



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

# KALKIE STATE SCHOOL



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

### **1. Purpose**

Kalkie State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **2. Consultation and data review**

Kalkie 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 February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in August 2015, and will be reviewed in 2016 as required in legislation.

### **3. Learning and behaviour statement**

All areas of Kalkie 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 beliefs

We, at Kalkie State School believe:

- Education is the process of developing intellectual, physical and social skills that foster a further intrinsic desire to learn.
- Children engage in optimal learning in an atmosphere of care and concern. The classroom environment must be both stimulating and conducive to learning providing opportunities for all children to succeed.
- Teachers will be enthusiastic, show encouragement and have realistic expectations of the individual child. They will provide stimulating and enriching programs with an open mind – open to new ideas, techniques and developments in education, to prepare our children for the future.
- Parental input is vital to the learning process. Parents need to be active supporters of the school, the teachers and the children.

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 Kalkie 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:

- Care
- Consideration
- Cooperation
- Courtesy
- Commitment

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 Kalkie SS 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.

## KALKIE SS BEHAVIOUR MATRIX

5 C's	All Areas	Classroom	Eating Areas	Hall	Toilets
CARE	<ul style="list-style-type: none"> <li>Care for your belongings</li> <li>Take pride in your appearance-wear the Kalkie uniform</li> <li>Be safe, think before you act-keep hands, feet and objects to yourself</li> <li>Look after property and the environment-care for trees and gardens, pick up litter</li> <li>Help those who are hurt</li> <li>Wear hats and shoes</li> </ul>	<ul style="list-style-type: none"> <li>Help others and use kind words</li> <li>Have tidy appearance and work</li> <li>Sit safely on your seat</li> <li>Keep your work place tidy</li> <li>Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Put all rubbish in the bin</li> <li>Help your peers and younger students</li> <li>Walk to, in and around eating areas</li> <li>Put lunch boxes away in your bag</li> <li>Line up safely at tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Walk in the hall</li> <li>Sit on your bottom</li> <li>Look after the facilities-toilets, furniture</li> </ul>	<ul style="list-style-type: none"> <li>Use paper appropriately</li> <li>Flush the toilet when finished</li> <li>Wash your hands before leaving</li> <li>Use only the toilet to do your business</li> </ul>
CONSIDERATION	<ul style="list-style-type: none"> <li>Treat others as you would like to be treated-play fairly, ask others to join in</li> <li>Remember we are all different-accept others feeling, opinion and rights</li> <li>Accept responsibility and be aware that actions have consequences</li> <li>Use equipment properly and return equipment to the right place</li> <li>Play approved games in approved areas</li> </ul>	<ul style="list-style-type: none"> <li>Walk past classrooms</li> <li>Enter and exit in an orderly way</li> <li>Take turns</li> <li>Raise your hand to speak</li> <li>Be a good listener</li> <li>Walk around the room</li> </ul>	<ul style="list-style-type: none"> <li>Speak in a quiet voice</li> <li>Give people their personal space</li> <li>Eat your own food you bring from home</li> <li>At the tuckshop wait until food is given to you</li> </ul>	<ul style="list-style-type: none"> <li>Look and listen during announcements and performances</li> <li>Walk into and out of the hall in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>Respect others privacy</li> <li>Wait your turn</li> <li>Walk in and out of the toilet</li> <li>Report any accidents</li> <li>Use only the toilet to do your business</li> <li>Leave the doors open when finished</li> </ul>
COURTESY	<ul style="list-style-type: none"> <li>Use polite language including good manners</li> <li>Greet people positively</li> <li>Ask permission before leaving an area</li> </ul>	<ul style="list-style-type: none"> <li>Greet other politely</li> <li>Use polite language</li> <li>Be honest</li> <li>One voice at a time</li> <li>Ask permission to leave the room</li> <li>Use indoor voice</li> <li>Respect others personal space</li> </ul>	<ul style="list-style-type: none"> <li>Use polite language and use your manners</li> <li>Look at those who are speaking to you</li> <li>Listen to those serving you at tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively</li> <li>Look at the speaker</li> <li>Acknowledge achievements of others using appropriate clapping/applause</li> <li>Tuck your shirt in</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks and before school</li> <li>Move safely in and out of the toilets</li> <li>Use a quiet voice in the toilets</li> </ul>

