Cannonvale State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

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

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

2. Consultation and data review

Cannonvale State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2011-2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

During 2016 a full review was conducted using data from OneSchool, School Opinion surveys results of Parents, Staff and Students and a bullying survey. The Behaviour management committee worked collaboratively with staff to update the School Behaviour Matrix, Behaviour Management Flowchart and Behaviour Consequence Chart. As part of the review process the school introduced The Essential Skills for Classroom Management through the training of three Advanced Classroom Profilers. These trained staff have undertaken the task to train all staff and teacher aides in these Essential Skills as positive, effective and pro-active strategies for maintaining a supportive school environment. Twice yearly classroom profile sweeps will be conducted to collect data and identify further staff professional development requirements.

In developing our plan we liaised with other Primary schools and the high school to ensure our behaviour plan was consistent and allowed for a seamless transition for Year 7 students.

The up-dated Plan was endorsed by the Principal and the President of the Parents and Citizens Association in December 2016, and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

All areas of Cannonvale 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 which aligns with the school’s Learning and Wellbeing Framework. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Cannonvale 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 school expectations to teach and promote our high standards of responsible behaviour.

Our school expectations have been agreed upon and endorsed by all staff and our school Parents & Citizens Association. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour and the Statement of Expectations for a Disciplined School Environment Policy.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those expectations to all members of the school community. Cannonvale State School publishes expectations in the playground, classroom and school newsletter and emphasises 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. An up-dated set of behavioural expectations in specific settings has been attached to each of our four school expectations following a collaborative review of the original behaviour matrix.

The Schoolwide Behaviour Matrix on the following page outlines our specific behavioural expectations in all school settings.
Be Respectful

- I am respectful and accepting of others
- I will do what I am told to do when I am told to do it
- I will speak respectfully and use manners at all times
- I respect all people, all property and the environment
- I value the rights of others in teaching and learning time
- I am cooperative and considerate

Be a Learner

- I am ready to learn every day
- I listen to others and follow instructions quickly
- I always participate and try new activities
- I move around the school quickly and quietly
- I use the toilet at the correct time.

Be Friendly

- I use my manners and friendly words at all times
- I share with others and take turns
- I include and encourage others
- I celebrate the success of others
- I consider how my actions and words can affect others

Be Safe

- I keep myself safe by following directions and school expectations
- I am mindful of other people’s personal space by keeping my hands and feet to myself
- I use all equipment appropriately
These behavioural expectations are communicated to students a number of ways:

- weekly focus behaviour lessons conducted by classroom teachers; and
- reinforcement of learning from behaviour lessons on school assemblies, newsletters and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Responsible Behaviour Plan for Cannonvale State School delivered to new students as well as new and relief staff.
- All staff receive professional development in the Essential Skills for Classroom Management and twice yearly Classroom profile and data analysis.
- Individual support profiles developed for students with high behavioural needs enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Monthly Behaviour Management Committee meetings to analyse school data and plan weekly focus lessons to address behaviour concerns.
- Development of specific policies to address:
  - Flowchart for classroom management
  - Behaviour consequence chart for level 1, minor and major behaviours.
  - The Use of Personal Technology Devices* at School (Appendix 2); and
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3).

**Reinforcing expected school behaviour**

At Cannonvale 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 is mandatory in all classrooms. 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.

**Cannonvale State School Dojo Awards**

Staff members award positive rewards each day to students they observe following school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Teachers keep track of weekly/daily positive behaviour in their classroom and reward students through their collaboratively developed classroom system.

**Responding to unacceptable behaviour**

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

- All teachers are required to ‘establish expectations’ regularly within their everyday teaching practice.
- Re-directing low-level and infrequent problem behaviour. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. This can be done through waiting and scanning, cueing for parallel acknowledgement, body language encouraging, descriptive encouraging,
- Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be a learner, be respectful, be safe or be friendly. 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.
Targeted behaviour support:
The Behaviour Management Committee meets regularly to recommend and monitor targeted behaviour support strategies. The committee has a range of specialist representatives, including:
- Principal, Deputy Principals
- Behaviour Support Teacher
- Support Teacher
- Teacher/s representing lower primary school
- Teacher/s representing upper primary school
- Teacher Aide representing support staff

