



The Code of School Behaviour

Better Behaviour
Better Learning



Responsible Behaviour Plan for Students

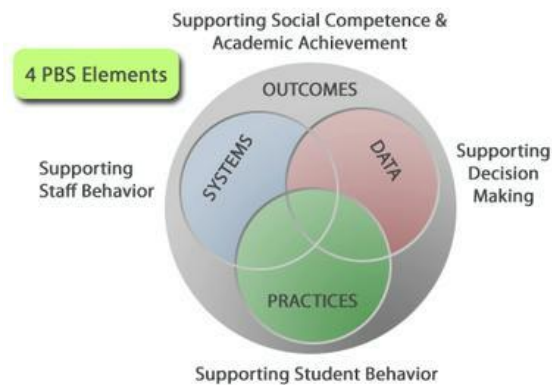
1. Purpose

Ravenswood 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

This plan is based on a model of School-wide Positive Behaviour Support (SWPBS). Positive Behaviour Support can be described as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour. It consists of four elements that work together to support social competence and academic achievement.



Positive behaviour support is the redesign of environments, not the individual.

At Ravenswood State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching Behavioural Expectations;
- Academic Restructuring;
- Behavioural Interventions.

(Elliot, Hamburg and Williams, 1998 Gottsfredson 1997; Lipsey, 1991; 1992; Tolan and Guerra, 1994)

Our school recognises the link between behaviour and learning through the **Continuum of School-wide Instructional and Positive Behaviour Support**. Data and strategies are put in place to encourage high expectations for positive behaviour and therefore academic success.

Ravenswood State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents (both positive and negative) from 2010-2012 also informed the development process.

Ravenswood State School has considered the implications of the transition of Year 7 into secondary and the effects this will have on systems of student leadership and responsibility in the school.

3. Learning and behaviour statement

Ravenswood State School exists to provide learning to all stakeholders. We provide a learning environment which supports students in their achievement, facilitated by skilled, professional and compassionate staff.

At Ravenswood State School, our values are:

- **Respect** – *We treat ourselves and each other with respect, show care and regard for property.*
- **Excellence** – *We work always as learners and seek the best in ourselves and others.*
- **Accountability** – *We take responsibility for our performance and own up to mistakes, so that we can learn from them.*
- **Productive Relationships** – *We are aware of others in our school and work together so that success belongs to us all.*
- **Healthy, Safe and Sustainable Environments** – *We look after ourselves and our school by being safe, healthy and good to the environment.*

Our Responsible Behaviour Plan outlines our system enacting our core values through **facilitating** positive behaviours, **preventing** problem behaviour and **responding** to unacceptable behaviours.

Our school community has identified the following core rules to teach and promote our high standards of responsible behaviour (these align with our values and the methodology of SWPBS):

- Be Safe;
- Be Respectful;
- Be a Learner.



The Principal, School staff and the community support wellbeing by building a positive learning culture - providing challenging, interactive and engaging learning experiences and by nurturing relationships amongst families and the wider community. Students support their own wellbeing by being actively involved in their school and community - and research on resilience shows a sense of belonging is critical for young people.

The Learning and Wellbeing Framework for all Queensland state schools incorporates aspects of current practice and supports schools to:

- acknowledge the importance of wellbeing to the learning process;
- develop a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement;
- embed social and emotional capabilities within the general curriculum;
- improve educational outcomes for all students.

Ravenswood State School is optimising wellbeing within the school by delivering a whole-school approach that covers practices in four domains:

- learning environment;
- curriculum and pedagogy;
- policies and procedures;
- partnerships.