COOPERATION	<ul style="list-style-type: none"> <li>Follow the rules at all times, in all areas</li> <li>Walk around buildings and walkways</li> <li>Cooperate with staff by following instructions promptly at all times</li> <li>Comply with designated "in Bounds" areas</li> <li>Sit quietly while waiting e.g. Shelter shed, side gate, eating areas</li> <li>Be in the right place at the right time</li> <li>Share equipment and take turns</li> </ul>	<ul style="list-style-type: none"> <li>Accept outcomes of your behaviour</li> <li>Work cooperatively together</li> <li>Take turns and share</li> <li>Help others</li> <li>Take an active role in classroom activities</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Stop talking when the bell goes or the whistle blows and raise your hand</li> <li>Sit in own area and in one spot</li> <li>Cooperate with staff and tuckshop helpers by following instructions</li> <li>When given your food from tuckshop take it immediately to the eating area</li> <li>Remain seated in designated area till released by staff</li> </ul>	<ul style="list-style-type: none"> <li>Line up in an orderly way</li> <li>Walk quietly as a class so that others are not disturbed</li> <li>Follow the directions of staff</li> </ul>	<ul style="list-style-type: none"> <li>Keep the toilets clean</li> </ul>
COMMITMENT	<ul style="list-style-type: none"> <li>Set learning goals and have a go</li> <li>Attend school regularly</li> <li>Be organised and on time</li> <li>When you take on a task follow it through- attend training and practice sessions</li> <li>Be actively involved in school events</li> <li>Move to class when the first bell goes</li> </ul>	<ul style="list-style-type: none"> <li>Always do your best</li> <li>Be on time</li> <li>Finish set tasks</li> <li>Be prepared for learning</li> <li>Set goals and give it your best shot</li> <li>Seek help when needed</li> <li>Start work promptly and stay on task</li> <li>Accept feedback from staff and peers that enhances learning</li> </ul>	<ul style="list-style-type: none"> <li>Sit with and help your buddy</li> <li>Collect food scraps for the worm bucket</li> </ul>	<ul style="list-style-type: none"> <li>Be part of the activity, participate</li> <li>Learn the school creed</li> <li>Stand straight and tall looking at the flag during the national anthem</li> </ul>	<ul style="list-style-type: none"> <li>Leave the toilet straight after use</li> </ul>

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

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

Kalkie SS implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Kalkie SS 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

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

**Kalkie SS Positive Consequences**

Staff members use a variety of rewards for students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day.

EXTRINSIC	INTRINSIC
<ul style="list-style-type: none"> <li>▪ Stickers/stamps</li> <li>▪ Individual points</li> <li>▪ Group points</li> <li>▪ Trade play money</li> <li>▪ Tick charts</li> <li>▪ Raffle tickets</li> <li>▪ Free choice of activity</li> <li>▪ Star chart</li> <li>▪ 5 star student</li> <li>▪ Worker of the day award</li> <li>▪ Gold, silver, bronze medals</li> <li>▪ Coupon system</li> <li>▪ Certificates</li> <li>▪ Game board → Advancement</li> <li>▪ Steps, Up and Down Steps</li> <li>▪ Move Up and Down the Mountain</li> <li>▪ Peg System – coloured pegs for desirable behaviour</li> <li>▪ Colour in a diagram – whole class- part of diagram is coloured</li> <li>▪ Brag Wall</li> <li>▪ Badge for a day</li> <li>▪ Sit near a friend for a day</li> <li>▪ Star writers capes</li> <li>▪ Written/positive feedback</li> <li>▪ Classroom tick system and yellow slips</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal – praise</li> <li>▪ Worker of the day</li> <li>▪ Encouragement</li> <li>▪ Feelings wheel indicator for class, groups or individuals.</li> <li>▪ Non-verbal gesture (smile, nod, wink, thumbs-up)</li> <li>▪ Friendship Programs by Learning Management Specialists and Administration</li> <li>▪ Office, Principal, Deputy Principal</li> </ul> <div data-bbox="949 1641 1264 1937" style="text-align: center;"> </div>

## Whole School Positive Proactive Strategies

Kalkie Keynotes  
Worker of Week  
Yellow Slip list of the week  
Phone/home contact  
BEAR Plan  
End OF Year Awards

Principal/Deputy Principal sticker awards  
Kids to office → positive & visa versa  
Read out at parade  
Recognition of Achievement  
eSmart Schools Framework

Kalkie SS has recently introduced the BEAR Plan as a means of teaching students who may be anxious, angry, worried scared.

