

Drayton State School

Responsible Behaviour Plan (RBP) for Students



1. Purpose

Drayton State School developed this plan in collaboration with staff, students, families and the P&C. It is designed to facilitate high standards of behaviour so that teaching and learning in our school is effective and students can participate positively within our school community.

Drayton State School recognises the reciprocal relationship between academic success and social behaviour and is committed to providing a safe, supportive and disciplined learning environment where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We are a **Positive Behaviour for Learning (PBL)** school and promote a positive and inclusive school community that affirms the rights of all members of the school community to be safe, to learn and to teach. The following expectations promote our high standards of responsible behaviour:

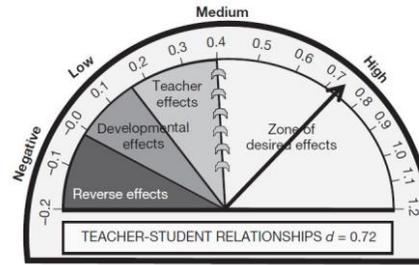
- **Be safe**
- **Be respectful.**
- **Be responsible**

2. Learning and Behaviour Statement

All areas of Drayton State School are learning and teaching environments. PBL is an opportunity for valuable social learning as well as a means of maximising the success of academic programs. Our Responsible Behaviour Plan (RBP) outlines our system for facilitating and acknowledging positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Through our RBP, shared expectations for student behaviour are plain to everyone, assisting us 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. These expectations are explicitly taught and reinforced, positive behaviours are acknowledged, and inappropriate behaviours are discouraged.

Our behaviour expectations are aligned with the values, principles and expected standards outlined in the Department of Education's Code of School Behaviour. Strong teacher-student relationships shape the way children think and act in school. Therefore, it is not surprising that research shows constructive teacher student relationships have a large and positive impact on students' academic results.



Source: Hattie, J. (2009). Visible Learning

3. Processes for Facilitating High Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Universal Behaviour Support

The first step in facilitating high standards of positive behaviour is communicating those standards to **all** students. At Drayton State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The Matrix below outlines our three values and the behavioural expectations in all school settings.

“Positive relationships are fostered and maintained when teachers set fair expectations, involve students in determining aspects of the classroom organisation and management, and hold students accountable for the expectations in an equitable way.” Fisher, Frey, and Hattie (2016).

See Appendix 4 – Values and Behaviour Matrix

These expectations are communicated to students via:

- explicit positive behaviour lessons conducted by classroom teachers on weekly basis;
- role plays on weekly parades
- active supervision by staff during all classroom and non-classroom activities

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

- regular PBL updates in the newsletter
- the PBL team provides data and information to staff and parents and supports others in sharing successful practices.
- an induction program in the Responsible Behaviour Plan delivered to new students and staff.
- individual support profiles developed for students with high behavioural needs in One School, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

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

Reinforcing expected school behaviour

At DSS communication of our key messages about behaviour - Be Safe, Be Respectful, Be Responsible - is reinforced, 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.

The DSS Response to Behaviour Flowchart is used by all staff consistently across the school to acknowledge and correct behaviour and strengthen both academic and behavioural performance.

Anita Archer: *How well we teach = How well they learn. Teach with passion, manage with compassion*

Whole School Rewards System:

Staff issue Dojo tokens to students when they follow the 3 behaviour expectations in both classroom and non-classroom areas. Dojo tokens can be redeemed by students at any stage from the 'rewards menu' in each classroom. Dojo points cannot be removed once earned.

Responding to unacceptable behaviour

Attendance or behaviour concerns are discussed by phone or email with parents then recorded as a contact in One School. Dojo is not used for communication on these matters.

Staff members are provided with professional development to ensure consistent responses to problem behaviour across the school.

Staff consistently implement the Essential Skills for Classroom Management across all classrooms in the following ways:

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

The first response is to remind the student of the expected behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Students are asked to reflect on how they might act more safely, respectfully or responsibly.

