St George State School

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

1. Purpose
St George 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
St George 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 during April 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2014 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C in 2014, and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement
All areas of St George 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, which is predicated upon the principles of School-Wide Positive Behaviour Support, 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 St George 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 respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
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 St George State School we emphasise the importance of explicitly 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>CARING, LEARNING, ACHIEVING TOGETHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Expectations</strong></td>
</tr>
<tr>
<td><strong>In the CLASSROOM and ALL AREAS we:</strong></td>
</tr>
<tr>
<td>BE SAFE</td>
</tr>
<tr>
<td>When we feel safe, school is a happy place to be.</td>
</tr>
<tr>
<td>Use equipment appropriately.</td>
</tr>
<tr>
<td>Walk in classrooms, up and down stairs and on concrete.</td>
</tr>
<tr>
<td>Sit on chairs.</td>
</tr>
<tr>
<td>Stand at the standing table.</td>
</tr>
<tr>
<td>Stay calm when we are upset.</td>
</tr>
<tr>
<td>Wash our hands.</td>
</tr>
<tr>
<td>Keep hands, feet and objects to ourselves.</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
</tr>
<tr>
<td>When we are responsible, we are caring, learning and achieving together.</td>
</tr>
<tr>
<td>Ask permission to leave the classroom.</td>
</tr>
<tr>
<td>Are in the right place at the right time.</td>
</tr>
<tr>
<td>Follow instructions straight away.</td>
</tr>
<tr>
<td>Attend school every day.</td>
</tr>
<tr>
<td>Accept consequences.</td>
</tr>
<tr>
<td>Are organised.</td>
</tr>
<tr>
<td>Set goals for ourselves.</td>
</tr>
<tr>
<td>Publicly acknowledge/reward our efforts.</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
</tr>
<tr>
<td>When we are respectful, we are proud of who we are and what we are doing.</td>
</tr>
<tr>
<td>Are ready to learn.</td>
</tr>
<tr>
<td>Respect our and others right to learn.</td>
</tr>
<tr>
<td>Care for equipment.</td>
</tr>
<tr>
<td>Put things where they belong.</td>
</tr>
<tr>
<td>Use kind words.</td>
</tr>
<tr>
<td>Wait our turn.</td>
</tr>
<tr>
<td>Wear our uniform.</td>
</tr>
<tr>
<td>Work cooperatively with each other.</td>
</tr>
<tr>
<td>Respect personal space.</td>
</tr>
</tbody>
</table>

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

- Behaviour lessons conducted by teachers in class groups and also during Team Time;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
St George State School implements the following proactive and preventative processes and strategies to support student behaviour:

- The implementation of the ‘You Can Do It!’ Program (a social/emotional skilling program) across the school during pastoral care time (Team Time).
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership team’s regular provision of information and training to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the St George State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1).
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

**Reinforcing expected school behaviour**

At St George 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.

This reinforcement system includes:

- 10 Point Cards and Tickets – staff members hand out 10 point cards and/or tickets each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a 10 point card and/or a ticket. When students are given a 10 point card they drop the card into one of the boxes in the school administration block. Tickets are placed in the Friday Draw box. Each Monday the cards are tallied and allocated to the relevant school House. Cards or tickets are never removed as a consequence for problem behaviour.
- Praise notes are completed by school community members to recognise good behaviour.
- Students of the Week – each Friday Student of the Week awards are presented on parade. Teachers identify students who have demonstrated outstanding commitment to following the school rules or classroom expectations to receive these awards. Student of the Week winners are recorded on OneSchool and the recipients receive a ticket which is placed into the Friday Draw box.
- Happy Notes – positive behaviours are publicly acknowledged through the use of “Happy Notes”. These notes can be written by any member of staff for any child that is seen following our three school rules. This positive behaviour is then recorded on One School and the recipient’s name is placed into the Friday Draw box.
- Friday Draw – ALL students who receive a Student of the Week Award and/or a “Happy Note” receive a ticket in our weekly Friday Draw. Three names are drawn from the box during Friday’s parade and the student must be present to accept the prize. The three winners each receive a voucher from the School tuckshop.
- End of Term Mega-draw – every week ALL tickets are then placed into the Mega-Draw box for a chance to win a Gift Voucher from a local business. Five names are drawn on the last day of each term and the student must be present to accept the prize.
- Mid-term Reward – our school’s OneSchool data is used to determine who participates in the mid-term and end of term rewards. All students who have one or no major mis-behaviour recordings are eligible to attend the reward session. The Student Council assists in determining the type of reward in which each class will participate. Mid-term rewards range from “Own choice time” to the use of laptops and XO's.
• End of Term Reward – the same criteria applies for our end of term rewards. Students with one or no major misbehaviour recordings are eligible to attend planned activities ranging from movie and popcorn session to slip and slide play. These activities and rewards focus on all students across all settings.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

