



The Code of School Behaviour

Better Behaviour
Better Learning

Nanango State School

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

1. Purpose

Nanango 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

Nanango State School developed this plan in collaboration with our school community. Consultation with parents, staff and students has informed the content of this plan. A review of school data relating to attendance, school disciplinary absences and behaviour incidents also assisted in the development process.

The Plan was endorsed by the Principal, the President of the P&C and ARD in 2018, and will be reviewed in 2019 as required by legislation.

3. Learning and behaviour statement

All areas of Nanango 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 programs.

Our Responsible Behaviour Plan outlines our system for teaching and reinforcing expected behaviours, facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour are plain to everyone, assisting Nanango 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 has chosen to incorporate theories of practice from Positive Behaviour for Learning (PBL). The following excerpts are from the QLD Government's PBL site:

What is Positive Behaviour Support?

Positive behaviour for learning (PBL) is an approach to improving the quality of life of individuals. PBL is grounded in applied behaviour analysis, which seeks to answer socially important questions through the study of behaviour in applied or 'real' settings, such as the school, the home, community and the workplace. In applied behaviour analysis, behaviour is not just a physiological response; it is a physiological response that has social meaning. For this reason, students who from an early age have persistent problem behaviour that violates social norms, often experience an impaired quality of life beyond school and into adulthood.

Fundamental to PBL is the observation that all behaviour serves a purpose or a "function" for the student.

By enabling the student to get what they want or escape or avoid what they don't want, behaviour – whether acceptable or unacceptable – is "learned" – repeated often over time - by the student as a way of getting their needs met. It is therefore difficult to change a learned behaviour, unless it can be replaced with a socially acceptable or "positive" replacement behaviour that enables students to get their needs met more efficiently and effectively than the problem behaviour. The replacement behaviour is taught directly to students, using standard instructional techniques, and the environment is altered in ways that facilitates the use and practicing of, the replacement desired behaviour. One of the fundamental goals of PBL, therefore, is to build environments in which positive behaviour is more effective than problem behaviour in enabling the student to get their needs met. This differs from traditional behaviour management, in which the major focus is on the student's problem behaviour and on stopping that behaviour through punishment.

Another critical feature of PBL is the use of a collaborative, assessment based approach to problem solving behavioural difficulties.

In traditional approaches to behaviour support, behaviour "management" is often the prerogative of a single or small group of "experts," charged with removing the student from the setting in which the behaviour occurs, "fixing" the problem and then returning the student to the setting, with the expectation that nothing else in the environment will need to be changed because the student has changed, or at least says they have changed. In PBL, the recognition that the teaching and learning environment plays a pivotal role in the occurrence or non-occurrence of the problem behaviour indicates the need for the participation of a broader range of personnel in the assessment and support process. Everyone, not just the individual, may have to change some of the things they have always done.

A third critical feature of PBL is that individuals need to be acknowledged for appropriate behaviour.

This is especially so when it has been taught to them as a replacement for problem behaviour. For some individuals, simply being able to legitimately escape what they don't want or access what they do want is reward enough, but many others may need some additional reward in the early stages of support to encourage them to be persistent. This reward does not necessarily need to be tangible – such as a token – it can often be just as "reinforcing" to the person in the form of positive social acknowledgement. PBL takes an assessment-based approach to rewards as well, ensuring that such rewards actually strengthen the positive behaviour, can be "faded" – reduced- during a transition to student self-management, and do not become bribery.

In summary:

1. *"Traditional" approaches to behaviour "management" usually focus on students' problem behaviour, whereas PBL focuses on the needs that students are trying to meet by using the problem behaviour.*
2. *"Traditional" approaches focus on stopping student problem behaviour through the use of punishment – often consequences that are undesirable to the student – whereas PBL focuses on actively teaching the student replacement behaviours that allow students to get their needs met in more efficient and socially acceptable ways, and on rewarding students for demonstrating appropriate behaviour.*
3. *"Traditional" approaches often leave alterations to the teaching and learning environment out of the equation, assuming that the student must change in order to accommodate the environment. In contrast, PBL focuses on changing the behaviour of adults, and on building environments that make the learning of replacement behaviours more effective and durable.*

Nanango State School Rules

Our school rules have been agreed upon and endorsed by all staff, students and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

Nanango State School rules are:

1.) Be Safe

It is expected that school community members act in a responsible and lawful manner that presents no danger to the physical or emotional security of others. Safety is exhibited through conduct such as:

- a) Safe use of equipment
- b) Acknowledgment and respect of the personal space of self and others
- c) Following of school rules and routines
- d) Moving safely through the school environment
- e) Resolution of conflict without violence

2.) Be Responsible

It is the responsibility of school community members to treat others with courtesy, respect and consideration at all times. Such responsibility is exhibited through conduct such as:

- a) Respecting self and others
- b) Respecting belongings of self and others
- c) Demonstration of an awareness of the rights and feelings of others
- d) Attentive listening
- e) Appropriate communication
- f) Following of school expectations
- g) Maintaining positive relationships with other education stakeholders
- h) Following instructions of supervisors
- i) Cooperation in support plans
- j) Responding appropriately to assistance
- k) Accepting responsibility for own behaviour