This responsible behaviour plan aligns with the school's Learning and Wellbeing framework. Our school rules have been agreed upon and endorsed by all students, staff and community. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

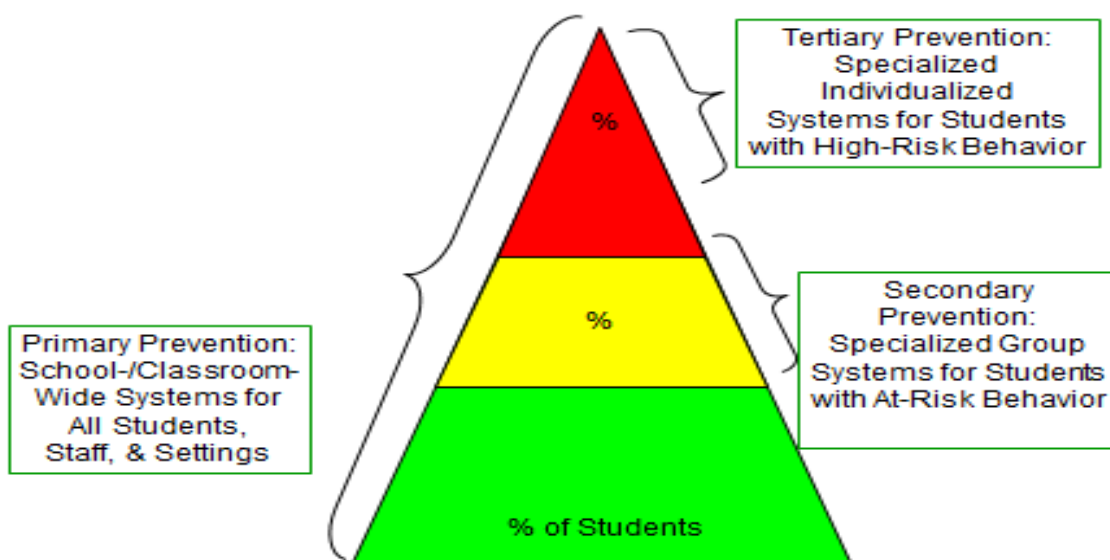
Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Ravenswood 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.

Internal data tells us that 95% of students at Ravenswood State School require Primary Prevention/Classroom-wide systems. In a one-teacher school, the focus on systems is inherently classroom-based.

The Continuum of School-wide instructional and positive behaviour support visually represents that although all students at Ravenswood are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.

Continuum of School-Wide Instructional and Positive Behaviour Support



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The first step in facilitating standards of positive behaviour is demonstrating shared expectations. At Ravenswood State School, we emphasise the importance of being safe, respectful and learners among ourselves and others. These behaviours are underpinned by a shared set of behaviours which staff believe is a form of universal behaviour support or primary prevention - a strategy directed towards students, parents, staff and the Principal which provides a framework for School-wide Positive Behaviour Support.

Shared expectations for student behaviour are plain to everyone, assisting Ravenswood 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. At Ravenswood State School, we have shared beliefs about learning and behaviour:

Ravenswood State School Shared Expectations

Students

Students at Ravenswood State School are expected to:

- Make **Safe** decisions about their own behaviour.
- Demonstrate **Respect** and pride for themselves, the school community and the school environment.
- At all times, behave **as a Learner** and actively participate in the Australian Curriculum and Queensland Curriculum Education Programs being delivered.
- Behave in a manner that respects the rights of others, including the **right to learn** and the **right for teachers to teach**.
- Take ownership for their behaviour; admit to mistakes so that they can be learned from.

Parents/Caregivers:

Parents and Caregivers whose children attend Ravenswood State School are expected to:

- Show an active interest in their child's schooling and social and academic progress.
- Co-operate with Ravenswood State School to achieve the best social and academic outcomes for their child/children.
- Support school staff in maintaining a **Safe** and **Respectful** learning environment for all students.
- Develop and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to school programs and support plans that concern their child.
- Accept and support Education Queensland State Schools' provisions that ensure all students have a right to and receive a quality education.

Staff at Ravenswood State School

Staff at Ravenswood State School are expected to:

- Facilitate the opportunity for every student to actively participate in the Australian Curriculum and Queensland Curriculum Education Programs being delivered.
- Provide a safe and supportive learning environment.
- Support teachers and teaching practices that are tailored to meet the unique needs of students from Prep to Year 7.
- Initiate and maintain constructive and **Respectful** communication and relationships with students, parents/carers and the larger community.
- Promote the skills of responsible self-management for students and staff.
- Model the school values of **Respect, Excellence, Accountability, Productive Relationships** and **Healthy, Safe and Sustainable Environments**.