Targeted behaviour support:
Each year a small number of students at St George State School are identified through our data as needing a little extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

These students still attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from various staff members and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training, e.g. Strength/Tree of Life programs implemented by the School Chaplain; Friends program implemented by trained school staff.

The targeted behaviour support is coordinated by the Pastoral Care Team in conjunction with the Student Support Team. All staff members are provided with professional development around the referral and response process, the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the targeted behaviour support programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Student Support Team
St George State School is committed to educating all students, including those with the highest behaviour support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support Team (SST):
• works with other staff members to develop appropriate behaviour support strategies
• monitors the impact of support for individual students through continuous data collection
• makes adjustments as required for the student, and
• works with the School Leadership Team to achieve continuity and consistency.

The Student Support Team (SST) has a simple and quick referral system in place. Following referral, the SST will determine a course of intervention which may include the development of an Individual Behaviour Support Plan. This intervention may include individuals from other agencies already working with the student and their family.
5. Emergency or critical incident responses

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

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

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

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

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

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

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

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

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

In particular physical restraint may be used:
- as an immediate or emergency response
- as part of student’s individual plan, including prevention of self-harming behaviours
- when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering the welfare of student, staff and other students
- with such force as is reasonable under the circumstances
- in conjunction with teaching and reinforcement of alternative appropriate behaviour.
Appropriate physical intervention may be used to ensure that St George 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 physical restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of consequence
- physical intervention must not be used when a less intrusive 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 restraint must be formally documented on a Health and Safety Incident Record.

6. Consequences for unacceptable behaviour
St George State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Behaviour Record form (Appendix 3) is used to record minor and major problem behaviour. Administration staff enter the problem behaviour information into OneSchool.

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:
- **Generally, minor** problem behaviour is managed by staff members at the time it happens.
- **Generally, major** problem behaviour is managed by the school Administration team and relevant staff members.

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.
Minor problem behaviours should be addressed by staff deploying actions to minimise the misbehaviour before it gets out of hand, by implementing the following strategies:

- Proximity control
- Signal or non-verbal cue
- Ignore/attend/praise.

Should the minor problem behaviours persist, staff should implement error correction strategies in this order:

- Re-direct
- Re-teach
- Provide choice
- Student conference.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

**Major** behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Administration.

When major problem behaviour occurs, the staff member advises the office via a ‘red card’ then completes a Behaviour Record form (Appendix 3).

Major problem behaviours may result in the following actions:

- Time out, removal to a withdrawal location, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Student Support Team
  AND/OR
- Parent contact, referral to Student Support Team, suspension from school.

Students who repeatedly engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be excluded from school following an immediate period of suspension.
The following flowchart outlines examples of major and minor problem behaviours and the processes to be implemented:

Please note: When applying differentiated management strategies and consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour/school rule/classroom expectation
- describe the likely consequences if the problem behaviour continues, and
- identify what they will do to change their behaviour in line with expected school behaviour.

Ensuring consistent responses to problem behaviour
At St George State School staff are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students are explicitly taught 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.

6. Network of student support
Students at St George State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports from:
- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Adopt-a-Cop
- Head of Special Education Services.

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Goondir Health
- Local Council
- Lifeline
- Care Balonne.