3.) Be an Active Learner

It is expected that school community members cooperate with others to maximise the learning and social outcomes of all key stakeholders. Active learning and participation are exhibited in such conduct as:

- a) Engaging in set tasks
- b) Making appropriate choices without supervision
- c) Having appropriate equipment for tasks
- d) Attempting set work to best of ability
- e) Effective management of time
- f) Contribution to life and activities of the school
- g) Demonstration of an interest in the life of the school

Our Responsible Behaviour Plan outlines our expected behaviours, a system for teaching and reinforcing those expected behaviours, proactive and preventative processes, facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

The following logically outlines the process from what is expected to managing difficult situations.

Expected Behaviours Matrix

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Nanango State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Expected Behaviours Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	BE SAFE	BE RESPONSIBLE	BE AN ACTIVE LEARNER
ALL AREAS	<p>Keep your hands and feet to yourself. Move safely when indoors, on stairs or on hard surfaces. Remain within the school grounds after arriving and before leaving at the end of the day. Ask and wait for permission to leave an area. Walk to the left. Report any instances of suspected bullying to your classroom teacher or staff member on duty.</p>	<p>Listen to and follow teacher instruction. Speak truthfully, respectfully & appropriately. Treat others and yourself respectfully & appropriately. Take turns. Keep all areas tidy. Look after your own, and others' belongings. Dress appropriately for school. Leave all mobile phones in the office.</p>	<p>Attempt all tasks to the best of your ability. Listen carefully when others speak. Have all materials ready. Ask for help. Cooperate with others at all times</p>
LEARNING AREAS	<p>Use all equipment properly. Only be in the classroom when a teacher is present.</p>	<p>Raise your hand when you wish to speak. Ask for permission to go to the toilet.</p>	<p>SLANT Use Habits of Discussion when engaged in conversation.</p>
BUS LINES & BIKES	<p>Inform your teacher and the office if you are not taking the bus. Wait for the teacher to signal boarding. Walk bikes, scooters etc. out of the school grounds. Wear a helmet. Wait in designated undercover areas when it rains.</p>	<p>Wait and stand patiently in line upon arrival. Place your bike in the bike racks. Submit all scooters and skateboards to the classroom upon arrival.</p>	<p>Be on time for your bus.</p>
TRANSITION	<p>Only use the walkways and verandahs for your class. Stay off verandahs during play unless directed otherwise. Use walkways for transit only.</p>		
EATING AREAS	<p>Stay seated until excused. Line up for tuckshop purchases after being excused Designated students to collect t/shop boxes You may sit in the sun with a hat in Terms 2 & 3. In Terms 1 & 4 you must sit undercover.</p>	<p>Eat food in designated areas and at designated times. Only eat your own food. Stop and track the staff member on duty after the first bell and wait to be excused. Ensure all of your rubbish and the rubbish of those around you is placed in the bin before going to play.</p>	<p>Tuckshop orders need to be put in before 9:00.</p>
PLAYGROUND	<p>Play in designated areas only. Use play equipment appropriately. When in the sun, wear a broad brimmed hat. Only climb on appropriate equipment. Ask for permission to retrieve play equipment if OOB Report any dangerous situations.</p>	<p>Follow the rules of play. Take turns using fort or play equipment. Only play tiggy or chase games on the ovals. Use the assigned play fort only.</p>	<p>Return all play equipment that has been borrowed immediately after the bell.</p>
PARADE	<p>Transition in two lines along the oval side pathway to the hall.</p>	<p>Track the speaker during parade and participate. Follow staff instruction for departing the hall. Only move stacks of eight chairs using the trolley.</p>	<p>Ensure you are on time for parade.</p>
TOILETS	<p>Go with a partner during class time. Use toilets in a timely fashion. Report any toilet issues to your classroom teacher when accessing the toilet during class time.</p>	<p>Use toilets appropriately. Use the toilets before & after school and during breaks.</p>	<p>Report any problems to the office during playtime.</p>

Teaching Expected Behaviours

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

- Behaviour lessons conducted by classroom teachers from PBL;
- Professional development sessions
- PBL team
- Morning message in the UCGA
- Nanango State School Learning and Wellbeing Framework
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities.

Reinforcing expected school behaviour

At Nanango State School, we continually teach expected behaviours to our students. The first few weeks of the year students are explicitly taught routines, transitions and behaviour expectations. These are continually practised and feedback is provided for students. As the year progresses, a fortnightly behaviour lesson is delivered by the class teacher, both as a proactive, preventative measure and as a means of addressing current behaviour issues in the school. During the other weeks, social and emotional learning (SEL) lessons are delivered.

Teaching practices, curriculum clarity, professional development plus practice and feedback for teachers reinforce what is expected of student behaviour and ensures that students are given the best opportunity for behavioural success.

