GOONDI STATE SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Purpose

Goondi State School is committed to creating a respectful, positive and safe learning environment that is based on mutual trust, provides social support for all students and fosters positive attitudes to learning, participation and achievement.

This plan is integral to maintaining a school environment where students are able to learn and develop without disruptive behaviour hindering their success and enjoyment of learning, and where staff can teach without disruptive behaviours hindering the effectiveness and enjoyment of teaching.

Our ultimate goal is to have a school where people want to obey and follow rules because they care about each other and because it makes our school a better place.

Consultation and Data Review

This plan was developed in collaboration with our school community through broad consultation with parents, staff and students. A review of the plan was undertaken in 2008 and again in 2012.
The reviewed plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in November 2012 and will be reviewed on a regular basis as required by legislation.

Learning and Behaviour Statement

All areas of Goondi 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 Goondi State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the **Goondi 5** as the key approach to teach and promote our high standards of responsible behaviour:

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Processes for Facilitating Standards of Positive Behaviour

Universal Behaviour Support
Our whole-school approach is based around the Goondi Behaviour Code framework (Appendix A) which has five foundations referred to in our school as the *Goondi 5.* These are:

- **BE SAFE**
- **PARTICIPATE and WORK HARD**
- **SHOW RESPECT**
- **GET ORGANISED**
- **BOUNCE BACK**

The framework draws elements from the Student Code of Behaviour and the You Can Do It! Program, and forms the basis for the following whole-school strategies.

Teaching Positive Behaviour
Research reviews indicate that one of the most effective responses to student misbehaviour is the explicit teaching of behavioural expectations.

At Goondi State School, units of work have been developed to teach positive behaviour and are implemented throughout the year commencing with a one week unit at the beginning of the year, and followed by focused reviews each term. These teaching units ensure that students in all year levels have a good understanding of the Goondi Behaviour Code, school rules based on the code, and the consequences that can result from inappropriate behaviour. More importantly, they help instil within students the internal qualities necessary for achievement and social-emotional development by explicitly teaching the foundations of *safety*, *participation and hard work*, *respect*, *organisation and resilience,* as well as conflict resolution skills and strategies for responding to bullying and harassment.

Reinforcing Expected School Behaviour
The school's Key system encourages students to use self-evaluation to develop self-improvement. Students work towards maintaining a key level (outlined in Appendix A) with the aim of achieving the highest standard. All students begin each new term on a C standard key level.

Behaviour reflection days are held in the middle and at the end of each term where teachers hold group and individual student conferences to acknowledge positive behaviours, identify areas in need of improvement, set student goals and to allocate key level standards.

An important part of the process is acknowledging and rewarding good standards of behaviour. A *Goondi 5 Day* is held at the end of each term. Students who have attained key level status at the end of term participate in a number of special reward activities throughout the day. Students who achieve an A standard at the end of each term are recognised at a special assembly and rewarded with a certificate of achievement. Students who maintain an A standard in all four terms participate in a special reward event funded by the P&C at the end of the school year.

Responding to Unacceptable Behaviour

At Goondi State School we believe that intervention is effective when it treats the challenging behaviour and is logically related to the function of the behaviour. Explicitly teaching replacement behaviour which serves the same function as the problem behaviour is the first step in intervention.

Re-directing Low-Level and Infrequent Problem Behaviour

When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the students of the expected school behaviour, and then ask them to change their behaviour so that it aligns with our school's expectations and the Goondi 5. Staff members also respond to low-level misbehaviour by giving clear directions, coaching, reinforcing positive behaviour and using verbal and non-verbal messages to warn or cue the students.

Targeted Behaviour Support

When the frequency of low-level behaviours increases, or when minor infringements move to more serious breaches of the school's plan, the student's learning and social success may be put at risk. In such instances staff members may implement one or more of the following targeted interventions:

- Explicit teaching of appropriate and replacement behaviours.
- Use of reward/recognition programs to encourage on-task and appropriate behaviour.
- Revisiting the *Goondi 5* key level with the student, goal setting, and reinforcing positive indicators.
- Contact with parents to develop a supportive and coordinated approach.
- Monitoring the type and frequency of behaviour and keeping records.
- Social skills training through activities such as "Friendship Club".
- Consulting with the school's Guidance Officer and other support personnel to analyse the *function* and the *form* of the behaviour.