**B.E.A.R.** is used to help children remember the 4 calming strategies:

**BREATHE**- slow deep breathing.

**EXIT**- move to or think about a comfortable/safe environment.

**ASK**- consider if your self- talk is helpful or unhelpful.

**RELAX**- doing something that is calming.

## The eSmart Schools Framework

Kalkie SS is in the first stages of becoming and ESmart School. The eSmart system guides the whole school community through a process of developing and implementing change. It is based on a great deal of research and evidence about what has worked to generate change in schools in Australia and around the world.

eSmart schools framework is organised into **six domains**:

1. Effective school organisation
2. School plans, policies and procedures
3. A respectful and caring school community
4. Effective teacher practices
5. An eSmart curriculum
6. Partnerships with parents and local communities



## 5. Consequences for unacceptable behaviour

In 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.

Strategies to implement supportive, fair, logical and consistent consequences include inappropriate behaviours which may be judged at a particular level, however, repeated occurrences or increased seriousness of inappropriate behaviour will be judged at a higher level.

Some levels include strategies and consequences where certain outcomes are assured, especially in Discipline Level 3 and Discipline Level 4. Other levels will be open to individual interpretation and may contain some 'grey areas' which will need to be discussed with teaching colleagues and administration to decide upon the best course of action for the individual involved. Not all incidences will occur at a particular level – some may once again, be open to interpretation, depending on the incident and a student's previous history.

Throughout all of these Discipline Levels staff must maintain high expectations of behaviour and consistency of implementation of the Plan. **Refer table of consequences Appendix**

### Responding to unacceptable behaviour

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

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

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

### **Intensive behaviour support: Behaviour Support Team**

Kalkie SS 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.

Kalkie SS 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. All behaviours of concern are recorded on One School and a Blue Slip completed and where necessary referrals sent to the Deputy and Principal.

### Minor and major behaviours

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

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

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- 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 then fills out the Blue Slip, records this on One School and escorts the student to Administration.

Problem Behaviours may result in the following consequences:

- Level 1- apology, work it out sheet, warning, make up time, Blue seat, parent/carer contact
- Level 2- Problem solving with adult, apology, restitution, withdrawal, Blue seat,
- Level 3- Reflection sheet, problem solving with adult, counselling (Chaplain, GO), working it out sheet, withdrawal, behaviour contract, e.g. sports, camp contracts, Behaviour Support referral, parent/carer contact, case conference
- Level 4- In addition to above, suspension with the possibility of exclusion should the student engage in serious violent behaviour
- 

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

Level 1	Level 2	Level 3	Level 4
One occurrence <ul style="list-style-type: none"> <li>• Offensive behaviour, body language, actions</li> <li>• Inattentive/not following directions</li> <li>• Being uncooperative, not completing work</li> <li>• Bringing banned items to school e.g. iPad, phone</li> <li>• Non-compliance with Kalkie 5 C's</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated offensive behaviour</li> <li>• Disruption in class</li> <li>• Failure to follow directions, submit work, complete work</li> <li>• Unsafe playground/classroom behaviour</li> <li>• Serious breach of Kalkie 5 C's</li> <li>• Careless damage to property</li> <li>• Rudeness/insolence</li> <li>• dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>• serious repetition of offensive actions/ language</li> <li>• non compliance</li> <li>• serious unsafe playground/class behaviour</li> <li>• vandalism</li> <li>• cheating</li> <li>• leave of absence from school grounds</li> <li>• unauthorised use of drugs</li> <li>• repeated dishonesty</li> <li>• repeated harassment</li> <li>• bullying</li> <li>• racial discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• physical assault</li> <li>• use of illegal substances</li> <li>• repeated vandalism</li> <li>• repeated abusive language</li> <li>• repeated non-compliance</li> <li>• repeated serious lies or defaming statements</li> <li>• stealing/school related criminal offences</li> <li>• gross moral offences</li> <li>• truancy</li> </ul>

