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. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout the year. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 - 2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Ken Collier in February 2013, and will be reviewed in 2016 as required in 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 education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting 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 community has identified the following school rules to teach and promote our high standards of responsible behaviour:
   - Be Safe
   - Be Responsible
   - Be an Active Learner

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 is currently reviewing its Behaviour Management Policies and have chosen to be involved in 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.

PBL is an ongoing assessment of current behaviour management practice, coupled with a gradual transformation of practices that embody the positive values and practices of the program. This will be an ongoing process with all efforts made to ensure parents, community and staff are regularly involved and updated.

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
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 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 Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th></th>
<th><strong>BE SAFE</strong></th>
<th><strong>BE RESPONSIBLE</strong></th>
<th><strong>BE AN ACTIVE LEARNER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
<td>Keep your hands and feet to yourself.</td>
<td>Speak truthfully, respectfully &amp; appropriately.</td>
<td>Attempt all tasks to the best of your ability.</td>
</tr>
<tr>
<td></td>
<td>Move safely when indoors, on stairs or on hard surfaces.</td>
<td>Treat others and yourself respectfully &amp; appropriately.</td>
<td>Listen carefully when others speak.</td>
</tr>
<tr>
<td></td>
<td>Remain within the school grounds after arriving and before leaving at the</td>
<td>Take turns.</td>
<td>Have all materials ready.</td>
</tr>
<tr>
<td></td>
<td>end of the day.</td>
<td>Keep all areas tidy.</td>
<td>Ask for help.</td>
</tr>
<tr>
<td></td>
<td>Ask and wait for permission to leave an area.</td>
<td>Look after your own, and others’ belongings.</td>
<td>Cooperate with others at all times.</td>
</tr>
<tr>
<td></td>
<td>Walk to the left.</td>
<td>Listen to and follow teacher instruction.</td>
<td><strong>SLANT</strong></td>
</tr>
<tr>
<td></td>
<td>Follow the ‘Bullying No Way,’ rules.</td>
<td>Dress appropriately for school.</td>
<td>Use Habits of Discussion when in engaged on conversation.</td>
</tr>
<tr>
<td><strong>LEARNING ENVIRONMENTS</strong></td>
<td>Use all equipment properly. Only be in the classroom when a teacher is present</td>
<td>Raise your hand when you wish to speak.</td>
<td><strong>SLANT</strong></td>
</tr>
<tr>
<td></td>
<td>Raise hand when you wish to speak.</td>
<td>Ask for permission to go to the toilet.</td>
<td>Use Habits of Discussion when in engaged on conversation.</td>
</tr>
<tr>
<td><strong>BUS LINES &amp; BIKES</strong></td>
<td>Inform your teacher and the office if you are not taking the bus.</td>
<td>Wait and stand patiently in line upon arrival.</td>
<td>Be on time for your bus.</td>
</tr>
<tr>
<td></td>
<td>Wait for the teacher to signal boarding.</td>
<td>Place your bike in the bike racks.</td>
<td><strong>SLANT</strong></td>
</tr>
<tr>
<td></td>
<td>Walk your bike out of the school grounds.</td>
<td>Submit all scooters and skateboards to the office upon arrival.</td>
<td>Use Habits of Discussion when in engaged on conversation.</td>
</tr>
<tr>
<td></td>
<td>Wear a helmet.</td>
<td></td>
<td><strong>SLANT</strong></td>
</tr>
<tr>
<td><strong>WALKWAYS, VERANDAHS &amp; STOCKS</strong></td>
<td>Only use the walkways and verandahs for your class.</td>
<td></td>
<td>Use Habits of Discussion when in engaged on conversation.</td>
</tr>
<tr>
<td><strong>EATING AREAS</strong></td>
<td><strong>PLAYGROUND</strong></td>
<td><strong>TOILETS</strong></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Stay seated until excused. Line up for tuckshop purchases after being excused from eating area. Designated students to collect t/shop boxes after the bell. Only students with orders to collect food from t/shop before playtime. You may sit in the sun with a hat in Terms Two and Three. In Terms One and Four you must sit undercover.</td>
<td>Play in designated areas only. Use gear appropriately. When on the oval or in the sun, wear a broad brimmed hat. Only climb on appropriate p/g equipment. Report any dangerous situations.</td>
<td>Go with a partner Use toilets appropriately Use the toilets before &amp; after school and during breaks. Report any problems to the office</td>
<td></td>
</tr>
<tr>
<td>Eat food in designated areas and at designated times only. Only eat your own food. Ensure all of your rubbish and the rubbish of those around you is placed in the bin before going to play.</td>
<td>Follow the rules of play. Use the assigned play fort only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuckshop orders need to be put in before 9:00.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Behaviour lessons conducted by classroom teachers from PBL;
- PBL team
- Morning message
- The ‘Bullying No Way,’ program
- Nanango State School Wellbeing Framework
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Nanango State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular notices in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Emerald and Green Behaviour awards and celebrations.
- Positive Behaviour for Learning team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Introduction and explanation of expectations according to the Responsible Behaviour Plan during enrolment.
- ‘Go Green,’ is promoted in every day conversations and on organised ‘Go Green,’ days.
- Nanango State School Classroom and Playground Behaviour Consequences flowcharts are referred to often.
- Behaviour Intervention Plans (BIP) are developed in consultation with stakeholders to address known behaviours and prevent further difficulties through a consistent approach to an individual’s behaviours.
- Comprehensive induction programs in the Nanango State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- PBL VIVO Reward System
- Individual Behaviour Support Plans for students who require extra support with behaviour in the classroom, playground or both.
- Check – In process for students identified as needing extra support. Administration completes daily check-ins with students to assess their behavioural progress.
- Functional and Practical Behaviour Analysis provides support for students who have acute behavioural needs. The program seeks to identify the specific needs of the student and work with all stakeholders in providing a supportive behavioural approach.
- Classroom Profiling is personal teaching review required by staff as part of ongoing professional development.
- Referral system to access the Guidance Office, the Behaviour Support Teacher and the Special Needs Committee.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Nanango State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Reward System**

