# Responsible Behaviour Plan for Students

**Narangba Valley State School**

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

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Narangba Valley State School

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

1. PURPOSE

Narangba Valley 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.

Narangba Valley State School caters for Preparatory through to Year Six and services predominantly a middle socio-economic learning community. At Narangba Valley State School our Code of School Behaviour promotes a philosophy that celebrates and rewards students who regularly achieve school expectations. Students of Narangba Valley State School will strive to excel in areas of academia, leadership, sport, citizenship and creative talents and in becoming valued members of their chosen High School. We believe, by clearly stating school expectations, students are able to take responsibility for their actions and make appropriate behavioural choices that are conducive to a productive learning environment. Supporting the behavioural choices of our students, our learning community has collaboratively outlined a set of values that reflect the harmonious operation of our school site. These five values have been incorporated into our strategic documents and are identified by all community stakeholders as the “Frog Five”. Our “Frog Five” (RESPECT, SUCCESS, PARTNERSHIPS, SAFETY, CARE) personalise Education Queensland’s core expectations for all students, parents/caregivers, schools and principals.

2. CONSULTATION AND DATA REVIEW

Narangba Valley State School reviewed the plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during the 2011 Quadrennial School Review (QSR). A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2015 also informed the development process.

The plan was reviewed at the end of 2013 to include a uniform policy change endorsed by the P & C and minor updates of new supportive processes and again in 2014 to include revised behaviour levels and refine references to C.H.I.L.E. and reinforce alignment to the Australian Curriculum.

This plan has been endorsed by the Principal, the President of the Parents and Citizens Association and will be reviewed when required and in 2018 as required by legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

All areas of Narangba Valley 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 Narangba Valley 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. These are commonly known as the “Frog Five”:

- **RESPECT** - Respect and value all individuals with consideration, courtesy and tolerance.
- **SUCCESS** - Support the pursuit of excellence by engaging in opportunities where potential is reached and success is celebrated.
- **PARTNERSHIPS** - Develop ongoing productive partnerships through communication, collaboration and cooperation in a diverse inclusive environment.
- **SAFETY** - Create a safe, secure and harmonious school environment by fostering innovative and creative practice.
- **CARE** - Care and take pride in the performance and accountability of ourselves, others and our learning community.

Our school rules have been agreed upon and endorsed by 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.

These “Frog Five” core values are publicly shared and referenced to all within our school community along with our Vision, Purpose, and Code of Behaviour Standards through our Code of School Behaviour (Appendix 1) which is proudly displayed in each of our classrooms.
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 Narangba Valley 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 matrix of behavioural expectations in specific settings has been attached to each of our ‘Frog Five’ values. This matrix outlines our agreed rules and positive behaviour definitions of appropriate behaviours in all school settings.

Our “RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS” focuses on defining and reinforcing all behavioural standards (as outlined in our Narangba Valley State School’s Code of School Behaviour), and celebrating the achievements of those students who have actively been able to model and consistently practise these standards. In defining these behavioural standards our learning community strives to develop the academic, social and emotional wellbeing of each and every student to achieve a complete level of functional citizenship. We have very comprehensive programs and resources that encompass many areas of social development.

**HPE Program (Australian Curriculum)** This program focuses on supporting students to make decisions about their health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient.

**C.H.I.L.E. (C hoices H ealth I nformation L ifestyle E ducation)** This resource provides class teachers with some suggested lessons from Preparatory to Year 6 which focus on providing learning experiences for students in the areas of social skills, drug awareness/health issues, values education, conflict resolution, and decision making. The C.H.I.L.E. Resource aligns with the National Framework for Values Education in Australian Schools.

**Protective Behaviours and Personal Development Program** In Preparatory to Year 4 there is significant focus on protective behaviours, the NO GO TELL strategy, OK and Not OK touches. In years 5 to 7 the NO GO TELL strategy is still a focus with further development in knowledge of the reproductive system and puberty.