Intensive Behaviour Support
Intensive behaviour support is required when a student continues to exhibit serious breaches of the school's plan and where there is a distinct risk of learning disengagement and or serious injury to students and others. The student is referred to the Student Support Team. An Individual Behaviour Support Plan is developed by members of the SST, teacher and parents. The plan may include:

- Referral to the Guidance Officer for assessment and regular counselling and behavioural support.
- Adult mentor support.
- Modification of the class timetable, an alternative program and structured recess time activities.
- Daily Behaviour Record to provide daily updates to administration and parents.
- Referral to external agencies for specialised support.

Consequences for Unacceptable Behaviour
Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour as outlined in Appendix B.

Behaviour Levels
When responding to problem behaviour, staff members first determine the category of the behaviour with the following agreed understanding:

- Level 1 and 2 problem behaviour is handled by staff members at the time it happens.

- Level 3 problem behaviour is investigated by the staff member, a "Red Slip" issued, and the student referred to the Administration team.

- Level 4 and 5 problem behaviour is referred directly to the Administration team.

Appendix E outlines the school's procedures for responding to emergency and critical incidents.

Network of Student Support
The network of support at Goondi State School includes the involvement of the *Student Support Team* and other agencies. The *Student Support Team* meets regularly to develop strategies for students who require more targeted or intensive support. The team consists of the Principal, Deputy Principal, Guidance Officer, Support Teacher: Literacy and Numeracy, Students with Disabilities Teacher(s) and the Classroom Teacher.

Government agencies such as Child Youth Mental Health Service, Disability Services Queensland, Department of Child Safety, Queensland Health Services and the Child Protection Investigation Unit also work closely with the school to provide support when necessary.

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.

Goondi 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.

- considering factors such as the amount of reliable evidence, student's previous behaviour record, intent of the action, degree of provocation and the honesty and perceived level of remorse.