Quality learning and teaching practices

Nanango State School staff understand we are all 'lifelong learners', with an acceptance of the need for change and development in the area of education. Staff therefore undertake professional development to maintain and develop their teaching skills in line with departmental initiatives, policy and practice. They share their skills and provide support for new teachers and teacher aides, and collaboratively plan in order to combine expertise and knowledge for the benefit of students. All teaching staff regularly meet within their year levels, participate in professional development and staff meetings. Staff also actively facilitate school activities, which are focused on the areas of improving academic performance, student well-being and behaviour. Teachers regularly have support and administrative staff in classrooms and are open to feedback relating to modifications of pedagogy (relationship and organisational strategies), curriculum and behaviour.

A balanced, relevant and engaging curriculum and collaboratively developed programs and procedures

Through individual professional development activities, year level meetings and whole school in-service; teaching staff at the school remain responsive to developments in pedagogy, assessment, reporting and curriculum. Individual staff members accept key roles in skill development, participate in instructional coaching and professional development which then assists in the teaching and promoting of new skills and initiatives across the school. Staff collaboratively plan units and lessons of work for students, remaining flexible and responsive to changes in student needs and local issues. A variety of resources and learning activities are incorporated into curriculum delivery to cater for differences in learning style, ability and interest. Student input into curriculum content and delivery becomes more prevalent in the upper year levels, in unison with developments in student maturity and self-responsibility.

Managed professional development, education or training for all members of the school community

Training for school community members of Nanango State School is delivered in various forms. Students in the school have access to age-appropriate social skilling programs through the implementation of the Heath Curriculum and a whole school well-being initiative. Students also receive training about how to respond when other students display problem behaviour, and the appropriate way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Teaching and ancillary staff have regular professional development in departmental policy and procedures including mandatory training elements such as Student Protection and the Code of Conduct, and in relation to local emergent needs with regards to curriculum, pedagogy and related areas. This professional development is delivered predominantly via student-free day workshops, skills and information sessions, staff meetings and through teacher release sessions. The school holds various parent meetings in the year to pass on relevant information relating to departmental or school initiatives, and also keeps parents informed of school developments via P&C meetings, school Facebook page, website and newsletter.

Proactive and Preventative Behaviour Support

Students who are in breach of the school's Code of Behaviour, despite efforts to promote and develop appropriate behaviour, must be supported to modify and correct their behaviour. These are the students with varying support needs, and this support is achieved in the school via the following processes:

a) Application of a range of non-violent, non-coercive and non-discriminatory Behaviour Management corrective strategies.

The school utilises a collaboratively developed, whole school behaviour flowchart, compiling safe and respectful strategies to uphold the school behaviour code. School practice has moved away from the application of prescriptive, punitive measures to the use of a wide range of logical strategies and consequences, catering for the diversity and individuality of contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability.

b) Least Invasive Intervention processes and modifications to learning conditions to prevent recurrence of behaviours

Teachers are encouraged to be proactive in their approach to student behaviour as well as initiate changes in practice to further prevent or reduce the possibility that the behaviour will reoccur. This "Least Invasive Intervention" process involves the initial modification of organisational and relationship factors within the learning setting and, where required, the involvement of student support services outside the classroom (eg medical support, mental health). These strategies incorporate the Nanango Nine which are key 'Teach Like a Champion Strategies,' that Nanango State School uses to manage learning and behavioural situations to achieve the best outcomes for students.

Staff are encouraged to utilise the least invasive approach to correct inappropriate behaviour, aiming to disrupt the learning environment as little as possible to maintain conducive learning conditions.

Training and refresher sessions in the least invasive skills and Teach Like a Champion Strategies make up some of the professional development sessions that staff engage in throughout the year.

Examples of modifications to the learning environment	
Physical Environment Seating Plan/ Class Set-Up Lighting/Furniture Location of Resources Teacher proximity Lesson Venue	Social Interactions Non verbals Least Intrusive strategies Peer influence Monitoring systems Reward systems Corrective statements
Task Requirements Length of activities/Skill level appropriate Hands-On Lesson elements Use of ICTs Goal setting Variety of activities High Academic and Behavioural expectations Flow of lesson Relevance and level of content Routines and transitions	Student (Medical, emotional, environmental) Parent meetings Stakeholder meetings Student services Referrals Targeted behaviour Team referral Guidance Officer/Behaviour Support Teacher Paediatrician referral Referral to other community support agencies

An Example Continuum of Least Invasive Intervention Strategies

- Allow take up time
- Understanding power versus purpose
- Calm, considered, consistent and equitable practice
- Proximity
- Non-verbal encouraging, redirection
- Waiting and scanning
- Pause in talk
- Cueing (verbal/non-verbal/parallel)
- Descriptive encouraging
- Distraction/diversion
- Oral directional phrase (e.g. 1-2-3, eyes on me)
- Curriculum redirection
- Questioning to re-direct (e.g. rule questions)
- Individual close talk
- Verbal redirection – directive question
- Verbal redirection – directive statement
- Give choices (incorporating consequences)
- State logical consequence
- Follow through – enforce consequences
- Move student in room/playground
- Move student to reflection/time-out area/buddy class
- Remove student from classroom/playground
- Have admin remove student from classroom/playground
- Evacuate rest of class from room/ area
- Restrictive practices (only ever used to ensure safety of student and/or others)

Beyond the use of least invasive strategies is the strength of positives. The Nanango State School Positives document explains how positives are incorporated and fore fronted within the school environment.

