Woodhill State School
Responsible Behaviour Plan for Students

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

All areas of **Woodhill 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 **Woodhill 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 roles 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 responsible
- Be respectful.
- Be a Learner

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At **Woodhill 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.
A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

RULES	CLASSROOMS AND ALLSETTINGS	PATHWAYS and UCA	BUS LINES AND BUS TRAVEL	TUCKSHOP	TOILETS	OFFICE & OTHER CLASS VISITS	RESOURCE CENTRE	PLAYGROUND
Be RESPECTFUL	*Listen politely (F40 #13)* Raise hand to speak, move or ask for help (F40#3) Use kind words & speak respectfully (F40 # 7,14, 38) Returning to class promptly (hyperlink) Ask permission to use things/taking turns/sharing (#20, 23) Show good manners, using appropriate language, volume & tone (F40-#7) (hyperlink) Wear uniform and have hat on Organising yourself (F40 #8) Managing Time (F40 #10) Co-operate with teacher & class mates (lesson required) Respecting other's & their belongings (F40 #38) Respect other's privacy Always speak the truth. Consider & care for the environment (hyperlink) Be honest (hyperlink) Getting along (You can do it) **Eating in class** Sit to eat food Demonstrate manners when eating (Lesson overview required)	Walk quietly respecting the learning of others (F40- #5) (hyperlink) Walk on the left side of the path & stairs. Keep pathways neat & clean (lesson required) Getting along (You can do it) Listen quietly (F40- #13, 39) Use appropriate applause Sing the anthem respectfully (reinforce and model respectful behaviour on assembly) If arriving late to assembly stop and stand still while the anthem is playing	Use a quiet voice (F40- #5) Speak nicely to others (F40 #18, 28) Move punctually & sit in Resource Centre (Getting along & You can do it) Sit in bus lines Clean up eating area Walk down the path Show respect to the drivers and other students.(hyperlink)	Wait quietly in line to be served (F40-#5) Use good manners Talk nicely to others Clean up eating area Getting along (You can do it)	Use a quiet voice (F40- wk 5) Respect privacy..\SWPBS Lesson Plans\Demonstrating Privacy Keep bathroom clean	Knock & wait patiently Use manners Leave the walk area clear Getting along (You can do it).	Listen & work quietly (F40- #13) Use whisper voices if talking is allowed (F40- #5) Treat books & equipment carefully Leave equipment tidy & pack up computers carefully Return books to correct shelf	Share equipment Take turns & play cooperatively Include others Consider & care for the environment. Line up when the first bell rings
Be RESPONSIBLE	Follow directions when asked the first time (F40 #13) Keep property and self, free from graffiti. Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required) Keep areas clean in the classroom (hyperlink) Be a problem solver (F40 #37) Encourage others to join in (hyperlink) (F40 #14) Leave equipment tidy & pack up computers carefully (Don't remove keys) Phone should be handed into the office in the morning & collected after 3pm Items of value to be placed in the red box **Eating in class** Take litter home where possible Help clean up.	Follow directions when asked the first time (F40 #13) Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required) (reinforce & model respectful behaviour on assembly) Do not cross yellow lines without a teacher	Eat in UCA after roll is marked Follow directions when asked the first time (F40 #13) Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required) Stay in your seat	Orders to be handed in Thursday Morning Juniors-All money for tuckshop on Friday to be brought in a named sealed wallet/envelope Only spend your own money Do not purchase items for others Do not ask others for money Only Seniors to purchase during eating time. Juniors to purchase during play time. Follow directions when asked the first time (F40 #13) Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required).	