Where targeted behaviour support is recommended by the committee, it may recommend that:
- an individual management plan be created by the Behaviour, Support and Classroom Teachers as a guide for staff to make agreed adjustments as required for the student
- the Behaviour Management Committee works with other staff members to develop appropriate behaviour support strategies, Professional development in the Essential skills for Classroom management and classroom profiling.
- a functional behaviour analysis can be conducted to ascertain antecedents.
- the Behaviour Management Committee monitors the impact of support for individual students through continuous data collection
- staff make adjustments as required for the student
- student participates in an individual behaviour program supported by admin, classroom teacher and other support staff.
- a risk assessment is completed if necessary for staff and student safety.

Intensive behaviour support: Behaviour Support Team
Cannonvale State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:
- works with other staff members to develop appropriate behaviour support strategies including professional development in the Essential skills for Classroom management.
- monitors the impact of support for individual students through continuous data collection and individualised behaviour programs;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

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

5. Consequences for unacceptable behaviour
Cannonvale State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour

Cannonvale State School Behaviour Management Committee has developed a Behaviour Flowchart to advise teachers how to establish behaviour expectations, use positive, proactive strategies to reinforce appropriate behaviour and how to respond to inappropriate behaviours from least to most intrusive behaviour strategies.
**SCHOOL EXPECTATIONS**

*BE A LEARNER*
*BE SAFE*
*BE FRIENDLY*
*BE RESPECTFUL*

**CLASS EXPECTATIONS**
Clear rules and consequences are displayed. Rules are referred to and reinforced.

**WHOLE SCHOOL SUPPORT**
CSS Responsible Behaviour Plan, Matrix Expectations, School wide Positive Behaviour Focus and Lessons, Fun Friends program, Buddy teachers, Behaviour Teacher Aide, Administration, Support Teachers, and Student Services Committee.

**STRAATEGIES**

Whole School
- Essential Skills for Classroom Management
- School Reward System: e.g. Dajarra
- Whole school reward day
- Fun Club

Class
- Class created expectations
- Student responsibilities, class leaders and helpers
- Social shifting lessons including Fun Friends and whole school behaviour focus
- Reference to school behaviour matrix
- Class and group reward charts and incentives
- Students of the Week Award
- Whole Brain Teaching & movement action responses
- Brain breaks and regular movement activities
- Visual timers & visual routines

Individual
- Individual Management Plans / Risk assessments
- Individual reward charts and incentives
- Behaviour tracking sheet
- Sensory/tactile objects = sensory toys, blue tac, Vibra under desk, stress balls, playdough, twinkling
- Use of sit spots, carpet squares or move n sit cushions
- Visual timer and visual routines
- Social stories
- Take a break space
- Home / School communication tool

**CANNONVALE STATE SCHOOL BEHAVIOUR FLOWCHART**

**GIVING INSTRUCTIONS**
Get attention
- Use the voice
- Descriptive encourage x2
- Give clear, short instructions
  - Curriculum expectations
  - Behaviour expectations
  - Check for understanding

**ACKNOWLEDGEMENT**
They’re following my instructions!
- Give positive feedback
- Descriptive encouraging
- Body Language encouraging
  - Praise, prompt, push off
  - Smile, eye contact
  - Personally understand signals

**CORRECTION**
They’re not following my instructions!
- Non-Verbal Redirects
  - Hand signal, eye contact, gestures
  - Use proximity
  - Pause in talk
- Verbal Redirects
  - Cuing with parallel acknowledgement
  - Curriculum expectations restored
  - Description of reality
  - Questioning to redirect
  - Individual close talk

If redirections do not work use consequences

**CONSEQUENCES**
Give choice/warning
- Move student in room
- Indicate part lesson discussion
- Time out with buddy teacher
- Planned consequence in line with school matrix
- For extreme behaviour:
  - Contact Office/Admin or send for assistance
  - Remove students from hazard/danger if necessary

**REMEMBER**
Be consistent
- Use a firm voice
- Use peripheral vision
- Use high teacher movement
- You can selectively attend if the behaviour is safe
- Avoid being drawn into secondary behaviour
- Say "thanks" after verbal redirection and turn away
- Stay calm
- Follow through with consequences