The Principal

The Principal of Ravenswood State School is expected to:

- Maintain and communicate the expectations of **Safe and Respectful** behaviour in the school community.
- Ensure equality, consistency and fairness in implementing Ravenswood State School Responsible Behaviour Plan for Students.
- Communicate high expectations for individual achievement and behaviour.
- Review and monitor the effectiveness of school practices and ensure that they are enabling **teachers to teach** and **students to learn**.
- Support staff in ensuring compliance with the Code of School Behaviour and facilitate Professional Development to improve the skills of staff to promote Responsible behaviour and quality teaching and learning.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. It is written in first person language and enlarged to an A3 poster size as it is displayed in all areas around the school. It provides clear language of what the expected behaviours ARE, as opposed to what the expected behaviours ARE NOT

BEHAVIOUR EXPECTATIONS MATRIX						
	ALL AREAS	CLASSROOM & LIBRARY	EATING TIME / PLAYGROUND	TOILETS	ENTERING SCHOOL/ LEAVING SCHOOL/BIKE RACKS/	ON THE BUS
BE RESPECTFUL	<ul style="list-style-type: none"> I respect others' personal space and property I care for all equipment I clean up after myself I use polite language I wait my turn I follow directions given by school staff 	<ul style="list-style-type: none"> I raise my hand to speak I respect others' right to learn I talk in turns I use my whole body to listen I walk indoors 	<ul style="list-style-type: none"> I only eat my own food I play fairly: I take turns, I invite others to join in and I follow game rules I am a good sportsperson I care for school equipment, others' property and the environment 	<ul style="list-style-type: none"> I respect the privacy of others I wait patiently for a free toilet I report inappropriate behaviour immediately 	<ul style="list-style-type: none"> I walk in line when I'm leaving school I move silently through the office area I put my own lunch in the fridge 	<ul style="list-style-type: none"> I let the bus driver do their job I listen to school staff instructions I check others are being safe
BE SAFE	<ul style="list-style-type: none"> I use equipment properly I put things away when I'm finished using them I keep hands, feet and objects to myself I walk on concrete or timber surfaces, stairs and slopes 	<ul style="list-style-type: none"> I sit still when I'm working at a desk I enter and exit room in an orderly manner 	<ul style="list-style-type: none"> I sit down to eat my lunch I let adults use the pie warmer and microwave I only participate in school approved games I wear shoes and socks at all times I am sun safe; wear a broad brimmed hat I play in play areas 	<ul style="list-style-type: none"> I wash my hands when I'm done I don't touch things I shouldn't 	<ul style="list-style-type: none"> I only use my own bike/scooter I wear a helmet when I should Walk my bike/scooter to and from the gate I obey crossing rules I walk in the carpark I watch out for vehicles I let adults use the pie warmer and microwave 	<ul style="list-style-type: none"> I always wear my seatbelt I only sit on a seat I keep the windows closed I enter and exit the bus when I'm instructed
BE A LEARNER	<ul style="list-style-type: none"> I am an active participant I let the teacher teach I give my full effort I am a team player I take responsibility for my own learning and behaviour I am in the right place at the right time I cooperate with school staff and other students I am prepared for activities I stop and think before I do I am accountable for the decisions I make 	<ul style="list-style-type: none"> I have a go at new activities I challenge myself and work as hard as I can I am organised and ready to learn I am on time to class and finish activities in time I focus on my own work I do my best to stay on task I think about what I'm going to do I think about what I'm going to say I keep comments and questions on topic I listen to all speakers 	<ul style="list-style-type: none"> I return to class promptly I organise required equipment before lessons I think about healthy lunch choices. I eat growing foods first I am a problem solver I try new games and activities 	<ul style="list-style-type: none"> I use break time for toilets when possible 	<ul style="list-style-type: none"> I arrive at school between 8:30 and 8:50am I leave school promptly I take my homework home and bring it back on time I return library books on time 	<ul style="list-style-type: none"> I make sure my name is marked on the bus roll I know the road safety rules I know the bus safety rules

These expectations are communicated to students via a number of strategies, including:

Lessons conducted by classroom teachers;

Reinforcement of learning from lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- The school newsletter, enabling parents to be actively and positively involved in school behaviour expectations, including performance data related to behaviour;
- Principal's regular provision of information to staff and parents, and support to others in sharing successful practices;
- Comprehensive induction programs in the Ravenswood State School Responsible Behaviour Plan for Students delivered to new students and families as well as new and relief staff; and
- 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.