Use the toilet during play breaks Follow directions when asked the first time (F40 #13) Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required)	Follow directions when asked the first time (F40 #13) Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required)	Follow directions when asked the first time (F40 #13) Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required)	Follow directions when asked the first time (F40 #13) Make good choices (lesson required) Accept consequences without arguing or complaining (lesson required)
Be SAFE	Line up in pairs (hyperlink and F40 #1) Keep hands and feet to self (F40-# 19) Stay in assigned areas (in class/parade reminder). Safe classroom behaviours (lesson req) Keep dangerous items at home. **Eating in class** Eating Appropriately (hyperlink) Only eat your food	Walk in class groups (hyperlink) Walk safely on concrete and steps (lesson req) Keep hands and feet to self (F40-# 19) Keep hands and feet to self (F40-# 19) (See hyperlink) Walk bikes into the school grounds. Keep dangerous items at home. Sit in correct place, crossed-legged (reinforce and model respectful behaviour on assembly) Keep centre aisle clear for walking	Stay in your seat Keep hands & objects inside bus Keep hands and feet to self (F40-#19) (see hyperlink) Keep dangerous items at home	Select healthy foods Eat own food, do not share food Stay seated at picnic tables in your designated area Keep hands and feet to self (F40 no#19)	Flush and then wash hands Walk carefully on any wet areas Report problems to the teacher (lesson required)	Walk quietly and carefully to the office (F40- wk 5) Stay in single line while waiting Return directly to class (lesson required)	Walk quietly (F40 #5) Use equipment appropriately and for its purpose Pack up laptops & return them to the designated area.	Use equipment properly Stay in designated areas Walk on the concrete Run only where permitted Keep hands & feet to self (F40 no#19) Wear appropriate clothing & footwear (Sunsmart)
Be a LEARNER	Come prepared/organising yourself (F40- # 8, 23 & You can do it) Complete your work/managing time (F40-# 10) (hyperlink) Joining in (hyperlink) Do your best / Have a Go (F40- wk 16)..SWPBS Be ready when the bell rings for class Respecting other's ideas (F40 # 25) Actively listening to others (hyperlink) Reflectively listening (F40 #39) Be a participant Being persistent (You can do it) Being Confident (You can do it) **Eating in class** Make healthy food choices (health lesson)	Walk with a purpose Face forward with hands at your sides Listen, watch, and learn (F40-# 13, 39) ..\SWPBS Lesson Plans\Transitioning Between Areas	Be on time Sit in assigned seat if requested ..\SWPBS Lesson Plans\Bus Lining up and manners	Select healthy and appropriate foods Orders to be handed in Thursday Morning.	Only use the toilets for their specified purpose. Have teacher's permission to use the bathroom Use only enough water to wash your hands Return to class promptly (lesson req) Use doors and locks safely & appropriately	Knock on the door (F40- wk4) State your full name Know your class & teacher Explain the reason for the visit (Lesson required)	Study, read, use equipment & compute Return borrowed materials on time (F40- no# 20 (sharing)) Return books to correct shelf	Have a plan of where to play & with whom Know the playground rules & use them (F40- no# 20 (sharing)) Be punctual to team training sessions Listen to instructions carefully Line up when the first bell rings
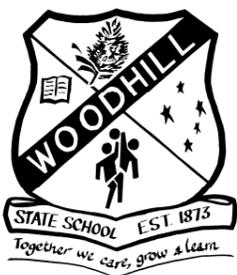
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers based on the You Can do it and Focus Forty Programs. Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Woodhill 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 **Woodhill State School** Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At **Woodhill 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.