- Praise/Encouragement
- (Verbal/Non-verbal/Written)

- Class Responsibilities
  - (Messenger, Teacher’s Helper, Library Monitor, Tuckshop)

- Public Display of Work
  - (Classroom, Foyer)
• Individual Class Rewards
  (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time, VIVOs)

• Phone calls to Parents

• Emerald and Green Celebration Ceremonies

• Go Green postcards

• GO Green days

• Positive Behaviour Celebration Parades

• Sharing Work With Others (Principal, D.P., Other Classes, Parents)

• Whole School Reward System (Merit Awards, Sparkie Days, Game Time, Movies, VIVOs, postcards)

• Teacher Evaluations (Marks/Comments on work/Behaviour Reporting, Letter home to Parents)

• Celebrations (Birthdays, "Outside" achievements)

• Notes in School Newsletter

• Positive Behaviour Levels

• Principal’s /Deputy Principal’s Awards

• Whole class rewards

The efforts of staff members are also acknowledged at staff meetings and in the School Briefings weekly staff memo.

Social skilling is part of the school’s curriculum and incorporates “Friends for Life,” “Girls with a Purpose,” “Bullying No Way” plus individualised whole class and small group focuses.

b) Quality learning and teaching practices

Nanango State School is predominantly staffed, in ancillary, teaching and administrative roles, by very experienced staff that have fulfilled their roles successfully for many years. However, there is a general recognition amongst staff members that we are all ‘lifelong learners’, and 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 in policy and practice, 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 are members of priority teams which meet monthly and also take part in monthly staff meeting forums. Many staff also occupy positions in school committees, focused on the areas of improving academic performance and behaviour. Teachers also invite behaviour support personnel to carry out observations of their classrooms when behaviour issues arise, and are open to advice relating to modifications to pedagogy (relationship and organisational strategies) and curriculum.

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

Through individual professional development activities, through year level meetings and through 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, participating in ‘train the trainer’ professional development then teaching and promoting the 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.

d) 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 via specialists, their class teachers and behaviour support teachers. 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.

Teaching and ancillary staff have regular in-service 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 regarding curriculum, pedagogy and related areas. This professional development is delivered predominantly via pupil-free day skills and information sessions, staff meetings and through teacher release. The school holds parent meetings at varying times of the year to pass on relevant information relating to departmental or school initiatives, and also keeps parents informed of school developments via its P&C meetings and school newsletter.