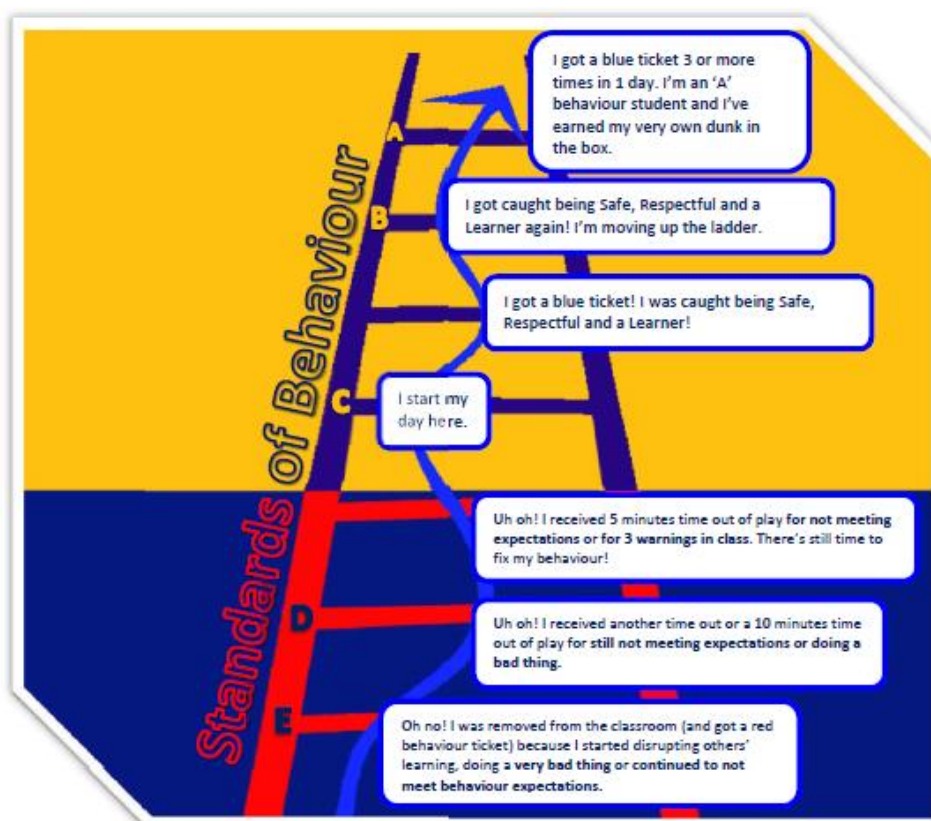
A formal recognition and monitoring system in class has been developed, in the form of a school 'ladder' of behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards based on this 'ladder' system, and in conjunction with the behaviour expectations matrix, consistency of behaviour expectations and reward in the school.

Ravenswood Behaviour Ladder

The Ravenswood Daily Behaviour Ladder serves to align student behaviour, expected behaviours and school standards of behaviour as they are reported at the conclusion of each academic semester. Students start each day at a satisfactory standard of behaviour, irrespective of the standard they were on the day before.

As students demonstrate the expected behaviours, they move up a 'rung' on the ladder and can receive a reinforcement of their positive behaviour. This reinforcement is in the form of a Blue behaviour ticket.

If students do not continue to demonstrate expected behaviours, they may equally move down a 'rung' on the ladder and receive a consequence for not meeting expectations. Consequences for low-level and infrequent problem behaviour can be applied.



Reinforcing expected school behaviour

At Ravenswood 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. Students demonstrating expected behaviours receive a blue behaviour ticket.