Woodhill State School Positive Notice

Staff members hand "Gotchas" cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Positive Notice card. When students are given a "Gotcha" they drop the card in the designated collection point in their classroom.
Woodhill now also uses class dojo which is linked with our Gotcha reward system.

Each week a draw is conducted on assembly. Two students from each class receive an iceblock as a reward. Each "Gotcha" is recorded in One School in each student's profile.
Two students from each class also receive a 'Student of the week" certificate. These students receive an ice cream as a reward.
The Student of the week certificates are tallied with students working towards a gold, silver or Bronze certificate for the term. These students receive either a ribbon (Bronze), a pencil (silver), or a book (Gold) in recognition of their outstanding behaviour. Their names are also displayed on an "Awards Board" in the Resource Centre.
Two students from each class also receive a Merit Certificate each week. These students receive a paddle pop.
There is a rewards day at the end of every term for any student who has received less then 3 detentions for that term.

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Teaching the behaviour lessons:

Focus lessons to be conducted on a weekly basis in term 1 of each year and fortnightly terms 2-4. The Woodhill State School Focus Forty Program (last page of the document) is a set of sequence lessons to be announced on parade the Friday before and carried out the following week or two depending on the time of the year. **Note: These lessons are fluid depending on needs determined by data analysis provided by the committee.**

Targeted behaviour support: Social Skills Program

Each year a small number students at **Woodhill State School** are identified through our data 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 accepted into the social skills Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support at breaks with activities geared to improve their social interaction skills as well as an increased opportunity to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.
Students whose behaviour does not improve after participation in the Social Skilling Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Woodhill 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
- monitors the impact of support for individual students through continuous data collection

- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

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

This may include utilisation of external behavioural units.

Consequences for unacceptable behaviour

 Woodhill 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. 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 and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour may be referred directly to the school Administration team

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

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

Major behaviours are those that:
- include the remove of a student from their learning environment as a result of a behaviour within the major category areas (see behaviour matrix)
- affect other students' right to learn.
- significantly violate the rights of others
- put others / self at risk of harm
- may require the involvement of school Administration.

Major behaviours involving School Administration, because of their seriousness, requires the staff member to fill out the office referral form and escort the student to Administration.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to alternate classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Social Skills Program

                     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.

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

BEHAVIOUR CONSEQUENCES GRID April. 2017

Code	Behaviour	Code	Behaviour	Code	Behaviour	Code	Behaviour	Code	Behaviours	Code	Behaviour
100	Classroom issues	200	Disruptive in class	300	Continued/repeated disruptive in class	400	---	500	---	600	---
101	Excessive noise in inappropriate areas.	201	Inappropriate language.	301	Encouraging fights.	401	Cyber bullying	501	Violent acts including physical fights.	601	Continued violent acts.
102	Out of bounds and/or playing in restricted areas.	202	Repeatedly in 'Out of bounds' areas	302	Continually 'Out of bounds'	402	---	502	---	602	---
103	Littering	203	Spitting in inappropriate areas.	303	Continued spitting in inappropriate areas.	403	Urinating in an inappropriate area	503	Assault that can potentially cause injury including spitting on a person.	603	Assault that can potentially cause serious injury.
104	No hat or no shoes.	204	Deliberate disobedience or insolence.	304	Repeated disobedience or insolence.	404	Continued disobedience or insolence	504	Gross disobedience or insolence that could potentially cause harm.	604	---
105	Teasing others	205	Harassment of a student (including sexual harassment)	305	Repeated harassment of a student (including sexual harassment)	405	Continued harassment of a student (including sexual harassment)	505	Extended harassment of another student. (including sexual harassment)	605	Acts against morality
106	Lack of concern for others.	206	Dangerous play or behaviour.	306	Aggressive play or behaviour	406	Continued aggressive play or behaviour.	506	---	606	---
107	Being on verandah or leaving class, without permission.	207	In classroom without permission	307	Leaving school grounds without permission.	407	Repeatedly leaving the school grounds without permission or truancy.	507	---	607	---
108	Late for class or playing after the bell	208	Misusing the toilet. Or defacing or destroying property.	308	Repeated misuse of toilet.	408	Dangerously misusing facilities.	508	Repeated defacing or destroying property. Vandalism	608	Extensive vandalism.
109	---	209	Lying to staff or adult helpers. Behaviour that discredits the positive image of our school.	309	Continual lying to staff or adult helpers.	409	Repeated behaviour that discredits the positive image of our school.	509	Abuse to staff or visitors including threats/swearing	609	Continued abuse to staff or visitors including threats, swearing.
110	Possession of banned goods - sports cards, gum, & electronic toys.	210	Continued possession of banned goods	310	Possession of items that could harm others.	410	Continued possession of items that could harm others.	510	Involvement with illegal items or substances eg. Weapons, cigarettes, illicit drugs & alcohol.	610	Possession of illegal items eg. weapons, cigarettes, illicit drugs alcohol or substances for sniffing.
111	Playground misbehaviour	211	Failure to complete or misbehaviour in detention.	311	Stealing	411	Repeated stealing offences.	511	---	611	---
112	Other	212	Other	312	Other	412	Other	512	Other	612	Other
1. Suitable Consequence for these behaviours: **ONE MINOR DETENTION**		*2.Suitable Consequence for these behaviours:* **ONE MAJOR DETENTION**		*3. Suitable Consequence for these behaviours:* **TWO MAJOR DETENTIONS** **Consult with BM team & refer to Principal**		*4. Suitable Consequence for these behaviours: ORANGE, YELLOW or GREEN CARD, ONE WEEK OF LUNCH TIME DETAINMENT.* **Consult with BM team & refer to Principal**		*5. Suitable Consequence for these behaviours:* **SUSPENSION up to 5 DAYS.** **Consult with Principal**		*6. Suitable Consequence for these behaviours:* **SUSPENSION 6 to 20 DAYS or EXCLUSION** **Consult with Principal**	