BEHAVIOUR SUPPORT

Supportive/problem-solving mode of behaviour support

Students who violate 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 BM plan, compiling safe, and respectful ‘best practice’ BM 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.

Staff are encouraged to utilise a ‘least intrusive’ approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions. In order to do this, staff may use a ‘risk assessment’ process to determine their course of action, as follows:
Step 1: What behaviour code or class rule is being broken?
Step 2: What is the current or potential impact of this behaviour on learning and teaching?
Step 3: Should I get involved and if I do, what is the simplest, least intrusive approach?
Step 4: Apply the first strategy and monitor its results. If unsuccessful, go to Step 5.
Step 5: Apply a more intrusive strategy and monitor results. If unsuccessful, go to Step 6.
Step 6: Apply a more intrusive strategy. This may include an ‘exit’ consequence if unsuccessful.

Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

- Tactical ignoring
- 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.
- Selective attending
- Proximity
- Proximity with touch interference
- Body language encouraging
- Waiting and scanning
- Pause in talk
- Cueing (verbal/non-verbal/parallel)
- Descriptive encouraging
- Non-verbal redirection (eg flashcards/private signals)
- Distraction/diversion
- Non-verbal directional action (eg bell/whistle/clapping)
- Oral directional phrase (eg 1-2-3, eyes on me)
- Curriculum redirection
- Calling the student’s name
- Questioning to re-direct (eg 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 third party remove student from classroom/playground
- Remove rest of class from room/ area
- Physical restraint (non-violent crisis intervention)
Training and refresher sessions in these corrective skills and the Teach Like a Champion Strategies make up some of the professional development sessions that staff engage in throughout the year.

b) A continuum of least to most intrusive Intervention processes involving modifications to learning conditions to prevent recurrence of behaviours

Following correction of behaviour problems in the classroom or playground, teachers are encouraged to initiate changes in practice to prevent or reduce the possibility that the behaviour will reoccur. As with the corrective process, this is a “Least to most intrusive” process, involving the initial modification of organisational and relationship factors within the learning setting and ultimately the involvement of student support services outside the classroom (eg medical support, mental health). The model for rewarding positive student behaviour through to supporting better behavioural outcomes is represented below:

### Levels of Student Behaviour Support

<table>
<thead>
<tr>
<th>Level</th>
<th>Action</th>
</tr>
</thead>
</table>
| **Emerald** | - Sparkie Day  
- Vivo’s x 20  
- Parents involvement in celebrating success  
- Certificate acknowledging behaviour. |
| **Green**     | - Sparkie Day  
- Vivo’s x 10 |
| **Amber**     | - Amber Letter home  
- Behaviour Choice Discussion with DP |
| **Red**       | - Suspension of a school leadership position if applicable  
- 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  
- Communication frequency between school and parents increased to support student behaviour choices  
- Behaviour Improvement Plan meeting held between Class teacher, parent and Head of Personalised Education (HOPE) Teacher and DP  
- Behaviour tracking sheet implemented  
- Classroom teacher monitors closely and reinforces positive choices and strategies  
- Behaviour monitored by the principal and other relevant staff. Possible referrals. |
| **Crimson**   | - Continued suspension of a school leadership position if applicable  
- 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 created in consultation with Class Teacher, HOPE, Parents, Admin and specialised staff  
- Behaviour tracking sheet continued  
- Behaviour closely monitored by relevant staff  
- Referral to Students with Additional Needs committee to identify additional support from specialised personnel |
FOCUS OF INTERVENTION STRATEGIES

LEAST INTRUSIVE TO CHANGE

PHYSICAL ENVIRONMENT
- Seating Plan/Class Set-up
- Lighting/Furniture
- Visual Distractions
- Location of Resources
- Teacher Proximity
- Lesson Venue

TASK REQUIREMENTS
- Length of Activities
- Hands-On Lesson elements
- Use of Technology
- Goal Setting
- Use of Stretch Breaks
- Variety of Activities
- Flow of Lesson Activities
- Transition between Activities
- Relevance/Level of Content