A blue behaviour ticket details the category of the behaviour (Safe, Respectful or a Learner) and is separated into two parts. One part goes into a box which is drawn out of daily for receipt of prizes from a draw box. The remaining part is retained by the student and includes details of what the behaviour was. This part can then be given to parents by students to communicate their demonstrating expected behaviours at school.



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

If 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 the school's expectations. Specific reference is made to the behaviour expectations matrix.

Students are encouraged to reflect on their behaviour and the common language used by staff is "Is (the behaviour) safe/respectful/being a learner?" This encourages students to reflect on their own behaviour, evaluate it against school expectations, and plan how their behaviour could be modified so as to align with the expectations of the school community.

Students demonstrating frequent low-level problem behaviour may receive a Red behaviour ticket, which also includes a reflection component to be completed in conference with the Principal and an explanation section to be completed in consultation with parents. This is to enable synchronised awareness with parents as incidents occur.

Inappropriate Behaviour Notice

was not being...
Safe a Learner
Respectful

Step 1 [] Highlight this space when entered in OneSchool

was caught being

Unsafe	Disrespectful	Not learning
Reason I was	Reason I was	Reason I was

received / will receive the following consequence

from: Mr Warne Mrs Watt Mrs Grant
Mr Buttah Mrs Byers Miss Shea
DRT/Relief Teacher [] Sign and Date

Step 2 - I have spoken to the Principal. Next time, I will:

STOP []

THINK []

DO []

Student name (Sharing agreement) Principal Sign and Date

Step 3 - I spoke with a person at home. They think:

[]

Student name (Sharing agreement) Parent/Teacher Sign and Date

PARENTS - Please return this slip to school.

Targeted behaviour support (*Secondary Prevention Support*)

Each year, a small number of students at Ravenswood State School are identified through our data as needing additional support in the form of secondary 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 may receive support from Guidance Officer (on request), or from personnel from regional areas (such as Behaviour Management Support Teacher located in Charters Towers). Students receiving this support will have an Individual Behaviour Plan activated, with the support of parents and staff.

At times, students receiving targeted behaviour support may require intensive behaviour support at the Tertiary Prevention level.

Intensive behaviour support (*Tertiary Prevention Support*)

Ravenswood 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. Tertiary Prevention Support:

- 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 Team (activated as required) to achieve continuity and consistency.

As a small school, Ravenswood State School does not maintain a permanent School Behaviour Team. Analysis and monitoring of student behaviour data is conducted by the Principal, who elects to activate the School Behaviour Team as the need arises. The team meets on request to handle referrals made. Following referral, the Principal contacts parents and relevant staff members to form a support team and begin the assessment and support process. Once activated, the support team also includes individuals from other agencies working with the student and their family, school principal and regional behaviour support staff.

5. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;

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

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

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

Any physical intervention made must:

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

Staff Training in Physical Intervention

Staff that are trained in physical restraint are the only staff members permitted to undertake the above actions, unless that staff member deems themselves to be at risk of immediate personal danger due to the actions of the student and there is **no other alternative available**.

Record keeping

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

- [incident report \(OneSchool\)](#);
- [MyHR incident report](#); and
- a debriefing report (for student and staff) (Appendix 4).

6. Consequences for unacceptable behaviour

Ravenswood 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. A Red Behaviour Ticket is used to record all major problem behaviour, which is then entered as a behaviour incident in OneSchool. **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 is referred directly to the school Administration team.

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 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; and
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and/or
- 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. The staff member then completes a behaviour incident record using the OneSchool system and initiates a referral to administration staff.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program; and/or
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, School Disciplinary Absence; and/or
- **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 a School Disciplinary Absence (suspensions and exclusions are used after all other responses are considered and if the welfare and safety of other students and staff are at risk).

School Disciplinary Absences (suspension and exclusion)

School Disciplinary Absences (suspension) are applied after consideration has been given to all other responses. While School Disciplinary Absences may be applied in the early, middle or senior phases of learning (but not pre-prep), the age and maturity of students, timing of the decision, individual circumstances relating to the student and the needs and rights of school community members are all considered in their application.