OUR SCHOOL RULES: 1. Be Safe   2. Be Respectful   3. Be Responsible   4. Be a Learner

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 **Woodhill State School** staff members are 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.

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).

In the case of a lockdown, the following procedure will be followed;
1. *Three short bells are announced over the school's PA/telecom.*
2. *Staff are to close and lock all windows and doors, close curtains or blinds and direct all students to get under their desks or in a storeroom or position in the room that is out of view.*
3. *Lockdown is complete when a telecom announcement or PA call is made by administration staff of if the administration officer knocks on the door to notify everyone that it Is safe.*

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/her or to others.

Appropriate physical intervention may be used to ensure that **Woodhill 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 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).

- Parents
- Teachers
- Support Staff
- Administration Staff

- Guidance Officer
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.
- BEN Centre

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.

Woodhill 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs**.**

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

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](#)

Some related resources
- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Appendix 1

The Use of Personal Technology Devices* at School

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

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

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

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

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

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.

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

Purpose
1. Woodhill 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 Woodhill 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 Woodhill 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
   - young carers or children in care.

5. At Woodhill 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 Woodhill 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 Woodhill State 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. Woodhill 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.

Woodhill State School
Behaviour Referral Form

Problem Behaviour					

Student Name:				Location (please tick)	
Date:	Time:		Class:	Playground	
Referring staff member :				Specialist Lesson	
				Classroom	
				Other	

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	

Others involved in incident					
None		Peers		Staff		Other	

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 you 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 modified to accommodate their specific receptive and expressive needs.

Woodhill State School Focus 40 Program

Based on school data and the need for established routines and rules, below is the outline for Focus 40.

Note: These lessons are fluid depending on needs determined by data analysis.
Term 1 is a revision term with 1 focus per week.
Term 2-4 will have 1 focus each fortnight, giving more time for in-depth exploration of each area.

Term 1 will focus on safety and respect, as identified in school data.
Term 2 focuses on group social skills and team work.
Term 3 will focus on cooperation and friendship skills
Term 4 will focus on developing the identity of the student

Focus 40 and *You Can Do I*t is an integral part of our goal to continue improving students' behaviour. There needs to be time set aside in your weekly timetable for both of these programs.

Even years

Wk	Term 1	Term 2	Term 3	Term 4
1	Introducing yourself	Respecting other's ideas	Respecting others	Rights and responsibility
2	Lining up			
3	Hands up	Listening	Including others	Personal space
4	Appropriate noise			
5	Manners words	Build ups	Saying sorry	Organising yourself
6	Communicating feelings			
7	Dealing with your anger	Taking turns	Managing time	Who am I?
8	Positive physical contact			
9	Walking inside	sharing	expressing your opinion	Finding strength
10	Knocking			

Odd years

Wk	Term 1	Term 2	Term 3	Term 4
1	Introducing yourself	Giving clear instructions	helping	Tidying up
2	Lining up			
3	Hands up	Making your wants known	Building on others ideas	Accepting your body
4	Appropriate noise			
5	Manners words	Communicating without words	Appropriate humour	Setting goals
6	Communicating feelings			
7	Dealing with your anger	Suggesting and persuading	Consensus	Being positive
8	Positive physical contact			
9	Walking inside	Reflective listening	Problem solving model	Being an individual
10	Knocking			