SOCIAL INTERACTIONS
- Non-Verbal Signals
- Least Intrusive Strategies
- Peer Influence
- Monitoring Systems
- Reward Systems
- Positive and Reframing Strategies

STUDENT (Medical, Emotional, Environmental)
- Parent Conferences
- Special Needs Committee Referral
- Guidance Officer/BMST Referral
- Paediatric Referral
- Referral to other community support agencies

MOST INTRUSIVE TO CHANGE
INTENSIVE BEHAVIOUR SUPPORT

Responsive/retrieval mode of behaviour support

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, AVTs (eg Autism) and agencies such as Child and Youth Mental Health Services, CTC, Nanango State School’s Adopt-A-Cop, 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:

◊ Behaviour charts
◊ Behaviour monitoring
◊ Playground withdrawal
◊ Playground monitoring
◊ In-class withdrawal
◊ In-class supervision
◊ Buddy systems/class changes
◊ Behaviour agreements
◊ Small group/individual social skilling sessions
◊ Teacher aide withdrawal 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
◊ Individual Behaviour Management Plans (IBMP)
◊ Risk Management Planning
◊ Voluntary parent contact
◊ Modified school attendance (reduced/restricted attendance)
◊ Referral to internal and external support agencies
◊ Physical restraint
◊ After hours detention
◊ Weekend detention
◊ Alternative Education Program (AEP) (linked to IMBP)
◊ In-School Suspension
◊ Suspension (1-5, 6-20 days)
◊ Distance Education (on campus, off-campus supported)
◊ Dual enrolment (with Distance Ed)
◊ Exclusion

Intervention processes are developed, monitored and evaluated via a School Case Management process, whereby the school case manager, generally the Deputy Principal or Principal, will communicate with stakeholders and organise case conferences from which intervention plans in the form of Individual Behaviour Management Plans or Alternative Education Programs can be developed and stakeholders allotted responsibilities in the facilitation of such plans and programs.
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 intrusive” 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 separation and restitution to those who may be the ‘victims’ of the behaviour. There is no ‘prescription’ for logical consequences in the school (e.g., 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 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
- do not require involvement of specialist support staff or Administration.

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

- 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 conferencing procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. determines how they might assist the student in performing the appropriate behaviour
  5. When appropriate behaviour is witnessed, give positive acknowledgement and feedback.
- Student completes a Behaviour Reflection Sheet
- Out of play – spending the morning tea break in the PBL or office
- Detention – spending the lunch time break in the PBL or office

**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 or staff is then sent to the incident. The 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:

- **Major behaviour not directly affecting others:** Time in office, time-out during class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, parent contact
  
  AND/OR

- **Major behaviour directly affecting others:** Parent contact, referral to Guidance Officer, referral to Special Needs Support Team, suspension from school, Out of hours detention, weekend detention

- **Serious Major Behaviour:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
<table>
<thead>
<tr>
<th>Pre Consequence &amp; During Consequence</th>
<th>Poor Choice</th>
<th>Classroom Timeout</th>
<th>Timeout &amp; Reflection</th>
<th>Office Time Out</th>
<th>Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor</strong></td>
<td>Student is given a verbal redirection. Teacher tags the behaviour and describes expected behaviour as well as the consequence if poor choices continue. Teacher places student name either on board or list. (MUST BE VISUAL) If appropriate behaviour results, student is congratulated for improving their behaviour. Vivo’s may be given if appropriate behaviour continues.</td>
<td>Student is calmly directed to move to the classroom timeout desk to reflect on poor behaviour choices and how they will make better choices (a maximum of 10 min) Teacher describes the expected behaviour whilst at time out as well as the consequence if poor choices continue. If appropriate behaviour occurs at time out and after the time has expired, teacher has a brief discussion with student about expectations upon re-entry to class. Student returns to general class.</td>
<td>Student is directed to go to the office for time out (15 or 30 minutes) Teacher completes admin behaviour slip. If appropriate, another member of the class or T/A accompanies student to the office with slip or Admin staff can collect. Teacher contacts the office by phone to briefly explain behaviour and strategies used prior. Admin staff meet with student to determine if further investigation or consequences are required. If appropriate behaviour occurs at Admin time out and after time has expired, student is escorted back to class where they wait at the classroom timeout desk (2 min max) to be welcomed back into the room by the teacher. Use Bounce Back.</td>
<td>Student is directed to go to the office (Remainder of Session) Teacher completes admin behaviour slip. If appropriate, another member of the class or T/A accompanies student to the office with slip or Admin staff can collect. Teacher contacts the office by phone to briefly explain behaviour and strategies used prior. Student meets with DP or Principal and remains at office for remainder of session. Teacher sends independent work to be completed as soon as able.</td>
<td></td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Refusal on behalf of students to follow teacher directions around process results in movement to the next consequence above. Consequences applied will match the severity of the behaviour demonstrated, in context.</td>
<td>Refusal on behalf of students to follow teacher directions around process results in movement to the next consequence above. Consequences applied will match the severity of the behaviour demonstrated, in context.</td>
<td>Refusal on behalf of students to follow teacher directions around process results in movement to the next consequence above. Consequences applied will match the severity of the behaviour demonstrated, in context.</td>
<td>Refusal on behalf of students to follow teacher directions around process results in movement to the next consequence above. Consequences applied will match the severity of the behaviour demonstrated, in context.</td>
<td>Refusal on behalf of students to follow teacher directions around process results in movement to the next consequence above. Consequences applied will match the severity of the behaviour demonstrated, in context.</td>
</tr>
</tbody>
</table>

