



Valkyrie State School

Responsible Behaviour Plan for Students 2018-2020 based on *The Code of School Behaviour*

1. Purpose

Valkyrie State School is committed to a policy that supports learning in a secure, respectful, co-operative and optimistic environment. We recognise and respect individual differences.

Our school fosters a warm, supportive environment where students feel safe and happy and where optimal learning can take place.

The role of the staff is to ensure that children can learn and develop within our school without disruptive behaviour hindering their success or their enjoyment of learning. It is also expected that students will respect the right of teachers to teach without the distraction of disruptive behaviours. Teachers should be able to enjoy and feel success with teaching, and feel happy and safe in the school environment.

We understand that if students are to become active, informed citizens, teachers need to help them recognise and develop responsibility for their actions by both teaching strategies explicitly and also practising problem solving skills.

The establishment of productive discipline in our school depends upon both school staff and care givers working towards the same goal and insisting on acceptable, mutually agreed standards of behaviour being maintained for the education and well-being of our community.

2. Consultation and data review

Valkyrie State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour has been conducted. This plan has been endorsed by the president of the Parents' and Citizens' Association and the Executive Director.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Valkyrie State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be Safe
- Be Respectful
- Be a Learner
- Be Healthy

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. Valkyrie State School supports the nine values outlined in the *National Framework for Values in Australian Schools*. The 6 core values, which underpin the essence of our *Valkyrie B's*, are:

1. Respect
2. Doing your best
3. Honesty and trustworthiness
4. Care and compassion
5. Responsibility
6. Understanding, tolerance and inclusion

Universal Behaviour Support

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

Positive behaviour expectations are communicated at school-wide assemblies, in the newsletter, on posters displayed around the school, in classrooms and on our website. The majority of students at our school require minor redirection and referral to our school rules to help them manage their behaviour choices.

Students are taught the *High Five* framework to respond to inappropriate behaviour as well as a series of behaviour lessons modelling expected behaviour. Reinforcement of learning and appropriate behaviour occurs on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Students are presented with *Student of the Week* awards on parade each week, and *Student Stars* are moved on a behaviour chart to catch kids whose behaviour appropriately reflects one or more of *The Valkyrie B's*.

Reinforcing expected school behaviour

At Valkyrie State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. We engage in a whole school program teaching life skills and positive values. (You Can Do It)

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 an individual 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 – 1st Warning (Yellow Warning – Star Down). If a student continues to be non-compliant, the student is then warned again and asked to correct their behaviour – 2nd Warning (Orange Warning – Star Down). Thirds and final warning of continued behaviour, student is then issued with their third and final warning (Red Warning – Reflection Table + Consequence).

Our preferred way of re-directing low-level problem behaviours is to give the students a **choice** and ask them to correct their behaviour. Ask the student how they may be able to behave more responsibly, more respectfully, more safely etc. 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.

Time out for higher level and persistent problem behaviour

When needed, students at Valkyrie State School are identified as needing a little bit extra in the way of 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 are required to spend some of their break time reflecting on their behaviour and identify a suitable alternative to this behaviour.

A request for a meeting may take place with the parents of a student, and the student, if the behaviour does not improve. A combined effort of support for the student is understood to be necessary to allow the student to rectify the behaviour so they may take an active, safe and socially acceptable place in the school.

Intensive behaviour support: Whole School Support

Valkyrie State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Whole School*

- works to develop appropriate and consistent behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works to achieve continuity and consistency.

The *Whole School* 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.

4. Consequences for unacceptable behaviour

Valkyrie State School makes systematic efforts through lesson planning and reinforcement of the school rules, to prevent problem student behaviour.

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. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor problem behaviour is handled by staff members at the time it happens. 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:

- redirection or referral to classroom rules and responsibilities
- withdrawal to an in-class reflection table to reflect upon behaviour choices
- 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, temporary confiscation of items.

- Major problem behaviours are those referred to The Administration Team because of their seriousness or ongoing pattern. Major behaviours are those that:
- seriously harm others or cause you to suspect that the student may be harmed, and/or
- violate the rights of others in any other serious way, and/or
- are part of a pattern of problem behaviours, and/or
- require involvement of specialist support staff and/or Administration, and/or
- involve illegal items or weapons (including knives).

Major problem behaviours may result in the following consequences:

- referral to Administration staff for investigation, redirection and assistance in managing behaviours and learning
- referral to processes and strategies outlined in Individual Behaviour Plans
- in-school withdrawal/suspension, removal to the Administration Building, suspension from non-core activities, restitution, detention, warning regarding future consequence for repeated offence, parental contact, temporary confiscation of items (see elaborations), referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- referral to Behaviour Support, Alternate Education or Positive Learning centres and programs
- students who engage in very serious problem behaviours such as major assault, or the use or supply of weapons or drugs can expect to be proposed for exclusion from school following an immediate period of suspension, and may be referred to the Queensland Police Service.