**RESTITUTION PLAN**
Re-entry questions used in discussion
- What did you do?
- What rule did you break?
- What can you do to fix it?
- What could you do instead next time?
- What should happen if this behaviour happens again?
The following behaviour consequences can be applied following behaviour incidents at Cannonvale State School as directed by the behaviour consequence chart (See page 11) to maintain consistency of practice across the school

**Definition of consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time out</strong></td>
<td>A principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</td>
</tr>
<tr>
<td><strong>Detention</strong></td>
<td>A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. After school or Saturday morning detention may occur as a Level 2 consequence for a maximum of 2 hours. Parents must be notified at least 24 hours before a proposed detention outside of school hours (after school or Saturday morning) and provide consent</td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of Cannonvale State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>. Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal.</td>
</tr>
<tr>
<td><strong>Discipline Improvement Plan</strong></td>
<td>Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</td>
</tr>
<tr>
<td><strong>Community Service Intervention</strong></td>
<td>With the consent of the student and their parent, the student performs unpaid work or activities outside of school hours, in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour</td>
</tr>
</tbody>
</table>
| **School Disciplinary Absences (SDA)** | A principal may suspend a student from school under the following grounds:  
  1. disobedience;  
  2. misbehaviour;  
  3. conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
  4. conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
  5. the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school |
| **Proposed exclusion or recommended exclusion** | 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:  
  1. persistent disobedience;  
  2. misbehaviour;  
  3. conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
  4. conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
  5. the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school;  
  6. the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school |
Level 1, Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Level 1** behaviours are disruptive behaviours handled by the staff member at the time it happens through waiting and scanning, cueing with parallel acknowledgement, body language encouraging, descriptive encouraging and selective attending.
- **Minor** problem behaviour is handled by staff members at the time it happens through waiting and scanning, cueing with parallel acknowledgement, body language encouraging, descriptive encouraging, selective attending, verbal and non-verbal redirecting to the learning, giving a choice and following through.
- **Major** problem behaviour is referred directly to the school Administration team.

Level 1 behaviours are those that are disruptive to the learning of others or low level breaches of school rules.

Level 1 behaviours may result in the following consequences:
- Rule reminders
- a minor consequence, logically connected to the problem behaviour, such as timeout, redo the work, practicing the correct behaviour, removal of inappropriate items and apology
- redirection using one of the 10 essentials skills for Classroom Management

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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence, logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or completion of work;
- a re-direction procedure. The staff member:
  1. names the behaviour that student is displaying;
  2. asks student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.
- Redirection to learning using the 10 essential skills for Classroom Management.

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, option of completing a reflection sheet, parent / carer contacted, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
  AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
Level Three: Students who engage in very serious problem behaviours such as major violent physical assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

If necessary when a child is suspended from Cannonvale State School an Individual Management Plan may be constructed collaboratively with the teacher, child, parent/caregiver and behaviour support teacher to support the child if the level of risk warrants this procedure.

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 Cannonvale State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities and the use of the Behaviour consequence Chart 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. The Behaviour Management Committee will review the OneSchool data each month to ensure that consistent practice is maintained across the school and identify areas of concern.
The following table outlines examples of minor and major behaviours and the possible consequences that can be put into place for students:

### Behaviour Levels and Consequences at Cannonvale State School

<table>
<thead>
<tr>
<th>Level 1 Behaviours</th>
<th>Level 1 Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a Learner</td>
<td></td>
</tr>
<tr>
<td>Wasting learning time</td>
<td>1. Rule reminder – written and verbal</td>
</tr>
<tr>
<td>Seeking attention inappropriately</td>
<td>2. Classroom behaviour consequence</td>
</tr>
<tr>
<td>Incomplete work through inappropriate effort</td>
<td>3. Timeout (No play)</td>
</tr>
<tr>
<td>Possession of distracting items eg toys, phones</td>
<td>4. Resto work</td>
</tr>
<tr>
<td>Unitidy work</td>
<td>5. Lunchtime practice of correct procedures</td>
</tr>
<tr>
<td>Disobeying classroom rules</td>
<td>6. Removal of inappropriate items</td>
</tr>
<tr>
<td>Being loud/noisy</td>
<td>7. Letter of apology</td>
</tr>
<tr>
<td>Damaging equipment, gardens, furniture</td>
<td>8. Call home to parents</td>
</tr>
<tr>
<td>Incorrect uniform including jewellery or nail polish</td>
<td>9. Litter clean up</td>
</tr>
<tr>
<td>Incorrect use of manners</td>
<td></td>
</tr>
<tr>
<td>Ignoring instructions</td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
</tr>
</tbody>
</table>