**Procedures**

- **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
- Esude 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.

**Further Action**

- No

**Parent Contact**

- No

**Additional Consequence**

- No

- Refusal on behalf of students to follow teacher directions around process results in movement to the next consequence above. Consequences applied will match the severity of the behaviour demonstrated, in context.
<table>
<thead>
<tr>
<th>Pre Consequence &amp; During Consequences</th>
<th>Poor Choice</th>
<th>Quick Timeout</th>
<th>Yellow Seat</th>
<th>PBL Room Referral</th>
<th>Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor</strong></td>
<td><strong>Minor</strong></td>
<td><strong>Minor</strong></td>
<td><strong>Minor/Major</strong></td>
<td><strong>Major</strong></td>
<td><strong>Major</strong></td>
</tr>
<tr>
<td><strong>High Behaviour Expectations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Seen Looking (6 Dance moves)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Least Invasive Intervention scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Group Correction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anonymous Individual Correction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Individual Correction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Individual Precise Praise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lightning Quick Public Correction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit Onstage Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Solution Focussed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firm, Calm Finesse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catch it Early</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value Purpose over Power</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank you and Please</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show your Bright Face</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirmation Glance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td><strong>Student or group is given a verbal redirection. Duty Officer tags the unacceptable behaviour and describes expected behaviour as well as the consequences if poor choices continue.</strong></td>
<td><strong>Student or group is directed to move to an area close by to have a quick Time out. Typically where they can still watch the game but do not participate. Duty officer may ask them to count to 120 or such or simply to wait a couple of minutes or until directed to re-join. (3 min maximum)</strong></td>
<td><strong>Student or group is directed to a yellow seat area for a period of timeout of between 5 and 10 minutes. At the conclusion of the timeout the student or group is directed to play a different activity in a different area of the school. Duty Officer notes details in duty folder.</strong></td>
<td><strong>Student or group is directed to go to the PBL Room for the remainder of the Play Session.</strong></td>
<td><strong>Depending on the nature of the incident, Duty Officer either sends student to the office for the admin referral or sends another student to the Office to get assistance.</strong></td>
</tr>
<tr>
<td><strong>Stay Steady</strong></td>
<td><strong>Value Purpose over Power</strong></td>
<td><strong>Thank you and Please</strong></td>
<td><strong>Universal Language</strong></td>
<td><strong>Show your Bright Face</strong></td>
<td><strong>Confirmation Glance</strong></td>
</tr>
<tr>
<td><strong>Art of the Consequence</strong></td>
<td><strong>Quick – as soon as able to apply</strong></td>
<td><strong>Incremental – consequence matches the behaviour.</strong></td>
<td><strong>Depersonalised – the behaviour not the individual.</strong></td>
<td><strong>Tag the behaviour</strong></td>
<td><strong>Use a Bounce Back Statement</strong></td>
</tr>
<tr>
<td><strong>Further Action</strong></td>
<td><strong>Not required to be recorded in duty folder</strong></td>
<td><strong>Not required to be recorded in duty folder</strong></td>
<td><strong>Recorded in Duty Folder</strong></td>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>Parent Contact</strong></td>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
<td><strong>Possible</strong></td>
<td><strong>Possible</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>Consequence Vs Correction</strong></td>
<td><strong>No</strong></td>
<td><strong>Yes</strong></td>
<td><strong>If required, staff member from PBL room, contacts parent and enters into One School.</strong></td>
<td><strong>If required, staff member from PBL room or admin contact parent and enters into One School.</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>Additional Consequence s</strong></td>
<td><strong>No</strong></td>
<td><strong>Possible</strong></td>
<td><strong>3 x consequences in a short period results in 1 x Out of Play</strong></td>
<td><strong>Consequences applied will match the severity of the behaviour demonstrated, in context.</strong></td>
<td><strong>Consequences applied will match the severity of the behaviour demonstrated, in context.</strong></td>
</tr>
</tbody>
</table>