The Nanango Sate School's Behaviour Flowchart explains the processes applied when behaviours require intervention in the form of a consequence.

Both models for rewarding positive behaviour and correcting, intervening and supporting better behavioural outcomes when problem behaviours arise, are represented below:

Nanango State School Positives



Individual Class Rewards:

Set up a 5 level class positives system

For example:

Frogs on lily pads
Cars on a race track
Fill your bucket

Detail:

A five level system in which students can physically move their name or icon from one level to the next after receiving a 'Power-Up.' Students may only move forwards.

Negotiate with students the positive consequences given at Level 5— These should have no monetary value.

For example:

Students should receive a sticker or stamp at Level 3 and a negotiated reward at Level 5. **The use of lollies or food rewards is strictly prohibited.**

Detail:

This may include things listed on the classroom positives list. Make sure it is visible. **Not every positive, however, need be a 'Power-Up.'** They move to the next level when it is indicated for them to 'Power-Up.'

Record students who reach Level 5. Each day students go back to the start.

For example:

Keep track of each student at the end of the day who has reached a Level 5. Students do not restart the Level 5 system if they have already reached the end within a day.

Detail:

The teacher will need to keep track using a diary, checklist, form or a personal management technique to track this.

All students who have achieved a Level 5, five times, receive a draw from the prize box (Bonus Prize).

For example:

On the designated day, all students who have five Level 5s, draw from the prize box (Bonus Prize). **Individual** behaviour plans, etc. will need to be considered by the class teacher to ensure this is achievable. Students who receive a Bonus Prize need to be recorded by the teacher and this data must be entered in OS (One School) under positives.

Detail:

This is when items may have a monetary value or they may be vouchers; such as lunch with the teacher, choose a game for the class, etc. Be mindful that this should not be at a huge cost to yourself. There is a small budget, with guidelines, allotted to each teacher to maintain a prize box.

Upper School Vs. Lower School Options in the Five Level System:

Remember that students in Year levels such as Prep and Year One may have interests that are different to those in Years Five and Six. This is why the level rewards should be negotiated with students. Students in upper years may not want a draw from the prize box; they may want to save their Bonus Prizes towards another negotiated level or reward.

Use of Power-Ups:

Power-Ups should be given for students demonstrating stamina, grit, quickness, desired behaviours, academic achievement, work completion and effort. Consider that when assigning a Power-Up, students should have demonstrated the before mentioned with consistency to avoid overuse and deflation of the Power-Up. Only classroom teachers assign Power-Ups.

Whole Class Rewards:

- Whole class rewards can work very well to unite a class and create camaraderie. Teachers will need to be mindful to never isolate a student's behaviour as a reason no class positive was received.
- Whole class rewards should be negotiated with classes, so they want to achieve them. Also, be mindful of how many positives it takes to reach the whole class rewards as the specialists and teacher aides will contribute to this. Whole class rewards may have a specific class goal attached; usually based on the school's expectations.
- Teacher Aides can assign a whole class positive in a session towards the whole class reward. Any positives given by TAs are reported by the TA back to the classroom teacher to be added to the whole class reward.
- Specialist teachers may also contribute to whole class rewards by assigning 2 whole class positives per session and notifying the class teacher of the positives their class received in a session. Specialist teachers may also choose to use their own whole class positives.
- Whole class rewards are negotiated with the class. This is not something that needs to have a monetary value. (See list of suggested whole class rewards)
- The opportunity to award the whole class reward should occur within several weeks; students will lose interest if it takes too long.
- Contributions to the whole class reward **may not be removed** once they have been added.
- Individual students or groups may receive positives to contribute to the whole class reward.

Specialist Class of the Week:

Specialist teachers may nominate a class for 'Specialist Class of the Week,' which will then be presented weekly on parade.

Playground Positives:

Individual:

The use of verbal praise, positive feedback by staff is encouraged. Actively engaging with students will assist in developing positive playground behaviour.

Whole Class:

Each class that has no records in the Play Ground Duty Folder at the end of the week will receive a whole class certificate for display. This may also be presented on parade or directly to the class from Principal or Deputy.