At Valkyrie State School staff members are provided with appropriate professional development and/or training activities to ensure consistent responses to problem behaviour across the school.

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

	Area	Minor	Major
Be Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Not walking bike/scooter in school grounds 	<ul style="list-style-type: none"> • Climbing buildings, walkways or other structures not assigned for general play
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects at others with intent to harm
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not complying with the School Dress Code • Not wearing a hat in playground • Not wearing shoes outside 	<ul style="list-style-type: none"> • Continual refusal to adhere to the School Dress Code
	Other	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Possession or selling of drugs or alcohol • Possession/supply of weapons including knives
Be a Learner	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	<ul style="list-style-type: none"> • Repeated defiance
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class/RTC or the office without permission (out of sight) • Leaving school without permission • Truancy
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	<ul style="list-style-type: none"> • Repeated refusal/defiance
Be Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity *including online content internal/external to the school that affects the school's good order and management
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing/major theft • Wilful property damage • Vandalism

	Mobile phone & personal technology devices	<ul style="list-style-type: none"> • Possession of devices banned from school including personal technology devices such as cameras, MP3 players and mobile phones without permission from school staff - items must be handed into the office upon arrival (see elaborations) 	<ul style="list-style-type: none"> • Use of devices banned from school including personal technology device such as mobile phones in any part of the school for voicemail, email, text messaging or filming purposes without authorisation (see elaborations)
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment • Minor dishonesty 	<ul style="list-style-type: none"> • Major bullying / harassment (see elaborations) • Major disruption to class • Blatant disrespect • Major defiance • Major dishonesty
Be Healthy	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Hygiene	<ul style="list-style-type: none"> • Spitting on the ground 	<ul style="list-style-type: none"> • Spitting at/on others or property • Deliberately using body fluids/solids to harass or assault others
	Nutrition	<ul style="list-style-type: none"> • Consuming or supplying lollies or other high sugar items (without authorisation from staff) 	

Social Media

Due to the recommended age for children to be involved with facebook and other social media is 16 years of age, the use of social media by students will not be tolerated at Valkyrie State School. As the use of these media cannot be monitored outside of school, preventative measures will be undertaken, focussing particularly on on-line bullying.

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

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.

5. 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 or
- causing or at risk of causing serious property damage.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

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

- | | |
|------------------------|------------------------------|
| • Parents | • Guidance Officer |
| • Teachers | • Advisory Visiting Teachers |
| • Support Staff | • Senior Guidance Officer |
| • Administration Staff | |

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.

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

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

- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

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

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [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!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2015

Appendix 1
Valkyrie State School
Responsible Behaviour Plan for Students
Elaborations A-Z

Basic defusing strategies

Staff will utilise basic defusing strategies and seek immediate assistance from administrative and other staff to manage emergency situations, critical incidents and problem behaviours.

- *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).

Bullying (including Cyberbullying)

Bullying behaviours will not be tolerated at Valkyrie State School. Bullying may be related to:

- race, religion, culture or gender
- disability
- appearance or health conditions
- sexual orientation

Bullying includes behaviours such as 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 with intent to harm or intimidate others.

When considering whether or not inappropriate behaviour has occurred, we will avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether inappropriate 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.

Research indicates that many problem behaviours are peer maintained. That is, peers react to bullying in ways that increase the likelihood of it occurring again in the future. Reactions included joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied.

Our anti-bullying procedures involve teaching the entire school the *High Five* and effective response to all problem behaviours, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. Bullying is included as one of topics as part of our SWPBS lesson plans.

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.

We uphold the value of trust and the right to privacy at Valkyrie 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 such as 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, school activities, apart from social functions like graduation ceremonies, or violent, illegal or embarrassing matter capable of bringing the good order and management of the school into disrepute is considered to be in breach of this policy.

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

Students involved in a breach of this policy by recording; and/or disseminating material through text messaging, display, internet uploading etc., and/or knowingly being a subject of a recording, 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.

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.

Personal technology devices may not be taken into or used by students at exams or during class assessments 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.

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.

Students who require the use of a personal technology device to assist with a medical condition, or other disability, or for a special project should negotiate an arrangement with the Teaching Staff 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.

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.

Bringing personal technology devices to school is not encouraged by the school because of the potential of theft and general distraction and/or disruption associated with them. However, if they are brought to school, mobile phones must be handed to the office staff prior to the commencement of the school day.

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 Boronia Heights State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be documented.