Refusal on behalf of students to follow directions around process results in movement to the next consequence. Consequence System does not carry forward into future play times. Persistent behaviours tracked through duty folders and consequences applied. Playground consequences are not necessarily sequential, least invasive intervention to get the desired outcome is key.
### Identifying Behaviours of Concern – Nanango State School

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>MINOR – One Level</th>
<th>MAJOR - REFERRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal misconduct</strong></td>
<td>Student engages in low intensity repeated use of inappropriate language</td>
<td>Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner.</td>
</tr>
<tr>
<td></td>
<td>▪ Swearing when they make a mistake</td>
<td>Disrespectful messages and actions include negative comments based on race, religion, gender, age, national origin, verbal attacks based on ethnic origin, disabilities or other personal matters.</td>
</tr>
<tr>
<td></td>
<td>▪ Mumbles obscenity in frustration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ This is “crap”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Talking back</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Yelling at another student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Insolent response to instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Muted or inferred swearing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Calling out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Poor attitude - ‘whatever’</td>
<td></td>
</tr>
<tr>
<td><strong>Truant/ skip class</strong></td>
<td>Student in school ground but not in their timetabled class</td>
<td>Unexplained absence (with or without parent/guardian knowledge)</td>
</tr>
<tr>
<td></td>
<td>▪ Student wandering around school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Attending a non-timetabled class without permission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Hiding in toilet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Hiding in various other locations</td>
<td></td>
</tr>
<tr>
<td><strong>Threats to others</strong></td>
<td></td>
<td>Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Encouraging/instigating others to fight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ “I'll get you after school”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ “You’re dead”</td>
</tr>
<tr>
<td><strong>Substance misconduct involving tobacco and other legal</strong></td>
<td></td>
<td>Student is using, in possession or assisting another student to access inappropriate legal substances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Tobacco</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Prescription medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Sniffing aerosols/glues</td>
</tr>
<tr>
<td>Substances</td>
<td>Student is in possession or supporting another student in accessing illicit substance (illegal drugs)</td>
<td>using mobile devices to contact other dealing in drugs</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions</td>
<td>Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>“I’m not doing this” Task avoidance Refusing to bring required materials Arms folded, head on desk Walking away or around classroom “You can’t make me”</td>
<td>Leaving class without permission Continuing verbal defiance/ refusal Temper tantrums</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Playing with scissors Kicking over furniture Scribbling or writing in inappropriate areas Hiding others school belongings Not storing items in their place Tearing pages from a book Snapping rulers, pencils, crayons, erasers etc. Taking other’s things to use – but not stealing (eg opening other’s tidy trays) Throwing waste on the floor</td>
<td>Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property Stealing - Taking someone else’s property without permission, being in possession of, having passed on, or being involved in the removal of someone else’s/ school property</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm.</td>
<td>Letting tyres down Deliberate sabotage of equipment or property Deliberate vandalism Stealing valuable property that belongs at school, or to the school, or that of others</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Student found in possession of prohibited items</td>
<td>Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Spray paint/ liquid paper/ aerosols/ firecrackers/ water bombs</td>
<td>Weapons Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>Student uses and shows other students non-dangerous, prohibited items</td>
<td>Spray paint/ liquid paper/ aerosols/ water bombs Chewing gum</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers</td>
<td>Weapons Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Non serious, but inappropriate physical contact/touching which does not result in injury</td>
<td>Pushing/shoving Inappropriate physical contact Rough play</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Actions involving serious physical contact. Intent to cause injury, harm to</td>
<td>Fighting—an incident in which punches are thrown and connect</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>▪ Throwing objects, food ▪ Tripping others ▪ Spitting on ground ▪ Holding hands/kissing</td>