2. Targeted behaviour support:

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

Students attend their normal scheduled classes and but may also receive additional support through a daily check in/out process, adult mentoring, daily monitoring cards, attend a special program for one session per week or participate in structured play during breaks with a focus on social skills training. These processes may be supervised by the school leadership team or specialist staff such as the Guidance Officer or Head of Special Education. Students whose behaviour does not improve after participation in these programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support:

We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. **The PBL team:**

- meets fortnightly during staff meetings
- facilitates Functional Behaviour Assessment
- works with staff members to develop appropriate behaviour support strategies and achieve continuity and consistency
- monitors the impact of support for individual students through ongoing data collection
- makes adjustments as required for the student

In many cases the support team includes representatives from other agencies, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

DSS 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 repeated minor and major problem behaviour is recorded on One School. The recording of three minor behaviours constitutes a major behaviour.

Minor problem behaviour is handled by staff members where and when it happens. Minor behaviours are those that:

- do not seriously harm others
- do not violate the rights of others
- are not part of a pattern of problem behaviours

Minor problem behaviours may result in the following consequences:

- a consequence that is logically connected to the problem behaviour, such as 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.

Major problem behaviour is referred directly to the school Administration team. Major behaviours are those that:

- violate the rights of others;
- put others / self at risk of harm

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

Major problem behaviours may result in the following consequences:

- Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to an alternative program, parent contact, referral to Guidance Officer, suspension from school: and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

See Appendix 5 – Major/Minor behaviours table

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 the 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.

6. Emergency or Critical Incidents

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. All staff have a consistent understanding of how to respond to emergency situations or critical incidents and ensure that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Basic defusing strategies

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Drayton State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

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

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

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.

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

- promoting an inclusive environment which is responsive to the diverse needs of its students

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

9. Related legislation

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

10. Related policies and procedures

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

11. Related Resources

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

Endorsement

Principal

P&C President or
Chair, School Council

Effective Date: 14 December 2018

Appendix 1

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying respect for others whenever they are using personal technology devices. Personal Technology Devices include, but are not limited to portable games devices, laptop computers, video/digital 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.

Students must not bring valuable personal technology devices 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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for a period deemed necessary by the Principal.

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.

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

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

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

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special circumstances arrangement

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

Appendix 2

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

Is it Bullying?

Purpose

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

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

There is no place for bullying in Drayton State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Drayton State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

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

At Drayton State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Drayton State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding

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

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school values 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.

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

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.

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.

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 Drayton State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Staff record inappropriate behaviour directly onto One School and behavioural data is used in every PBL meeting for decision-making. 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

Appropriate use of social media

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

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

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

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

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

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

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

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

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

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

There are significant penalties for these offences.

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

School procedure – mobile phones

Students are not permitted to have mobile phones at school. All mobile phones must be handed in to the administration office prior to school and will be returned to students after 3pm.

In all other situations mobile phones will be confiscated and parents will be required to collect them from the school.

Should parents need to contact students during school hours, we ask that you contact our office on 4637 7444.

At Drayton State School we work together, with honour, for success.
With pride and effort, we are safe, respectful, and responsible learners.



Be **SAFE**

Be **RESPECTFUL**

Be **RESPONSIBLE**



Drayton State School Behaviour Expectations Matrix

At Drayton State School we work together, with honour, for success.