### Relate problem behaviours to expected school behaviours

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

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

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

### Ensuring consistent responses to problem behaviour

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

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

## **6. Emergency or critical incident responses**

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

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

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

### Basic defusing strategies

#### *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 Kalkie SS'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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx>

## **7. Network of student support**

Students at Kalkie SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- BEAR Plan
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health

- Department of Communities (Child Safety Services)
- Police

## 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.

Kalkie SS considers the individual circumstances of students when applying support and consequences by:

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

## 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Enhancing Online Safety for Children Act 2015

## 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 SMS-PR-018 Information Sharing under Child Protection Act 1999 SMS –Family Law Matters Affecting State Educational Institutions SMS-PR-019 Mature Age Students SMS-PR-017 Enforcement of Compulsory Educational Provisions](#)
- [SMS-PR-031 Flexible Arrangements](#)
- [SMS-PR-005 School Security](#)
- [HLS-PR-012 Curriculum Activity Risk Management](#)
- [CRP-PR-005 Drug Education and Intervention in Schools HLS-PR-009 Administration of routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001 Complaints Management](#)

- [LGS-PR-002 Freedom of Information](#)
- [SMS-PR-001 Publishing Student and staff Information on School Websites](#)
- [SMS-PR-024 Internet- Student Usage](#)
- [WFR-PR-005 Code of Conduct](#)
- [SDV=PR-001 Employee Professional Development](#)
- [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](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

## 11. Some related resources

- [Bullying. No Way! www.bullingnoway.com.au](#)
- [National Safe Schools Framework ncab.nssfbestpractice.org.au/resources/resources.shtml](#)
- [National Framework for Values Education in Australian Schools-Queensland www.valueseducation.edu.au](#)
- [MindMatters www.curriculum.edu.au/mindmatters](#)
- [CodeofConductforstudentstravellingonbuses http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome](#)
- [Schoolwide Positive Behaviour Support](#)
- [National Safe Schools Week www.safeschoolsweek.dest.gov.au](#)
- [Code of Conduct for School Students Travelling on Buses](#)

## Endorsement

\_\_\_\_\_  
Principal

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

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

Effective Date: August 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 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 Kalkie SS. 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<sup>1</sup> 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 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.

*\* Personal Technology Devices includes, but is not limited to, 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), mobile telephones, iPods® and devices of a similar nature.*

---

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

## Appendix 2

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

#### Purpose

1. Kalkie SS 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 Kalkie SS. 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 Kalkie SS 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 Kalkie SS 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 Kalkie SS are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social

acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 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 nonclassroom 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 nonclassroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide 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 Kalkie SS 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. Kalkie SS uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

### **WORKING TOGETHER TO KEEP Kalkie State School SAFE**

We can work together to keep knives out of school. At Kalkie 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 at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

#### **What kinds of knife are banned?**

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take 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. Some disciplinary consequence may be suspension from school depending on the circumstances. • 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 Kalkie 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.

# Implementation of Kalkie SS Behaviour Management Processes



## 1 Celebration Day

For those students who have displayed appropriate behaviour throughout the term, a **written invitation** will be sent home a few days prior to the event.

Every Friday, a student will be given 15 ticks for the week ending on the following Thursday. (1 tick per session x 3 daily x 5 days = 15).

Term 1: Student must retain a minimum of 12 ticks per week to qualify.

Term 2, 3 & 4; Student must retain a minimum of 13 ticks per week to qualify.

A student, regardless of the number of ticks they have, **WILL NOT be invited to Celebration Day** if ANY of the following eventuate:

- School **suspension**
- One **major** incident report entered on One School
- 3 or more **minor** One School entries for similar, inappropriate behaviours
- An **unacceptable** number of blue slips for inappropriate playground behaviour. Teachers will be asked to take accumulated blue slips to a team meeting for further discussion where a team decision will be made as to whether the student will be entitled to attend. This will occur towards the end of the term.

Teachers will monitor progress of students and contact parents if they notice that a student is close to not achieving the target. Example: a student may have 2 minor entries on One School or student is regularly sitting on minimum number of required ticks per week.