<td>▪ Running on cement or around buildings ▪ Running on stairs and verandahs ▪ Sliding down stair railings ▪ Riding bikes, scooters or skateboards in school grounds ▪ Entering out of bounds areas</td>
<td>▪ Not following: ▪ Asking for help routine ▪ Entering the classroom routine ▪ Lining up routine ▪ Handing out routine ▪ Toilet routine ▪ Transition routine</td>
</tr>
<tr>
<td>▪ Kicking/Scratching ▪ Using or intent to use sharp/dangerous object or weapon ▪ Slapping/Choking ▪ Tackling/slinging to ground ▪ Hair pulling/violent ▪ Spitting at or on another ▪ Dacking ▪ Sexual misconduct</td>
<td>▪ Dangerous behaviour on school grounds. ▪ Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform</td>
<td>▪ Repeatedly refusing to follow teacher instruction.</td>
</tr>
<tr>
<td>▪ Ongoing breach of minor definition ▪ Climbing on top of roofs ▪ Smoking outside of school while in school uniform</td>
<td>▪ Misconduct involving object</td>
<td>▪ Non-compliant with routine</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology</td>
<td>Student engages in serious misuse use of personal or school technology (as per IT Policy)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>▪ Sending inappropriate emails, video material etc.</td>
<td>▪ Sending malicious emails, offensive video material etc.</td>
</tr>
<tr>
<td></td>
<td>▪ Use of personal technology in class without permission.</td>
<td>▪ Accessing or displaying pornographic material</td>
</tr>
<tr>
<td></td>
<td>▪ Refusal to turn off devices when requested.</td>
<td>▪ Recording students (self or others) engaging in socially unacceptable behaviour</td>
</tr>
<tr>
<td></td>
<td>▪ Refusal to follow school process regarding possession of personal technology at school</td>
<td>▪ Uploading recording of behaviour violations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Repeated use of personal technology in class despite correction</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Failure to comply with school dress standards</td>
<td>Wearing of clothing that does not comply with expected standards of dress and uniform</td>
</tr>
<tr>
<td></td>
<td>▪ Wearing items that do not adhere to the school’s dress code without a note from a parent/guardian</td>
<td>including provocative or inappropriate clothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Wearing clothing displaying offensive, obscene language or imagery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Repeatedly breaching the school’s dress code without a parental note of explanation</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning</td>
<td>Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time despite the teacher attempting to resolve the issue</td>
</tr>
<tr>
<td></td>
<td>▪ Inappropriate, non-related talking</td>
<td>▪ Sustained loud/deliberately disruptive/obscene talking</td>
</tr>
<tr>
<td></td>
<td>▪ Talking over teacher/calling out</td>
<td>▪ Out-of-seat behaviour that continually and deliberately disturbs others</td>
</tr>
<tr>
<td></td>
<td>▪ Playing with objects/toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Hiding from teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Deliberately making distracting noises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Talking to others to distract from learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Wandering around room</td>
<td></td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td></td>
<td>Repeated refusal to follow adult directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student threatens an adult when given a direction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Yelling hostility at an adult and refusing to follow instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Abusive/threatening language or gestures towards adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Repeated refusal to follow adult directions</td>
</tr>
<tr>
<td>Bullying / Harassment</td>
<td>Student engages in low level, repeated behaviour intended to</td>
<td>Student engages in repeated threats, intimidation, negative comments or sexual comments intended to intimidate,</td>
</tr>
<tr>
<td></td>
<td>▪ Excluding others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Insults</td>
<td></td>
</tr>
<tr>
<td>Problem Behaviour</td>
<td>Possible Actions</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Teasing</td>
<td>Personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.</td>
<td></td>
</tr>
<tr>
<td>Verbals and physical threats to harm another person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate touching of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging/instigating others to fight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forcing another student to hand over tuckshop money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Student engages in any other minor behaviour which do not fall into the above categories</td>
<td></td>
</tr>
<tr>
<td>Rolling eyes</td>
<td>Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed.</td>
<td></td>
</tr>
<tr>
<td>Inappropriate hand gestures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive/Threatening body language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Suspensions**