	Be Safe <i>Everyone keeps self and others safe.</i>	Be Respectful <i>Everyone demonstrates respect for self, others and the school environment.</i>	Be Responsible <i>Everyone is responsible for their own behaviour and learning.</i>
All Settings	<ul style="list-style-type: none"> Keep hands, feet & objects to self Stay in designated areas Walk on concrete and stairs Keep to the left Follow safety procedures Report safety concerns to staff Resolve conflict 	<ul style="list-style-type: none"> Choose kindness Use manners Follow instructions Listen Abide by the school Dress Code Use school appropriate language Acknowledge and celebrate the achievements of self and others Keep areas clean and tidy Care for all property 	<ul style="list-style-type: none"> Attend school all day, everyday Be timely Follow routines Ask for help when needed Bring school-appropriate items only Look after personal belongings Ask permission to use or borrow items Care for the environment
Classroom	<ul style="list-style-type: none"> Line up Keep learning spaces neat and organised Request permission to leave 	<ul style="list-style-type: none"> Allow teachers to teach Allow students to learn 	<ul style="list-style-type: none"> Complete set tasks Be prepared for learning
Play Areas	<ul style="list-style-type: none"> Wear a hat for outdoor play Be Sunsafe Follow the rules of the game Play school-approved games 	<ul style="list-style-type: none"> Co-operate Take turns 	<ul style="list-style-type: none"> Return equipment Be a problem solver
Eating Areas	<ul style="list-style-type: none"> Sit to eat in designated areas Choose healthy foods Eat own food Stand in a line at tuckshop 	<ul style="list-style-type: none"> Follow eat-play routines Put rubbish in the bin 	<ul style="list-style-type: none"> Put lunch box away Order tuckshop before school
Toilets	<ul style="list-style-type: none"> Use toilets appropriately Be hygienic 	<ul style="list-style-type: none"> Respect others' privacy 	<ul style="list-style-type: none"> Use toilets before and after lessons
Parade & Special Events	<ul style="list-style-type: none"> Enter and exit as instructed Sit with class 	<ul style="list-style-type: none"> Stand and sing the National Anthem and School Song Listen to the speaker 	
Bus	<ul style="list-style-type: none"> Exit gate with permission Follow bus rules Remain seated Face forward Wear seatbelts 		
Before and After School	<ul style="list-style-type: none"> Be on school grounds with permission Wait in supervised area Obey road rules Push scooters or bikes in school grounds 		<ul style="list-style-type: none"> Arrive at school from 8.30am – 8.45am Depart school at 3.00pm

With pride and effort,
 we are safe, respectful, and responsible learners.