Attendance:

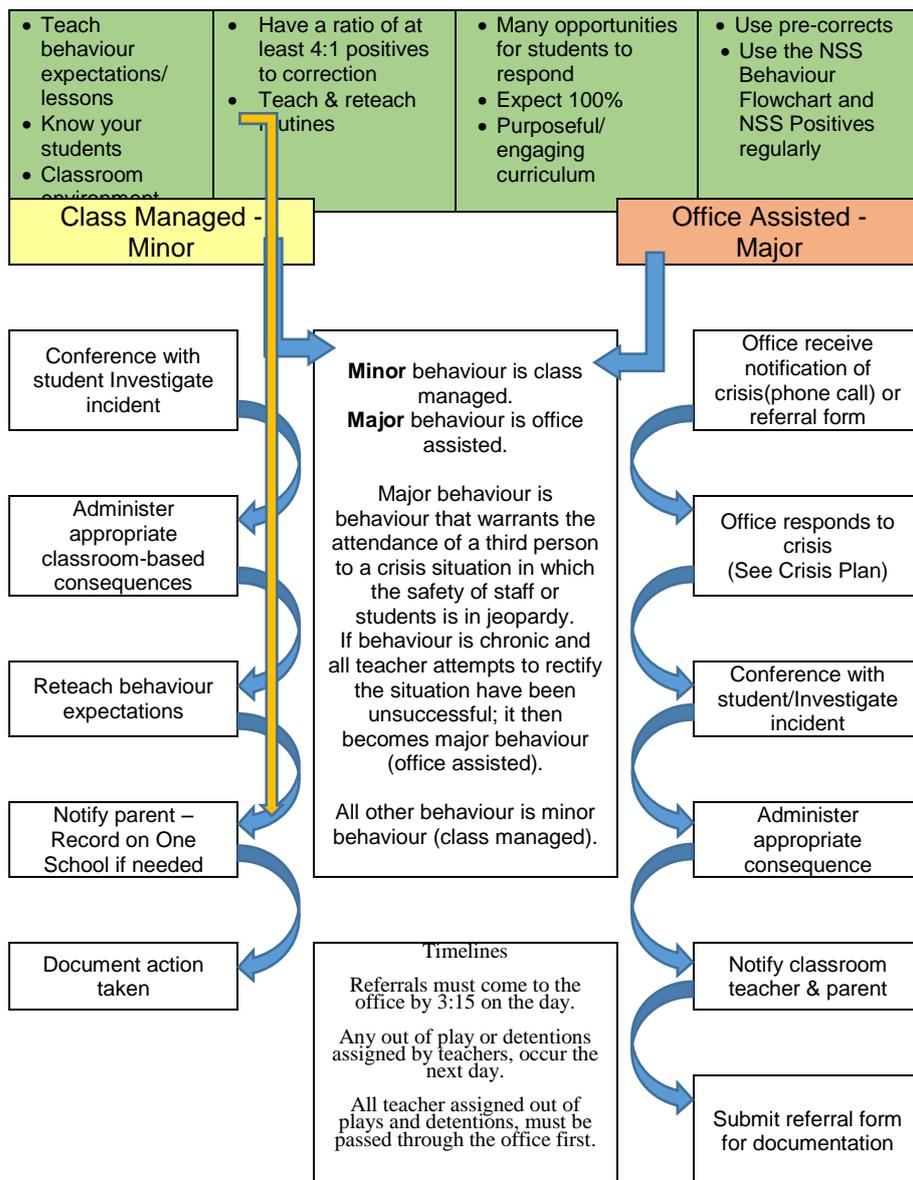
The class with the highest average attendance across a week will receive a certificate on parade.

Sparkie Days:

Every term a Sparkie Day will be held on the Friday of the last week for Emerald and Green students. This involves a session of the day in which students undertake a supervised activity.

NSS Behaviour Flowchart

Essential Pro-Active Measures



Suggestions for Classroom – Based Interventions	
Time-Out in class 5 – 10 min	Playtime in class with teacher
Natural Justice	Phone call home
Apology	Setting a goal
Classroom plan	Allow think-time
Consequences	
In negotiation with the office: Out of Play (Morning Tea in PBL) Detention (Big Lunch in PBL).	

- **Least Invasive Strategies**
 - **High Behaviour Expectations**
 - **RADAR**
 - **Be Seen Looking (6 Dance moves)**
 - **Make compliance visible**
 - **Least Invasive intervention scale**
 - Non Verbal and Maintain Momentum
 - Positive Group Correction
 - Anonymous Individual Correction
 - Private Individual Correction
 - Private Individual Precise Praise
 - Lightning Quick Public Correction
 - **Limit Onstage Time**
 - **Be Solution Focussed**
 - **Firm, Calm Finesse**
 - Catch it Early
 - Value Purpose over Power
 - Thank you and Please
 - Universal Language
 - Show your Bright Face
 - Confirmation Glance
 - Stay Steady
 - **Art of the Consequence**
 - Quick – as soon as able to apply
 - Incremental – consequence matches the behaviour.
 - Depersonalised – the behaviour not the individual
 - Tag the behaviour
 - Use a Bounce Back Statement
 - Maintain Pace
 - Get back on Track
 - **Consequence Vs Correction**
 - Persistence and repetition
 - Degree of Disruption
 - Motivation of behaviour
 - **Strong Voice and Teacher Presence**
 - Formal Register
 - Square up and Stand Still
 - Exude Quiet Power
 - Economy of Language – less is more
 - Do not Talk Over
 - Do not Engage
- Allow take up time**
Not about punitive action.
Calm, considered, consistent and equitable practice.