There are different types of suspension based on the frequency and intensity of behaviours. Out of School Suspension (OSS) of a student from Nanango State School is a consequence which may be used as a last resort (for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour) or as a natural restitution and reparation process for high level, unsafe behaviours (eg physical violence or verbal abuse directed at a student or teacher). 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 OSS, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (eg 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.

An In-School Suspension (ISS) is actuated when a student’s behaviours are of a serious nature but do not warrant an OSS; this also gives student in their class an opportunity to recoup. This will assist in have 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.

**Detentions**

In the event that a student’s behaviour constitutes one or more of the following:

- Disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school

The Principal may evoke an out of school hours detention, including Saturday detentions. The detention is used as a last resort alternative to suspension or exclusion for the purpose of preventing an escalation of inappropriate behaviour. In the case of a detention, parents will be:

- Notified of the proposed detention at least 24 hours before the detention is scheduled to occur.
- Given a Nanango State School Out of Hours Detention Form for consent.

After hours 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.

Saturday detentions will:

• Occur on a Saturday between the times of 9:00 am-12:00 pm. 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.

• Students will be given suitable food and toilet breaks throughout the detention.

• During detention students may participate in the following:
  o Completion of schoolwork.
  o School community service which includes tidying of the school premises and equipment.

• It will be the student’s guardian/parent’s responsibility to deliver and collect the student for detention.

In instances where a student has repeatedly received detentions a Discipline Improvement Plan will be implemented to support the student.

Nanango State School makes systematic efforts to prevent problem student behaviour. Through PBL teachers will develop specific lesson plans and reinforce expectations by teaching expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All Behaviour Referrals are looked into and then entered in One School.

**Targeted proactive behaviour support:**
Nanango State School has adopted several proactive strategies to educate and prepare students for dealing with difficult situations. Bullying No Way and Friends for Life are programs that explore the personal and social aspects of bullying as well as peer pressure and delivering a non-violent response to bullying situations. There is also extra support in the playground for students with high social needs.

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

**Intensive behaviour support: Special Needs Committee**
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. Teachers, staff, parents or guardians who have identified a need or suspect a student needs support for behaviour, guidance or academia may refer those students to the Special Needs Committee.

The Special Needs Committee:

• 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 FBA and PBL Team to achieve continuity and consistency.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
• property destruction
• school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• Health and Safety incident record (link)
• Incident/ Manual Handling Report (Appendix 3)

Network of Student Support
Students at Nanango State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff
• Head of Curriculum
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers
• Adopt-a-Cop Police Officer

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

Consideration of Individual Circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,
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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
- Bullying - No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principals:  P&C President or Chair, School Council:  Regional Executive Director or Executive Director (Schools)

Effective Date: 18 October – December 2018
Appendix 1

The Use of Personal Technology Devices* at School

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

**Certain Personal Technology Devices Banned From School**

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

**Confiscation**

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

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

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

**Personal Technology Device Etiquette**

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

**Recording voice and Images**

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

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 bullying\textsuperscript{1} or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
\begin{itemize}
\item recording; and/or
\item disseminating material (through text messaging, display, internet uploading etc); and/or,
\item knowingly being a subject of a recording
\end{itemize}

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

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

**Text communication**

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

**Assumption of cheating**

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

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

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

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

**Special Circumstances Arrangement**

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

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

\textsuperscript{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 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 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 someone or a group of people with more power repeatedly and intentionally causes 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 probably 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're not examples of bullying unless someone is deliberately and repeatedly doing them to you.

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 may result in a suspension based on the circumstances.

5. 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.

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 and may result in suspension or expulsion.

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 response 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 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
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 3 school rules and have been taught or are being 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. 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.

11. 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.

12. 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.

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. The anti-bullying process at Nanango 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’.

14. Nanango 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.