Appendix 5

Major and Minor Behaviours



Minor Behaviour (managed by all staff)	Major Behaviour - Office Disciplinary Referral <i>Is behaviour illegal, unsafe, persistent?</i> (managed by Senior Leadership Team, Regional Office, QPS)
Defiance, Disrespect Brief failure to follow directions (low level), minor disruption to class, not playing fairly.	Defiance, Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Misconduct Non-serious but inappropriate physical contact (push, trip, grope).	Physical Misconduct Actions involving serious physical contact where injury may occur (e.g. physical fight, hitting, punching, kicking, biting, scratching).
Misconduct involving an object Student engages in non-serious but inappropriate physical contact using an object (e.g., tapping someone with a pencil to annoy them).	Misconduct involving an object Actions involving serious physical contact &/or aggression using an object where injury may occur (e.g., hitting someone with an object with the intent to cause harm).
Verbal misconduct / Inappropriate language Low-level language (e.g. shut up, idiot, swearing to self). Inappropriate language, any mode (e.g. written, verbal, gestural), use of disrespectful tone or raised voice.	Verbal Misconduct / Inappropriate Language Verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group. Inappropriate, abusive, sexual, racist, foul language, aggressive, with intent to defame, harm, slander, demoralise.
Disruptive Low level but inappropriate disruption. (eg off-task behaviours such as talking while the teacher is talking, tapping pencil on the desk, taking other students off task).	Disruptive Repeated behaviour causing an interruption in a class or playground. (e.g. Yelling or screaming, disrupting games, sustained out of seat behaviour etc.)
Refusal to participate with program of instruction Student refuses to participate in classroom activities, or complete set tasks that are at an appropriate level, but does not disrupt others. (e.g. student refuses to participate in class routine or activity but sits quietly by themselves).	Refusal to participate with program of instruction Student continually refuses to participate in classroom activities and causes major disruption for the teaching and learning of the class. (e.g., student repeatedly refuses to follow the routine/expectations of the classroom and may verbalise non-compliance, e.g. <i>I'm not doing that</i> , and /or move themselves away from the rest of the class).
Non-compliant with routine Student refuses to participate in classroom and / or school routine, refuses to work, not punctual, not in the right place at the right time, low intensity failure to respond to adult request, non-compliant, unco-operative behaviour, littering. Causes safety concerns e.g. running on concrete, incorrect use of equipment, playing in toilets, playing non-approved games. Causes minor safety concerns.	Non-compliant with routine Student persistently refuses to participate in classroom and / or school routine and does so without showing respect (e.g. Student may go straight out to play and refuse to sit down during eating time, Student may refuse to go to class when directed by a staff member, wearing a cap). Leave class / school without permission (out of sight). Causes major safety concern.
Property Misuse Low-level misuse of property e.g. writes in pencil on desk (removable graffiti), littering. Lack of care for environment.	Property Misconduct Student engages in an activity that results in substantial destruction or disfigurement of property or environment. Vandalism, break & enter, wilful property damage.
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	Dress Code Refusal to comply with school dress code (can suspend for non-compliance and defiance however cannot suspend for not meeting Dress Code).
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	Safety Student engages in frequent unsafe activities where injury may occur. Possession or selling of drugs. Possession of weapons including knives & any other items which could be considered a weapon being taken to school.
Dishonesty Student engages in minor lying/cheating not involving any other person. Petty theft.	Major Dishonesty Student delivers message that is untrue, deliberately violates rules, has negative impact on, or harms others. Stealing.
Mobile Phone or Personal Technology Devices Mobile phone &/or other electronic/digital device not handed in to office by 9am. Mobile phone found on person during school time without authorisation. Inappropriate use of personal technology devices or social networking sites, which impacts on the good order & management of the school.	Mobile Phone or Personal Technology Devices Use of a mobile phone in any part of the school for any reason/purpose without authorisation. Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order & management of the school. Refusal to hand phone in to the office when directed.
Conflict Disagreement, argument, "one off" incident. Needs assistance from staff to resolve issue.	Harassment / Bullying Intentional, targeted, repeated teasing, physical, verbal, sexual, emotional, mental intimidation of a student, directly, indirectly or via cyberspace. Needs extensive assistance and team approach to address.
Any student on a suspension is ineligible to represent the school at any event, whether school-based or extra-curricular. This is imposed until after the student re-entry meeting. Students on a Behaviour Card or Individual Behaviour Support Plan, not meeting Behaviour Expectations, are not eligible to represent the school or participate in extra-curricular events.	