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

	BEHAVIOUR	POSSIBLE CONSEQUENCES
LEVEL 1	Inappropriate student behaviours to be dealt with at this level include but are not limited to: • Littering • Lateness to class • Uniform/make-up/hair/jewellery transgressions • Careless use of school or other equipment • Minor safety issues – no hat, running on concrete etc • Not meeting work expectations • Playing in non-designated areas eg gardens, other year level areas. • Eating drinking in non-designated areas. • Bringing toys, game cards, electronic games/media to school. • Not getting ready for class or activity • Not completing homework or assignments. • Minor arguments e.g. disagreement over a ball.	(Teacher Managed) Possible consequences could include: • **Verbal negotiation or warning.** • **Reminder of classroom or playground expectations and rules.** • Asking student to demonstrate understanding of school rule. • Temporary confiscation of personal items. If repeated applications of the above actions produce no improvement in the student's behaviour, then a Level 2 consequence may be applied.
LEVEL 2	Inappropriate student behaviours to be dealt with at this level include but are not limited to: • Continued level 1 behaviours. • Refusal to participate in program of instruction. • Disruptive behaviour in class • Ignoring instruction • Disruptive behaviour in playground. • Disruptive behaviour at sport activities. • Insolence. • Disruptive behaviour on excursions. • Minor teasing • Inappropriate language (not including abusive language or swearing) eg put downs. • Chewing bubble gum. • Rough play and handling. • Repeated non-completion of homework or assignments.	(Teacher Managed) Possible consequences could include: • **In-class separation or isolation to the Think Chair where student completes a reflection sheet.** • One-on-one resolution with teacher. • Buddy class referral • Time out from playground activity or sport activity. • Student to accompany teacher on playground duty. • Withdrawal of privileges. • Parents notified for repeated "Think Chair" incidents & behaviour/contact recorded in OneSchool • Excursion code of conduct signed • <u>Risk assessment to be completed</u> for curriculum related activities such as attending camps, excursions or district sport events. If repeated applications of the above actions produce no improvement in the student's behaviour, then a Level 3 consequence may be applied.
LEVEL 3	Inappropriate student behaviours to be dealt with at this level include but are not limited to: • Continued Level 2 behaviours • Wilful and persistent disobedience • Harmful teasing • All forms of bullying • Physical aggression not resulting in a fight eg pushing, kicking, hitting etc • Abusive language including swearing and racist remarks directed at other students. • Use of vulgar language or actions. • Significant verbal threats to students and intimidation of students. • Vandalism – graffiti and breakage. • Failure to attend lesson/class after arrival at school. • Leaving lesson/class without permission. • Leaving school grounds without permission. • Theft • Truancy. • Possession and use of mobile phone. • Inciting others to behave inappropriately. • "Dacking" other students • Unexplained absence from class or detention.	Possible consequences could include: **ISSUING OF RED SLIP** 1. **Details of incident recorded on Red Slip by staff member who deals with the incident** 2. **Student attends time out session immediately in Admin. Student completes Level 3 Reflection Sheet.** 3. **Formal written apology completed and verbal apology given at an arranged time** 4. **Detention at the next second lunch break** 5. **Loss of behaviour key level (This must be earned back through appropriate behaviour)** 6. Parental contact made by staff member who deals with incident (T/A refer to class teacher to make contact) & recorded into OneSchool 7. **Details of incident & parent contact entered into One-School by staff member dealing and referred to class teacher/Admin** Other possible consequences: • Referral to Student Support Team for assessment or support • Individual Behaviour Support Plan • Loss of privileges • Monitoring program – Daily Behaviour Record/CICO • Resolution between coordinator aggrieved party and student. • Peer mediation or restorative conference. • Class or school community service. • Restitution. • Formal parent interview • Interagency referral • <u>Risk assessment to be completed</u> for curriculum related activities such as attending camps, excursions or district sport events.
LEVEL 4	Inappropriate student behaviours to be dealt with at this level include but are not limited to: • Continued Level 3 behaviours • Physical misconduct/Assault of other students • Major vandalism • Major theft. • Abusive language directed at staff. • Intimidation of staff. • Smoking cigarettes and or possession of tobacco products. • Possession and consumption of alcohol. • Gross indecency • Sexual harassment/misconduct. • Possession of pornography • Using internet/social media or personal technology devices to direct abusive language, defame, or make threats to students, staff or school.	Office Managed Possible consequences could include: • **Suspension from school in line with Education Queensland Policy *SM-16 Student Disciplinary Absences (1-10 days)* followed by re-entry meeting with parents and development of Individual Behaviour Contract.** • Referral to Student Support Team for assessment or support • Restorative conference on return from suspension. • Restitution • Police notification. • Outside agency referral.
LEVEL 5	Inappropriate student behaviours to be dealt with at this level include but are not limited to: • **Extreme** or repeated incidence of level 4 behaviour. • Possession, use and or supply of illegal drugs. • Other substance abuse • Possession of knives or other weapons. • Use of a weapon • Physical misconduct directed at staff. • Violent assault. • Use of internet/social media and other personal technologies to harm the reputation of the school or staff. • **Direct specific and plausible threat/s to others or displays elopement behaviours, where child poses an imminent and serious danger to the safety of self or others**	Office Managed Possible consequences could include: • Suspension from school in line with Education Queensland Policy *SM-16 Student Disciplinary Absences* (10-20 days) followed by re-entry meeting with parents and development of Individual Behaviour Contract. • Referral to Student Support Team for assessment or support • **Recommendation for exclusion in line with Education Queensland Policy *SM-16 Student Disciplinary Absences*.** • Police notification.

Appendix B

THE GOONDI CODE OF STUDENT BEHAVIOUR

Students are expected to:

BE SAFE – conduct themselves in a lawful, safe and responsible manner.

PARTICIPATE and WORK HARD – participate actively in the school's education program.

SHOW RESPECT – demonstrate respect for themselves, members of the school community and the school environment. Behave in a manner that respects the rights of others including the right to learn. Cooperate with staff and others in authority.

GET ORGANISED – take responsibility for their learning.