Specialist teachers and teacher aides can send a note or contact the student's teacher directly explaining any inappropriate behaviour, which in turn, can lead to a loss of a tick for that session.

## 2 BLUE SLIPS

**No blue slips** to be given out by classroom teacher, teacher aide or specialist teacher as a consequence for **inappropriate behaviour in class**.

Blue slips may be issued before, during and after school for inappropriate behaviour.

A blue slip will be automatically issued for **inappropriate language** without any warning.

After **one warning**, a student will be issued a blue slip for

- Rough play
- Running on concrete
- Non-compliance with instructions
- Threatening behaviour / bullying

All blue slip time will commence once the student has reported to the teacher on duty after being dismissed from the eating area. The teacher / aide on duty will **sign the form** and instruct the student to return the blue slip to their classroom teacher. Classroom teachers will be required to keep blue slips for future reference.

When requested, teachers will be asked to send blue slips to the Behaviour Management Committee for monitoring and review of identified behaviours and consistency of use.

### Time allocations on blue slips: both breaks

Prep-1: 10 minutes

Yr2-6: 20 minutes

If a blue slip is issued during the first break and there is not enough time to complete it, the student will be required to complete it during the second break. If a blue slip is issued during the second break and there is not enough time to complete it that day- the blue slip will be given to the class teacher who will present it to the student to complete on the following school day.

When a student has been presented with a blue slip but does not show up, then the student will be required to complete two sessions. If a student is absent for other reasons and has a blue slip to complete, this will be completed upon his/her return.

## 3 Yellow Slips

**These are only to be used for following the Kalkie 5 C's in the playground before/ during / after school.**

**Adults** are to complete the yellow slips for the student. The student is responsible for putting the yellow slip in a specially marked box in the office area. There will be a Prep-2 box and a Yr3-6 box. The Principal will conduct a weekly draw and announce the winner on parade each Friday.

All students who entered yellow slips will be asked to stand on parade where they will be acknowledged for their effort.

Other positive behaviours will be rewarded with stickers, team points, certificates and rewards.

#### **4 Attendance Certificates**

Certificates will be issued each term for those students who have attended school 100% of the time.

If students are absent a letter or verbal confirmation is required. If a student is absent for 5 days or more a doctor's certificate will be asked for.

Students will be acknowledged on parade and certificates will be presented by the class teacher.

## Appendix 5

### 5 A

#### **Recording of Negative Behaviour**

**All repeated minor and all major behaviours are recorded on One School. Staff use the Blue Slip for all behaviours**

#### **Blue Slip Record**

#### **Negative Consequence for Minor Behaviour: Blue Seat**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Year Level/Class:** \_\_\_\_\_ **Class Teacher** \_\_\_\_\_