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

St George 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, socio-economic 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.
8. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2000
- 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

9. Related policies
- 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 Interviews and Police or Staff Searches at State Educational Institutions
- Using the Department's Corporate ICT Network
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

10. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Better Behaviour, Better Learning
- Program Achieve – You Can Do It!
- Friends Program

Endorsement

[Signatures]

Principal  P&C President

Effective Date: 1 June 2014 – 31 May 2017
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 mobile phones, cameras, digital video cameras or iPods 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. However, special consideration may be given by the school administration (in consultation with the P & C) for the use of these devices for special school activities e.g. excursions/camps.

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 handed into the office upon arrival at school and may be collected upon departure from 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 St George 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\(^1\) 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:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording.

Breach of this policy may be subject to discipline (including suspension and 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 Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, 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. St George State School strives to create a positive, predictable environment for all students at all times of the day. This disciplined 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 St George State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at St George State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At St George State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at St George State School support 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. Bullying and how to prevent and respond to it is a subset of procedures that our students are accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students are being taught the specific routines in the classroom and 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 classroom and non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the classroom and non-classroom areas. This means that in non-classroom areas, duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors.

9. 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 St George 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’.

10. All students participate twice each week in pastoral care groups (Team Time) during which the social/emotional skilling program ‘You Can Do It!’ is implemented. This program provides students with skills and strategies to think positively in order to manage negative feelings and behaviours. Specifically the program covers eight areas: confidence, effort and persistence, happenings, self-acceptance, goal setting, time management and organisation, making friends and handling conflict.

11. St George State School uses behavioural data for decision-making. This data is entered into OneSchool 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.

Intervention

12. At St George State School, bullying incidents (as with all problem behaviours) are managed by considering the individual circumstances and actions of the students concerned and the rights of school community members.

13. At St George State School, all problem behaviours, including bullying, are managed according to the problem behaviour flowchart included on page eight of the Responsible Behaviour Plan for Students.
**Appendix 3**  
St George State School  
Behaviour Record

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referring staff member:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peers:</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff:</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Red Card Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defiance/Disrespect</th>
<th>Physical Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity brief failure to follow directions.</td>
<td>Student engages in non-serious but inappropriate physical contact.</td>
</tr>
<tr>
<td>Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity language (eg shut up, idiot etc).</td>
</tr>
<tr>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate / Abusive language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity but inappropriate disruption. Non-compliance with routine.</td>
</tr>
<tr>
<td>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Property Misuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property.</td>
</tr>
<tr>
<td>Vandalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dress Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the School.</td>
</tr>
<tr>
<td>Refusal to comply with School dress code.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
</tr>
<tr>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dishonesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
</tr>
<tr>
<td>Student delivers message that is untrue and / or deliberately violates rules and/or harms others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT misconduct, late for class; prohibited items.</td>
</tr>
<tr>
<td>Harassment / Bullying</td>
</tr>
<tr>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy/skipping class.</td>
</tr>
</tbody>
</table>

**Description of Incident:**

___________________________________________________  
___________________________________________________  
___________________________________________________  
___________________________________________________  

**Strategies Implemented:**  
Tactical ignoring, Selective attending, Proximity, Proximity with touch interference, Body language encouraging, Waiting and scanning, Pause in talk, Cueing, Descriptive encouraging, Non-verbal redirection, Distraction or diversion, Non-verbal directional action, One directional phrase, Curriculum redirection, Calling the student’s name, Questioning to redirect, Individual close talk, Verbal redirection: Directive question, Verbal redirection: Directive statement, Give choice (incorporating consequences), State logical consequences, Follow through: enforce consequences, Move student in room, Move student to reflection or time-out area, Remove student from classroom, Have a third party remove student from classroom, Remove rest of class from room or area.

**Consequences:**  
Being detained, Planning or problem solving, Extra practice of social/behavioural skill, Make up missed work, Restitution, Mediation essay, Alteration of activity, Temporary removal from activity, Loss of privilege, Behaviour contract, Community Service

Other: ____________________________________________  
___________________________________________________  

When applying differentiated management strategies and consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.