BOUNCE BACK – react positively to set backs. **Maintain a key level and strive to reach the highest standard.**

GOONDI 5! (Keys to Success)	KEY LEVEL			Improvement needed to reach Key Level	
	A	**B**	**C**	**D**	**E**
BE SAFE	**Always** • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe.	**Most of the time** • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe.	**Usually** • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe.	**Sometimes** • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body-is sun safe.	**Rarely** • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe.
PARTICIPATE and WORK HARD	**Always** • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up.	**Most of the time** • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up.	**Usually** • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up.	**Sometimes** • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up.	**Rarely** • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up.
SHOW RESPECT	**Always** • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations.	**Most of the time** • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations.	**Usually** • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations.	**Sometimes** • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations.	**Rarely** • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations.
GET ORGANISED	**Always** • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently.	**Most of the time** • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently.	**Usually** • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently.	**Sometimes** • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently.	**Rarely** • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently.
BOUNCE BACK	**Always** • Is resilient and reacts positively to setbacks.	**Most of the time** • Is resilient and reacts positively to setbacks.	**Usually** • Is resilient and reacts positively to setbacks.	**Sometimes** • Is resilient and reacts positively to setbacks.	**Rarely** • Is resilient and reacts positively to setbacks.

<u>The Use of Personal Technology Devices* at School</u>   Appendix C

In today's information and communication rich society, students have access to a variety of personal technologies. Mobile phones and other personal technology devices are becoming increasingly popular with school-age children and there is no denying that these devices are a valuable form of communication when used appropriately. They are at times however, misused, particularly in the hands of young people who have had very few restrictions placed on their use. With these technologies now becoming common place, it is important that our school has clear guidelines with regards to students using and bringing these devices to school.

<u>Mobile Phones</u>
All students have access to the school phone system if they need to contact their parents or carers. This occurs, for example, when they have left an assignment, schoolwork or lunch at home, or when they need to confirm pick-up arrangements in the afternoon. All contact with parents during the course of the school day is through the school phone system and is supervised by school staff.

There are times when students need to make contact with parents after school, particularly if they are attending certain out of school activities after 3:00pm. If this necessitates the bringing of a mobile phone to school, then the following guidelines will apply:

1. The phone is turned off and handed into the office for safe keeping on entry to the school grounds.

2. The phone is collected at 3:00pm and is turned back on only after leaving the school grounds.

Mobile phones should be brought to school only if they are required by the student to make contact with family members after school hours. For all communication during school hours the school phone system is available to students.

<u>Other Personal Technology Devices</u>
Students must not bring valuable technology devices such as digital cameras, video cameras, MP3 players or portable gaming consoles to school as there is a risk of damage or theft. They can also cause distractions and disruptions to student learning. Such devices will be confiscated by staff and may be collected from the school office by a parent.

Any personal technology device used contrary to this policy may be kept for longer than a day for the purposes of disciplinary investigation, when it will only be returned in the presence of a parent or carer. Devices containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of the device for investigation purposes.

<u>Inappropriate Use of Mobile Phones or Personal Technology Devices</u>
Students who use personal technology devices to:

- record and disseminate images or sound for the purpose of causing embarrassment to individuals or the school, or for the purpose of bullying and harassment including racial and sexual harassment;
- send text messages that contain obscene language and/or threats of violence;
- record inappropriate behaviours or incidents (fighting, vandalism, pranks) for dissemination among the student body or outside the school;
- cheat during exams or assessments;

are considered to be in breech of this policy and may be subject to discipline, including suspension and exclusion, and in some cases referral to police.

<u>Special Circumstances</u>
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 disability, or for a special class project) should seek the approval of the 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.

There is no place for bullying at Goondi State School. We value a culture of mutual respect, the appreciation of individual differences and the positive resolution of conflict.

Results of EQ opinion surveys over time indicate that approximately 95%+ of students surveyed felt safe at school and that 98%+ of parents surveyed were satisfied that their child was safe at school. Although this response compares favourably with state results, we acknowledge that bullying does occur at our school, and that it does affect a percentage of our students. In conjunction with the school's *Responsible Behaviour Plan for Students,* this policy outlines strategies and processes to prevent bullying and to act swiftly and appropriately when incidents occur.

Definition of Bullying

Our school defines bullying as *the inappropriate use of power by an individual or group over another less powerful person or group that is deliberate and underline repeated over time.* Bullying can be *direct* or *indirect.*

- o *Direct* (bully confronts the victim face to face)
- o *Indirect* (bully attacks the victims social standing or reputation)

Our school identifies the following forms of direct and indirect bullying:

- o *Verbal* (name calling, put downs, threats)
- o *Physical* (hitting, punching, kicking, tripping)
- o *Social* (ignoring, excluding, ostracising, alienating)
- o *Psychological* (spreading rumours, stalking, dirty looks, hiding or damaging possessions)
- o *Cyber bullying* (victim is targeted through the use of digital technology – mobile phones, email, websites, chat rooms, other personal technology devices)

Programs and Practices to Prevent Bullying

The school's universal behaviour support processes and the Goondi 5 will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.