Grounds for applying a School Disciplinary Absence (suspension)

- disobedience
- misconduct
- other conduct of the student that is prejudicial to the good order and management of the school or state schools.

Grounds for recommendation for exclusion

A student may be suspended with a proposal/recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

Additionally, a student may be suspended with a proposal/recommendation to exclude for the student's contravention of a [Behaviour Improvement Condition \(BIC\)](#).

The principal will only recommend the exclusion to their supervisor if they believe it would be inappropriate for the principal to make a decision to exclude the student from the school.

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

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds Running in the public carpark Not using pedestrian crossing appropriately 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> Possession or selling of drugs
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance
Being A Learner	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Continual non compliance
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty Copying Cheating on exams and assignments.
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

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 and refer to the Behaviour Expectations Matrix
- explain how their behaviour differs from expected school behaviour;

- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Temporary Removal of Student Property by School Staff

Under certain conditions, the Principal or Staff of Ravenswood State School have the power to temporarily remove property from a student. If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal will retain the property for handing to police.

The principal and staff do not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances the principal and staff are not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without consent of the student or consent of the student's parents. Emergency circumstances include where the life or welfare of a student or students is at immediate risk. The principal or staff do not require students consent to search school property, such as lockers or desks being used by the student.

In the case of temporary removal of student property by the principal or school staff, the property will be handed to administration staff (unless in the case the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime). Parents or caregivers of the students will be informed by telephone or in writing that property has been temporarily removed is available for collection at the conclusion of the school day following removal. Only parents or caregivers of the student will be able to collect the property.

Property of students that has been removed by the principal or school staff which remains unclaimed for more than three months will be deemed as abandoned and will be disposed of or donated to charity at the discretion of the principal.

7. Network of student support

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

- Principal
- Parents
- Teachers
- Support Staff (BMST on request)
- Administration Officer
- Guidance Officer (on request)
- Community Policing Officer (Ravenswood Police Station)

Support is also available through the following government and community agencies:

- Child and Youth Mental Health Service Queensland
- Department of Communities, Child Safety and Disabilities Services
- ACT for Kids
- Frontier Services – Dalrymple Rural Family Support Service: Charters Towers

On-line support:

- [Department of Education, Training and Employment Website – Working together against bullying](#)
- [Bullying. No Way! Website](#)
- [National Safe Schools Framework](#)

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.

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

9. Related legislation

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

10. Related policies

Safe Supportive and Disciplined School Environment

<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

Inclusive Education

<http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx>

Enrolment in State Primary, Secondary and Special Schools

<http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>

Student Dress Code

<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>

Student Protection

<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>

Hostile People on School Premises, Wilful Disturbance and Trespass

<http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx>

Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions

<http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx>

Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems

[http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)

Managing Electronic Identities and Identity Management

<http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>

Temporary Removal of Student Property by School Staff

<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

The Plan was endorsed by the Principal and Ravenswood State School staff, Assistant Regional Director (School Performance) in February 2013, and will be reviewed in 2015 as required in legislation.

Endorsement

Principal

P&C President

Assistant Regional Director
(School Performance)

Effective Date: 25 February 2013 – 31 December 2015

11. List of Appendices

Appendix 1 – Cyber Bullying

Appendix 2 - The Use of Personal Technology Devices* at School

Appendix 3 - Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Appendix 4 - Debriefing Report Guideline

Appendix 1

Cyber bullying

Cyber bullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages 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
- **Cyber stalking:** Repeated, intense harassment and denigration that includes threats or creates significant fear.

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.

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 to a parent or caregiver.

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.

We uphold the value of trust and the right to privacy at Ravenswood 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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- 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 application of School Disciplinary Absence).

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, iPods, 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.*

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

Procedures for Preventing and Responding to Incidents of Bullying

Purpose

1. Ravenswood 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 Ravenswood 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 Ravenswood 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 Ravenswood 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 Ravenswood 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been and continue to be taught the specific routines in the nonclassroom 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 nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom 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 Ravenswood 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. Ravenswood 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.

Debriefing Report Guideline

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.