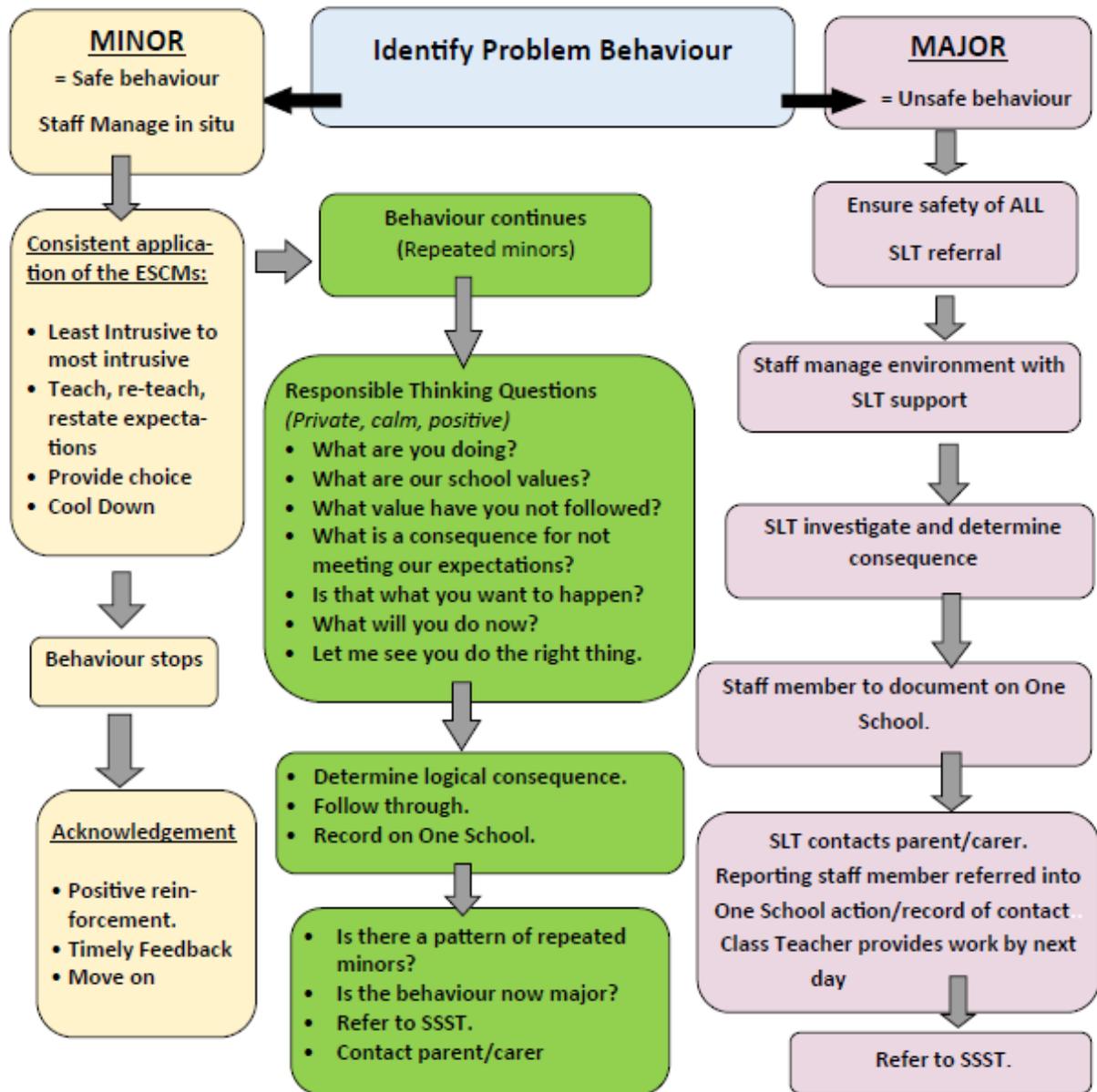
Drayton State School Response to Behaviour



BUILD POSITIVE RELATIONSHIPS

Expected behaviours are taught explicitly

Students learn responsibility for their behaviour through behaviour goals and feedback.



EVERYTHING RECORDED ON ONESCHOOL. Behaviour incidents, actions contacts.

Drayton State School



Positive Consequences for Student Behaviour

Drayton Dragons Do The Right Thing!



Positive Consequence Examples

Free and Frequent

- Dojo points
- Thumbs up
- Stamps
- Dojo tokens
- High fives
- Brain break
- Specific praise
- Stickers
- Games

Medium term (Dojo menu)

- iPad/Computer time
- Choose a book
- Dragon award on parade
- VIP Lunch with friend
- VIP Lunch with adult
- DJ on desk
- VIP seating
- Postcard
- Social Media Selfie

Long term - (Dojo menu)

- Principal's Chair
- Ice blocks for class
- OneSchool award
- Teacher's Chair
- Tuckshop voucher
- Dojo class party
- Postcard
- Class games

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Logical Consequences for Student Behaviour *Drayton Dragons Do The Right Thing!*



Logical Consequence Examples

- Restitution: make things right
- Apology: verbal or written
- Discussion based Responsible Thinking Questions (RTQs)
- Clean / tidy area / pick up rubbish
- Loss of privilege (non-curricula)
- Referral to Tier 2 program:
 - SHINE
 - Structured Play
- Complete work in own time
- Parent contact
- Parent meeting
- Loss of student leader badge
- Detention: during play or after school
- Written reflection based on school values
- Write out school values
- PGD with teacher

Appendix 9

Debriefing Report

Formal debriefing

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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