Equipping Students

A number of Goondi 5 behaviour modules are explicitly taught by teachers in a school-wide schedule of instruction at the commencement of, and at designated times throughout the school year. Anti-bullying lessons within these modules focus on:

- Ensuring there is a common understanding among students of the types of behaviours that are defined as "bullying'. Students may not always know when their behaviour crosses the line and becomes bullying.

- Teaching students assertiveness skills and the three-step process to be used when experiencing bullying behaviour.

  1. **Ignore** – simply walk away or respond with a bland response ("That's your opinion", "Yeah, whatever")
  2. **Be assertive** – stand up straight, make eye contact and use a firm calm voice. In teaching assertiveness, teachers are careful to ensure students do not confuse assertiveness with physical or verbal aggression.
  3. **Report** – report the incident to a staff member.

- Training students to play an active role in preventing bullying by teaching bystanders that they can (and should) intervene to support the victim when they witness bullying. Students are made aware that their behaviour as bystanders can encourage or discourage bullying and are taught skills that they can use to intervene as bystanders.

  - o *Direct bullying* – the bystander who feels safe confronting the bully should assertively remind the bully of the school rule for treating others and tell the bully to stop. If the bystander does not feel safe confronting the bully, the student should report the incident to a staff member as soon as possible.

o   *Indirect bullying* (eg malicious gossip) – the bystander should not participate in the bullying in any way. If possible the bystander should point out to the individual or group that they are engaging in bullying behaviour. If the bullying persists, the student should tell a staff member as soon as possible.

Research indicates that a common outcome of anti-bullying programming is an improvement in the understanding of bullying but little change in the frequency or nature of actual bullying. One of the reasons cited for this outcome is the lack of behavioural rehearsal (role play) in the programming. The anti-bullying processes at Goondi State School take care to combine knowledge with practice in a process of active learning, so that students understand by "doing" as much as "knowing".

Cyber Bullying
For students, the anonymity of communication in the online world often creates a perception of invisibility. This invisibility removes the normal feedback one derives from face-to-face communication and increases the misconception that no harm is occurring. The school's cyber bullying prevention program has the following educative aims.

o   *Empathy* - students understanding that cyber bullying is as harmful as face-to-face bullying and in some cases more so, particularly when the victim can view and be affected by the same words and images again and again.
o   *Digital Footprints* - students being made aware that their online activities can be traced.
o   *Legal Issues* - students being made aware that the misuse of telecommunication devices is considered a breach of Australian law and a Federal offence.

Staff Practices
The following practices and responses are adopted by all staff to ensure that bullying behaviour is kept to a minimum. All members of staff are expected to:

o   Regularly assess the extent of bullying in their class and year level.

o   Confront students engaging in bullying in a firm but fair manner.

o   Deal immediately with reported incidents of bullying and investigate thoroughly without trivialising incidents.

o   Provide consistent and appropriate consequences in accordance with the school's Responsible Behaviour Plan for Students.

o   Adopt a disciplinary approach where bullies are watched carefully and firm and appropriate consequences are applied for each bullying incident.

o   Hold bystanders accountable for their actions.

o   Help victims of bullying to develop positive connections with others. Build "bonds of caring" between classmates and potential victims.

School Practices
Our school adopts the following practices to reduce the incidents of bullying and to support students who are victims of bullying.

o   High level of supervision in all play areas with established patrol patterns. Designated play areas for lower, middle and upper school students that allow for a high level of surveillance.

o   Detailed record keeping of bullying incidents through the school's central database.

o   Advising parents immediately when incidents occur (Level 3 parent Notification Letter or phone call).

o   Support for victims of bullying through use of support staff (Student Support Team).

o   Regular monitoring and review of the school's data and bully-prevention efforts to see if they have in fact reduced the amount of bullying among students.

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Goondi 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, unless student's personal safety or the safety of others is threatened
- 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 as part of the behaviour incident report in OneSchool.

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

Related Resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- You Can Do It! Program
- Preventing Classroom Bullying: What Teachers Can Do - Jim Wright – www.interventioncentral.org