**WHERE: Classroom/Music/PE/LOTE/Playground (Circle)** \_\_\_\_\_

**Time Incident Occurred:** \_\_\_\_\_ **No of Minutes required on Blue Seat**

**Details:** \_\_\_\_\_

\_\_\_\_\_

**Consequence issued by:** \_\_\_\_\_

**Viewed by Teacher on Duty** \_\_\_\_\_

### Debriefing Report

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

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

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

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



# THE BEAR PLAN

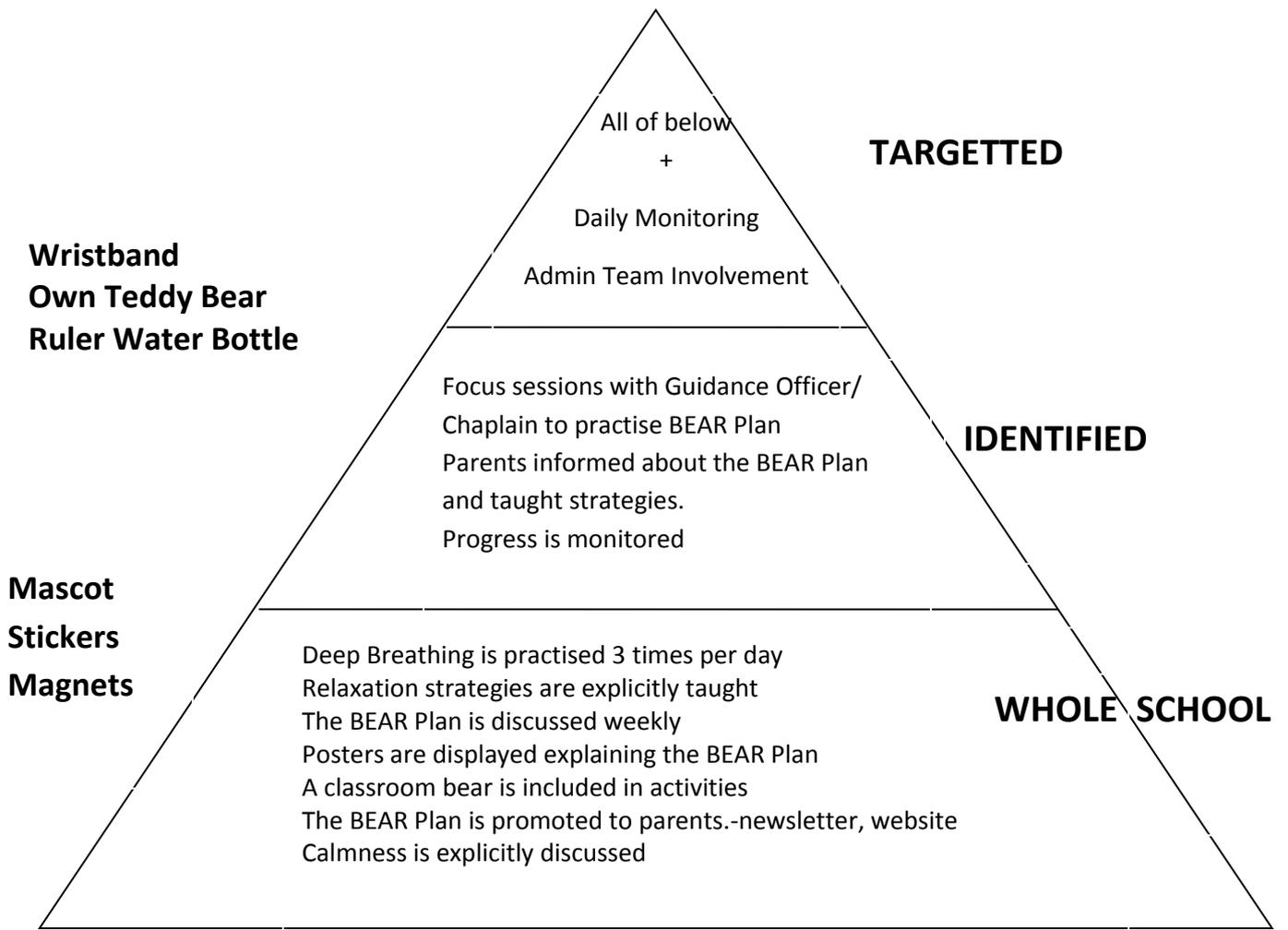
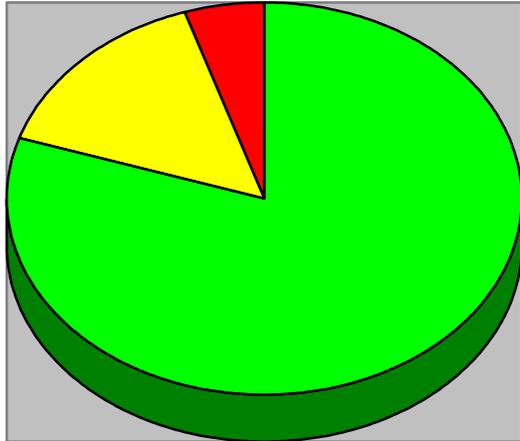
**B**BREATHE

**E**EXIT

**A**ASK

**R**RELAX





**WHOLE SCHOOL**

All students are explicitly taught CALM SCHOOL strategies to be aware of their emotions and self-regulation techniques to achieve a calm state.

**IDENTIFIED**

Student participates in individual/small group sessions. Focus time will vary but monitoring will continue for the remainder of the year.

**TARGETTED**

Intensive daily intervention, students are taught to recognise emotions, implement the BEAR Plan to self-regulate and monitor their progress.