- | Crisis Plan |
|---|
| 1. Remain calm. |
| 2. Call the office to request assistance or send a student. Make sure to mention class, location and student. |
| 3. Verbally support the student to move to a safe area away from other students. |
| 4. Evacuate other students or move them away if their safety is compromised or their presence escalates the situation. |
| 5. A staff member to remain within safe proximity of the situation or student/s exhibiting the unsafe behaviour. If possible, remove potentially unsafe objects from the environment. |
| 6. Upon attending the crisis, the third person attending will take the lead of the situation. |
| 7. The first responder to the situation is to complete a report for One School. |

All behaviour that occurs does not automatically receive a referral slip or a phone call home. If the behaviour is minor and the student is able to improve their behaviour, it may not require a referral.

Behaviour Levels and Criteria

	<i>Highest level attainable on Report Card</i>	<i>Maximum Behaviour Points</i>	<i>Observable Criteria</i>	<i>Examples of Behaviour we see</i>
<i>Emerald</i>	<i>A</i>	<i>0</i>	<p><i>Is a safe, responsible and active learner of Nanango State School</i></p> <p style="text-align: center;">100% of the time Always:</p> <ul style="list-style-type: none"> <i>* follows school rules and procedures</i> <i>* displays exceptional behaviour both inside and outside the classroom</i> <i>* takes responsibility for their own behaviour and learning</i> <i>* demonstrates an exceptional work ethic</i> <i>* shows respect for self, others, learning and property</i> <i>* is a good friend and classmate</i> 	<ul style="list-style-type: none"> <i>* Speaks and acts with respect, consideration, truthfulness and integrity</i> <i>* Respects the rights of others</i> <i>* Assists others in need</i> <i>* Plays fairly</i> <i>* Follows directions</i> <i>* Actively and positively participates in the life and activities of the school</i> <i>* Resolves conflict appropriately</i> <i>* Makes appropriate choices about learning and behaviour</i>
<i>Green</i>	<i>B</i>	<i>1-5</i>	90% of the time Consistently	
<i>Amber</i>	<i>C</i>	<i>6-14</i>	70% of the time Mostly	
<i>Red</i>	<i>D</i>	<i>15-25</i>	50% of the time Inconsistently	
<i>Crimson</i>	<i>E</i>	<i>26+</i>	Less than 50% of the time Rarely	

Behaviour Support

At Nanango State School student behaviour support is divided into the following levels: emerald, green, amber, red and crimson.

All students begin the year in emerald. The emerald level represents students who always follow school rules and expectations, complete school work to the best of their ability, demonstrate respect for others and have exceptional behaviour. The green level of behaviour is very similar with slightly less frequency. Amber, Red and Crimson behaviours require support at varying levels.

Within the student population, there are a small percentage of students (approx. 5%) who fail to modify their behaviour to any long-term degree despite the corrective and intervention processes utilised by the teaching staff. Generally, there is some medical, emotional or environmental condition which influences the student's behaviour and places their high level support needs outside the expertise of the classroom teacher. These students have greater support needs, and require the intensive support of additional personnel within and outside the school, including Behaviour Support Teachers, Guidance Officers, Advisory Visiting Teachers (e.g. ASD) and agencies such as Child and Youth Mental Health Services, paediatricians and even the Juvenile Aid Bureau. For such students, a variety of intervention strategies are introduced in unison with the mainstream, school-wide, corrective and intervention practices already listed. Such strategies may include:

Levels of Student Behaviour Support	
Level	Action
Emerald	<ul style="list-style-type: none"> - Sparkie Day - Certificate acknowledging behaviour - Emerald Badge - Parent involvement in celebrating success
Green	<ul style="list-style-type: none"> - Sparkie Day - Certificate acknowledging behaviour - Parent involvement in celebrating success
Amber	<p>If applicable:</p> <ul style="list-style-type: none"> - Parent contact through the classroom teacher - Behaviour Choice Discussion with Deputy Principal - Teacher to seek proactive support strategies - Teacher to communicate clearly with specialist teachers, aides and other staff regarding any supports or adjustments in place
Red	<p>If applicable:</p> <ul style="list-style-type: none"> - Suspension of a school leadership position - Possibly ineligible to attend off-site, school ambassador type activities based on behaviours - Possibly unable to participate in excursions and/or camps without prior approval based on risk assessment - Amended Play Program with tracking - Automatic referral to the Targeted Behaviour Team(TBT) - Communication frequency between school and parents increased to support student behaviour choices - Behaviour Improvement Plan (BIP) meeting held between class teacher and parent; assisted by the Behaviour Support Teacher(BST) - Behaviour tracking implemented as a component of the BIP - Classroom teacher monitors closely and reinforces positive choices and strategies - Behaviour monitored by the Deputy Principal and other relevant staff. Possible referrals beyond TBT, internal and external
Crimson	<p>If applicable:</p> <ul style="list-style-type: none"> - Continued suspension of a school leadership position - Ineligible to attend off-site, school ambassador type activities - Unable to participate in Excursions and/or Camps without principal approval based on risk assessment - Communication frequency between school and parents heavily increased to support student behaviour choices - Individual Behaviour Support Plan (IBSP) created in consultation with class teacher, parents, Deputy Principal or Principal and specialised staff - Amended Play Program with tracking - Behaviour tracking continued and adjusted as needed - Behaviour closely monitored by relevant staff - Case managed by the TBT - Referral to Student Support Services to identify additional support from specialised personnel