| Be Respectful      |                       |
| No hat or shoes in the playground |                       |
| Rocking on a chair |                       |
| Annoying others |                       |
| Running on concrete |                       |
| Being in out of bounds areas |                       |
| Sharing food or money |                       |
| Playing in toilets |                       |

| Be Safe            |                       |
| Raising your voice |                       |
| Not sharing or turn-taking |                       |
| Pushing others |                       |
| Not giving attention to the speaker |                       |
| Interrupting others |                       |

| Be Friendly        |                       |
|                    |                       |

<table>
<thead>
<tr>
<th>Level 2 Behaviours</th>
<th>Level 2 Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Behaviours</td>
<td>Minor Consequences</td>
</tr>
<tr>
<td>Disrupting the learning of other</td>
<td>1. OneSchool each incident as minor</td>
</tr>
<tr>
<td>Refusal to complete work</td>
<td>2. Contact parent</td>
</tr>
<tr>
<td>Minor vandalism of equipment or furniture</td>
<td>3. Withdrawal to buddy class (Re-entry discussion required)</td>
</tr>
<tr>
<td>Rudeness/back-chatting</td>
<td>4. Timeout (No play or loss of a special classroom activity)</td>
</tr>
<tr>
<td>Name calling / low level swearing</td>
<td>5. Letter of apology</td>
</tr>
<tr>
<td>Rude or inappropriate actions</td>
<td>6. Litter clean up</td>
</tr>
<tr>
<td>Non-compliance with instructions</td>
<td>7. Complete work to expectation</td>
</tr>
<tr>
<td>Optional – reflection sheet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Behaviours</th>
<th>Major Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour managed by admin</td>
<td></td>
</tr>
<tr>
<td>NOTE: In the case of violence and the safety of staff and/or students is in question, call for admin support immediately</td>
<td></td>
</tr>
<tr>
<td>OneSchool Incident - Behaviour managed by the classroom or playground duty teacher</td>
<td></td>
</tr>
<tr>
<td>Refusal and non-compliance disrupting the teacher’s ability to continue the lesson</td>
<td></td>
</tr>
<tr>
<td>Threats of violence towards a teacher and/or students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Behaviour managed by admin</th>
<th>Major Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major vandalism of equipment or furniture</td>
<td></td>
</tr>
<tr>
<td>Bullying, repetitive intimidation or harassment of others eg staring, following</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of internet, social media or phone for sexually orientated activity or bullying</td>
<td></td>
</tr>
<tr>
<td>Possession of prohibited items eg knife</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Behaviour managed by admin</th>
<th>Major Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major vandalism of equipment or furniture</td>
<td></td>
</tr>
<tr>
<td>Bullying, repetitive intimidation or harassment of others eg staring, following</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of internet, social media or phone for sexually orientated activity or bullying</td>
<td></td>
</tr>
<tr>
<td>Possession of prohibited items eg knife</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Behaviour managed by admin</th>
<th>Major Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major vandalism of equipment or furniture</td>
<td></td>
</tr>
<tr>
<td>Bullying, repetitive intimidation or harassment of others eg staring, following</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of internet, social media or phone for sexually orientated activity or bullying</td>
<td></td>
</tr>
<tr>
<td>Possession of prohibited items eg knife</td>
<td></td>
</tr>
</tbody>
</table>
6. Emergency situation 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. All staff members receive training each year in handling emergency or critical incidences appropriately. Formal debriefing for staff and students is led by a staff member trained in the process who has not been involved in the event.

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.

NOTE: In case of violence or potential risk of escalation admin should be called immediately.