Searching Student Property

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student. Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Appendix 2

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

Purpose

1. Valkyrie State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Valkyrie State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Valkyrie State School include name-calling, taunting, mocking, making offensive oral or written 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 Valkyrie State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. **Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.**

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Valkyrie State School 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a 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 Valkyrie State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

Appendix 3

Valkyrie State School Behaviour Referral Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
			Classroom	
			Other	

Problem Behaviour	
Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Low intensity brief failure to follow directions	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Contact Student engages in non-serious but inappropriate physical contact.	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)
Inappropriate language Low intensity language (eg shut up, idiot etc)	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group
Disruption Low intensity but inappropriate disruption.	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)
Property Misuse Low intensity misuse of property.	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property
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.
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.
Dishonesty Student engages in minor lying/cheating not involving any other person.	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Other	Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.
	Other

School Expectation Category	Be Safe			
Be Respectful		Be Responsible		Be Healthy

Others involved in incident					
None		Peers		Staff	Other

Appendix 4

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

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.

Appendix 6

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Valkyrie State School has the power to temporarily remove property from a student, as per the procedure <u><i>Temporary Removal of Student Property by School Staff</i></u>.</p>
School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

Essential Skills for Classroom Management

Skill 1: Establishing Expectations

- 3-5 short, simple, clearly defined rules/expectations
- Make rules positive to draw attention to appropriate behaviours
- Refer to rules frequently
- Discuss relevant scenarios (positive and negative)
- Discuss possible consequences (positive and negative)
- Model, model, model
- Refer to rules when they are being followed, not just when they are not being followed
- Publish rules/expectations/consequences where students can read them

Skill 2: Instruction Giving

- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and scan
- Give 1-2 descriptive encouragers
- Start instruction with a verb
- Use calm, firm, friendly, measured tone
- Make instructions short and clear (5-7 minutes)
- Use visual cues to assist
- Ensure expectations are clear
- End the instruction with 'Thanks...'
- If necessary, move towards student/s not ready
- If still necessary, when in close proximity, repeat instruction
- If necessary follow through with choice and apply consequences

Skill 3: Waiting and Scanning

- Give students time to process the instruction/direction
- Wait for 5-10 seconds after you have given an instruction (this varies according to the needs of the children)
- Stand still and face the group to encourage a period of quiet focus
- Use this short time to think ahead and calm yourself
- Scan the group and link with a 'Descriptive Encourager' or 'Redirection' as necessary (eg..Vera has her pen down...Janet is sitting up straight...Gavin has his book out and eyes are on me...)

Skill 4: Cuing with Parallel Acknowledgement

- Scan group regularly...student is off-task, acknowledge and praise someone in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a low-key acknowledgement once on task

Verbal language

- Descriptive encourager: "Daniel, I can see you writing"
- Praise: "Well done Melissa"

Non-Verbal language

- Smiling
- Finger signing
- Close proximity
- Touching of students' materials
- Touch book/work of those on-task. When students off task go back on-task, calmly go back and touch their work

Skill 5: Body Language Encouraging

- Triple 'P' – Praise, Prompt and Push off
- Touch work of on-task students
- Smile
- Eye contact
- Nod, Thumbs up
- Hand signals/sign language
- Peripheral Vision: scan class regularly while working with students or group
- Personally Understood Signals (PUS)
 - Hats off
 - Sit in chair properly
 - Come here
 - Turn around
 - Quiet etc...

Skill 6: Descriptive Encouraging

- Describe the positive behaviours you see or hear eg "Steven has started work"; "This group is on task"
- Use privately to individual students
- Use a respectful tone
- Have genuine intent
- Use frequently
- Use collectively to the group
- Send home positive notes to parents regarding positive behaviours

Skill 7: Selective Attending

Use when student is displaying off-task or inappropriate behaviour that is not seriously disruptive others

- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time
- Praise-Prompt-Push off
- Praise-Pause-Push Off
- Use of 'Vaseline eye'

Skill 8: Redirecting to the Learning (not the behaviour)

Non-Verbal:

- Non-Verbal redirection (eye contact, head/hand movement, smile etc)
- Proximity
- Pause in talk

- Non-verbal directional action

Verbal

- Verbal redirection (curriculum refocus)
Oral redirections include
- Individual close talk
- Questioning to redirect (where should you be?/What should you be doing?)
- Humour
- Redirection given
- Oral directional phrase
- Call student's name
- Across room to individual

Remember the impact of body language, tone of voice, proximity and facial expression.
Be calm, clear, firm and positive in tone

Skill 9: Giving a Choice

- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice
- "Your choices are...or..."
- Walk away and scan back intermittently
- Allow time for choice to be made
- Follow through with consequence if choice not made
- Post lesson discussion might be effective\

Skill 10: Following Through

- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- In a crisis event send for help immediately
- Reassure the class
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (be responsible for your emotions and behaviours)

Debriefing/Defusing

- Debrief as soon as possible and when calm
- Staff need to support those involved in the trauma (seek professional assistance if necessary)
- A supportive school environment will provide for debriefing
- Time spent on debriefing is an effective use of time
- Get those involved to write what happened or draw if it is younger students