Examples of supports provided for students in Amber, Red and Crimson Levels:

- ◇ Behaviour charts
- ◇ Behaviour monitoring
- ◇ Playground withdrawal
- ◇ Playground monitoring
- ◇ In-class withdrawal
- ◇ In-class supervision
- ◇ Behaviour agreements
- ◇ Small group/individual social skilling sessions
- ◇ Behaviour work with Behaviour Support Teacher/Deputy Principal
- ◇ Counselling
- ◇ Use of appropriate mentors
- ◇ Peer mentoring
- ◇ Visits by external agency
- ◇ Case conferencing/parent interviews
- ◇ Mediation
- ◇ Behaviour Improvement Plans (BIP)
- ◇ Individual Behaviour Support Plans (IBSP)
- ◇ Risk Management Planning
- ◇ Voluntary parent contact
- ◇ Modified school attendance (reduced/restricted attendance through flexible arrangements)
- ◇ Referral to internal and external support agencies

Intervention processes are developed, monitored and evaluated via a School Case Management process. The school case manager, generally the HOSES, Deputy Principal or Principal, will communicate with stakeholders and organise case conferences from which intervention plans in the form of Individual Behaviour Support Plans or Alternative Education Programs can be developed. During these meetings, stakeholders are allotted responsibilities in the facilitation of such plans and programs.

Targeted proactive behaviour support:

Nanango State School delivers weekly lessons on expected behaviour; these are a mix of proactive lessons, based on data and school events.

Nanango State School commenced implementation of a school wide well-being program in 2018 that focuses on social skills, conflict resolution and resilience.

There is also extra support in the playground for students with high social needs. These can include alternative play areas, a playground license and checking in with staff.

FBA (Functional Behaviour Analysis) and Classroom Profiling are also offered to teachers for students with more acute behavioural needs.

Intensive behaviour support: Targeted Behaviour Team

Nanango 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. Those students who have reached a red or crimson level of behaviour support are automatically referred to the Targeted Behaviour Team which:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- and makes adjustments as required for the student

Consequences for Unacceptable Behaviour

The range of correction and intervention strategies utilised by the school in preventing, responding to and intervening in student behaviour problems has been listed in previous sections. In the early stages of correction, the general aim is to modify acute, inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to their learning and to the environment itself. This is the rationale of the "Least Invasive" approach. Similarly, the intervention strategies for students with chronic behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical consequence, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the 'victims' of the behaviour. There is no 'prescription' for logical consequences in the school (eg Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account. Instead, teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. At Nanango State School behaviours are classified as being major and minor incidents.

Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is office assisted (**major**) or classroom/staff managed (**minor**), with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens. Minor behaviours can occur in the classroom and playground contexts.
- **Major** problem behaviour is referred directly to the school Administration team. Major behaviours can occur in the classroom and playground contexts.

Minor behaviours are those that:

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

Consequences for **minor** behaviours may be applicable at the time the behaviour occurs. The following consequences may result:

- Time-Out (5 -10 minutes)
- Removal from activity/game
- Return conversation outlining expectations
- Playtime in the classroom to complete unfinished work
- A phone call home to the student's parent
- Setting of behaviour goals
- Walk & talk with the staff member on duty
- Playground licence
- Out of play – spending the morning tea break in the PBL
- Detention – spending the lunch time break in the PBL

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- 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 contact the office to inform them of the incident. A member of Administration staff is then sent to the incident. The initial staff member fills out the referral form and ensures the safety of all students in the area.

Major problem behaviours may result in the following consequences:

- ◇ After hours detention
- ◇ Alternative Education Program (AEP) (linked to IBSP)
- ◇ In-School Suspension
- ◇ Suspension (1-10, 11-20 days)
- ◇ Restrictive Practice (only to secure immediate safety of student and/or others)
- ◇ Exclusion

Suspensions

There are different types of suspension based on the frequency and intensity of behaviours. External Suspension of a student from Nanango State School is a consequence which may be used (for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour) as a natural restitution and reparation process for high level, unsafe behaviours (e.g. physical violence or verbal abuse directed at a student or staff). The student will still have access to a learning program during the period of suspension. Parents will be notified of a suspension as soon as possible and are expected to collect the student unless other arrangements are made.

Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (e.g. Behaviour Support Teacher, Guidance Officer), help to create a supportive network for the student and define the support processes to be used. Increased support for the student upon their re-entry aims to prevent a repeat of the behaviour and assist the student to re-integrate into the school environment. Students are required to engage in the re-entry process in order to return to school successfully.

An In-School Suspension (ISS) is given when a student's behaviours are of a serious nature but do not warrant an external suspension; this also gives students in their class an opportunity to maintain their learning. This will assist in having a more positive learning atmosphere upon the child's return to class. Prior to this occurring, the classroom teacher or Administration will notify the parent or guardian. During an ISS the student will attend school during normal school hours; they will be located either in the office or PBL room. During the duration of their suspension, the student will be expected to complete independent work, provided by their teacher, which correlates to the current curriculum. They will be allotted break times for eating and toileting; however, they will not go out for a playtime.

ISS can also be used for a session; not an entire day. This is based on the severity and reoccurring nature of their behaviour. In the case of ISS for a session; it may occur more readily, for example, on the day of the behaviour. The school will still endeavour to notify parents of this action, however, it may occur after the fact.

After School Detentions

Where deemed the most appropriate course of action, the Principal may evoke an After School Detention. This form of detention is an alternative to suspension or exclusion for the purpose of preventing an escalation of inappropriate behaviour. In the case of an After School Detention, parental permission will be sought prior.

After School Detentions will:

- Occur after school between the times of 3:05 – 4:00. This is dependent on specific student requirements and may be further negotiated with the parent where necessary.
- Detention will occur within the school grounds and students will be supervised by a staff member.
- During detention students may participate in the following:
 - Completion of schoolwork.
 - School community service which includes tidying of the school premises and equipment.
- It will be the student's guardian/parent's responsibility to collect the student upon completion of the detention.

Emergency or Critical Incident Response

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 crisis situation** 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.

Responding to a Crisis Situation

The following Crisis Plan appears on the Nanango State School's Behaviour Flowchart:

1. Remain calm.
2. Call the office to request assistance or send a student. Make sure to mention class, location and student.
3. Verbally support the student to move to a safe area away from other students.
4. Evacuate other students or move them away if their safety is compromised or their presence escalates the situation.
5. A staff member to remain within safe proximity of the situation or student/s exhibiting the unsafe behaviour. If possible, remove potentially unsafe objects from the environment.
6. Upon attending the crisis, the third person attending will take the lead of the situation.
7. The first responder to the situation is to complete a report for One School.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching 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, be aware of 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 an immediate response is required due to the possibility of a person's safety being compromised, such as:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.
- Student is known to leave school grounds, jump fences, engage in immediately unsafe behaviours and the risk is identified as being significant to their safety (traffic, creek etc.)

Appropriate physical intervention may be used to ensure that Nanango 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 or self 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 the underlying function of the behaviour. Physical intervention cannot be used as a form of punishment and must not be used when a less severe response will resolve the situation. Sufficient and appropriate documentation must be made of all incidents.

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

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

Any physical intervention made must:

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

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.

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

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President

Regional Executive Director

Effective Date: 2018

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.

Mobile Phones

The school understands that some parents may require their child/ren to carry a mobile phone to assist in their safe travel to and from school. In the case of mobile phones, students must submit their phones to the office upon arrival and may collect it upon departure. This is to ensure the safekeeping of the device during school hours and prevent the misuse or loss of the device. Should parents wish to contact their child during school hours, we advise that they contact the school's main office.

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Nanango 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

are in Breach of this policy may be subject to appropriate consequences being applied.

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 Qld Police.

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 staff.

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 assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

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

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

Appendix 2

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

Purpose

1. Nanango 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 student achievement and attendance
 - promoting equality and diversity
 - ensuring the safety and well-being of all members of the school community
2. There is no place for bullying at Nanango 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 is when an individual or group of people with more power repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will likely continue if no action is taken.

Bullying isn't:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they are not examples of bullying unless someone is **deliberately** and **repeatedly** doing them.

4. Bullying behaviours that will not be tolerated at Nanango 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, threatening, excluding people from groups, and spreading hurtful and untruthful rumours. Continued bullying or severe forms of bullying will result in significant consequences being applied.
5. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - gender
 - young carers or children in care
6. At Nanango 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

7. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
8. The anti-bullying procedures at Nanango State School are an addition to our already research-validated schoolwide positive behaviour for learning 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

9. 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 three school rules and are taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members, including teacher aides, are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas
10. As part of the whole school well-being program, lessons will be taught by all teachers in all classrooms concerning appropriate social behaviours. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. As part of the positive approach to appropriate social behaviours, all students will be taught an appropriate response to take when experiencing bullying behaviour either as a person being bullied or the bystander. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Nanango State School actively participates in the national day for action against bullying and violence and incorporates resources from the Respectful Relationships suite into many facets of wellbeing support.
13. 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. At Nanango State School students will receive practice in the process of learning how to respond, so that students understand by 'doing' as much as by 'knowing'.
14. Nanango State School uses behavioural data for decision-making. This data is entered into our database and One School 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.