**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 in the continuum from least intrusive to most intrusive such as removal of others for safety if possible, redirecting behaviour, giving choice, time out and contacting parents have been exhausted and a student is:

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

Appropriate physical intervention may be used as a last resort to ensure that Cannonvale 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 self-harm or injury to others. Only staff who have been trained in physical restraint will respond to these situations.
Physical intervention can involve, 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:

- 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
- take into account the age, stature, disability, understanding and gender of the student.

Any student who may require physical restraint should have an Individual management Plan and Risk assessment in place. These plans will instruct staff on the steps to follow in emergency situations to attempt to manage the situation by ensuring that least restrictive practices and options are adopted prior to any physical forms of restrictive practice.

**Record keeping**

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

- Physical Restraint Incident Report (Appendix 4);
- Health and Safety incident record (link); and
- Debriefing report (for student and staff) (Appendix 5).

**7. Network of student support**

Students at Cannonvale State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports. Students with behaviour concerns will be referred to the Students Services Committee through the summary referral form. The Committee meets weekly to discuss referral and decide on the support required. Support around behaviour can consist of the following personnel:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- Student Support Worker.
- School Chaplain

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) and/or Family Connect
- Police
- Local Council
- Neighbourhood Centre
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.

Cannonvale State School considers the individual circumstances of students, parents and/or caregivers 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 student, parents and/or caregivers’ age, gender, disability, cultural background, socioeconomic situation and their emotional state and receiving adjustments to learning and/or impairment needs as required;
- recognising the rights of all students, parents and/or caregivers 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
- Weapons Act 1990
- Education (Strengthening Discipline in State Schools) Amendment Bill 2013

10. Related policies

- The Code of School Behaviour
- Statement of Expectations for a Disciplined School Environment
- Accidents, Incidents and Incident Investigations
- Code of Conduct for the Queensland Public Service
- Department of Education, Training and Employment Standard of Practice
- Health and Safety Wellbeing Policy Statement
- Managing risks in school Curriculum Activities
- Working with Children Check – Blue Cards.
- 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
• Invasion of Privacy Act 1971 (Queensland Legislation)

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

Effective Date: 1 January 2017 – 31 December 2019
Appendix 1

Cyber Bullying

This is where people use electronic communication to harm other. Cyber bullies can use text messages, phone calls, email instant messaging, social networking sites and webpages to embarrass others.

The main forms of cyber bullying are identified as:

- Flaming: online fights using electronic messages with angry or vulgar messages;
- Harassment: repeatedly sending nasty, mean or insulting messages;
- Denigration: posting or sending gossip or rumours about a person to damage his/her reputation or friendships;
- Outing: sharing someone's secrets or embarrassing information or images online;
- Exclusion: intentionally and cruelly excluding someone from an online group; and
- Cyber stalking: (repeated, intense harassment and denigration that includes threats or creates significant fear.

NOTE: Children over the age of 10 can be prosecuted for cyberbullying. In the event of a report of cyberbullying the school will contact the police.
Appendix 2

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

NOTE: All mobile phones must be left at the school office during school hours.

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.

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 Cannonvale 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.

---

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 3

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

**Purpose**

1. Cannonvale 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 Cannonvale 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 Cannonvale State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture;
   - disability;
   - appearance or health conditions;
   - sexual orientation;
   - sexist or sexual language; and
   - young carers or children in care.

5. At Cannonvale 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 Cannonvale 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; and
- 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 Cannonvale 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. Cannonvale 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.
Cannonvale State School
Physical Restraint Incident report

<table>
<thead>
<tr>
<th>Reporting Staff Member</th>
<th>Date of Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Incident</td>
<td>Time of Incident</td>
</tr>
</tbody>
</table>

Details of Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

Details of Staff Involved

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
</table>

Reason for Restrain

- [ ] To avert immediate danger of personal injury to the student
- [ ] To avert immediate danger of harm to others
- [ ] To avoid serious damage
- [ ] To prevent a student from absconding
- [ ] To prevent conduct that is prejudicial to the good order of the school

Details of Incident (including location, antecedent and duration of the restraint)

Non-violent Crisis Prevention Action

Post Incident

Were there any injuries to staff or students?

- [ ] Yes → Complete a Health and Safety Data Collection Form located in the Administration office
- [ ] No → Complete this form. Save and email to Principal and Deputy Principals.
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.