re-entry</td>
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## CORRECTIVE STRATEGIES/CONSEQUENCES

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<tr>
<th>Strategies (Details)</th>
<th>Actions</th>
<th>Responsibility</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Essential Skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Selectively attend (minor)</td>
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<tr>
<td>• Redirect</td>
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<td>• Give choice</td>
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<tr>
<td>• Follow through</td>
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<tr>
<td>• Restitution, debrief, and re-entry</td>
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<tr>
<td>Contact Parent</td>
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<td></td>
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<tr>
<td>School Behaviour Strategies</td>
<td>Responses appropriate as per the Level Plan above</td>
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</table>

**Recommended Review Date:** __________________________

**Signatures:**

<table>
<thead>
<tr>
<th>Classroom Teacher / Case manager</th>
<th>Date:</th>
<th>Student</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Date:</td>
<td>Parent</td>
<td>Date:</td>
</tr>
<tr>
<td>AVT Behaviour</td>
<td>Date:</td>
<td>Parent</td>
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