Further communication of these expectations is also achieved through School Assemblies and fortnightly newsletters.
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<tr>
<td><strong>Classroom</strong></td>
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<tr>
<td>- Have equipment ready to use</td>
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<td>- Use classroom equipment</td>
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<td>appropriately</td>
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<td>- Be punctual</td>
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<td>- Show respect and consideration</td>
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<tr>
<td>for others</td>
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<tr>
<td>- Respect the property of others</td>
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<tr>
<td>- Listen to the teacher</td>
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<td>- Raise your hand</td>
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<td>- Use manners words</td>
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<td><strong>Pathways</strong></td>
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<tr>
<td>- Walk quietly and in an orderly</td>
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<tr>
<td>way so that others are not</td>
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<tr>
<td>disturbed</td>
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<tr>
<td>- Stay on the pathways</td>
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<td>- Keep to the left</td>
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<tr>
<td><strong>Playground</strong></td>
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<tr>
<td>- Respect the property of others</td>
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<tr>
<td>- Keep hands, feet and objects</td>
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<tr>
<td>to yourself</td>
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<td><strong>Toilets</strong></td>
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<tr>
<td>- Respect the privacy of others</td>
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<tr>
<td>- Wait quietly</td>
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<tr>
<td><strong>Bus Line</strong></td>
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<tr>
<td>Stop, drop and go</td>
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<tr>
<td>- Wait quietly</td>
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<tr>
<td>- Stay back from gate so that</td>
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<tr>
<td>others can go through</td>
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<td>- Leave school bag in an</td>
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<td>appropriate place</td>
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<tr>
<td><strong>Online/Computer Lab</strong></td>
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<tr>
<td>- Respect the privacy of others</td>
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<td>- Participate in approved online</td>
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<tr>
<td>sites, educational games and</td>
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<td>ICT based activities</td>
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<td>- Be courteous and polite in all</td>
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<td>online communications</td>
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5. INCIDENT TYPE DESCRIPTORS

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

- A regular section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Narangba Valley State School “Responsible Behaviour Plan for Students” delivered to new students and 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 2)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3)
  - Anti-Bullying Policy (Appendix 4)

REINFORCING EXPECTED SCHOOL BEHAVIOUR

At Narangba Valley 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.

Our community prides itself in providing an environment that rewards and celebrates achievements of all students. These celebrations take many forms and are continually reviewed for effectiveness to ensure the celebration reflects the achievements of the individual student or group. When appropriate choices are consistently made they are celebrated in a variety of ways within our community. Celebrations of appropriate behaviours culminate in a planned day at the end of each term, when students will engage in an “END OF TERM REWARD ACTIVITY”. Behaviour Levels ‘Sound / Satisfactory’ or above participate in the “most enjoyable” reward activity with Behaviour Levels below ‘Sound or Satisfactory’ reflecting on their past term of behaviour and identifying opportunities for behaviour improvement.

<table>
<thead>
<tr>
<th>PREP – YEAR 2</th>
<th>YEARS 3 - 6</th>
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<tr>
<td><strong>Behaviour Rewarded:</strong></td>
<td><strong>Behaviour Rewarded:</strong></td>
</tr>
<tr>
<td>• Very High</td>
<td>• Excellent</td>
</tr>
<tr>
<td>• High</td>
<td>• Very Good</td>
</tr>
<tr>
<td>• Sound</td>
<td>• Satisfactory</td>
</tr>
<tr>
<td><strong>No Reward:</strong></td>
<td><strong>No Reward:</strong></td>
</tr>
<tr>
<td>• Developing</td>
<td>• Needs Attention</td>
</tr>
<tr>
<td>• Support Required</td>
<td>• Unacceptable</td>
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Behaviour Levels are communicated to students and parents at the end of each term using a Behaviour Level Certificate. Behaviour Levels are also reported to parents on the student report card at the end of each semester. Behaviour Comments on Report Cards reflect the “Frog Five Values” and read as follows:

- (Student) independently and consistently displays all the “Frog Five” values of respect, success, partnership, safety and care.
- (Student) consistently displays all the “Frog Five” values of respect, success, partnership, safety and care.
- (Student) usually displays all the “Frog Five” values of respect, success, partnership, safety and care.
- (Student) sometimes displays all the “Frog Five” values of respect, success, partnership, safety and care.
- (Student) rarely displays all the “Frog Five” values of respect, success, partnership, safety and care.
To ensure the accuracy and consistency of reward levels awarded to students at the end of each term, class teachers will collect data of both positive and inappropriate (requiring support) behaviour that is demonstrated throughout each term from inside the classroom, at specialist lessons, and in the playground. This data is recorded through individual class records.

To maximise success for all students, staff members, district support personnel (if required), and parents/caregivers are committed to collaboratively implementing a structured and detailed “Responsible Behaviour Plan for Individuals” program for those students who may require additional support. Students identified making negative behavioural choices will engage in a focused social skilling program aimed at scaffolding more appropriate choices. This support is tailored and documented in a “Responsible Behaviour Plan for Individuals” collaboratively written by the individual student, the student’s teacher and other appropriate support personnel as identified by administration.

The fundamental aim of the RBP is to specifically target inappropriate behaviours and implement focused strategies that will limit their frequency. Additional avenues for celebration within our school environment include:

- **Individual Class Rewards**
  - Class incentive rewards celebrated by classroom teacher as collaboratively established and outlined within each individual class’s “Engaged Learning Plan”

- **Weekly Assembly Award – Early Phase of Learning “The Frog” and Middle Phase of Learning “The Bonsai”**
  - A weekly environmental award that recognises proactive contributions to the healthy well-being of our school environment by either an individual student or class. At weekly assemblies a student or class is awarded with a school certificate and handed our school mascot i.e. “The Frog” or “The Bonsai” to proudly display in their classroom for the week.

- **Weekly Assembly Award – Early Phase of Learning “The Shoe” and Middle Phase of Learning “The Tommy”**
  - This award celebrates the class which best models how to walk safely and responsibly in lines when moving around our school.

- **“Kooya” Class Borrowing Award**
  - A weekly award that celebrates the class which best models responsible borrowing and use of the library.

- **Student of the Month Certificate**
  - Once a month class teachers identify a student from their class who has demonstrated a consistent application to their learning throughout the month. These students are awarded a “Student of the Month Certificate” and are invited to the Corporate and Student Services Building to share morning tea.

- **Weekly Class Certificates**
  - Weekly class certificates are awarded to students on assembly in recognition of their commitment to their learning. Each week class teachers select a student who has excelled within an educational context for that week.

- **Weekly “Gotcha” Cards**
  - Students who are able to model expectations of our school community within the playground are awarded a “Gotcha” card. This card recognises the expectation the student fulfilled and is divided into two (2) Parts. The first part is placed into the Gotcha Box (in the office) as an entry into that week’s prize draw conducted at that week’s assembly. The second part is an acknowledgement for home of what the child modelled at school. At the completion of the prize draw, the Gotcha Card is returned to the class teacher for inclusion in the student’s portfolio.

- **Administration Stickers/Awards**
  - Students who display an excellence in attitude and effort for learning experiences/behaviour may be referred to administration for recognition.
• “End of Term Rewards” (Noted in-depth at the beginning of this section)
  ✓ Students are recognised on one day each term for their achievement in modelling all school expectations (i.e. “Frog Five”). This day will consist of students engaging in an activity reflecting the level of their success.

• Frog Five Citizen Award
  ✓ Monthly achievement award nominated by staff to individual students who best demonstrate the fulfilment of Narangba Valley State School’s core “Frog Five” values of SUCCESS, RESPECT, PARTNERSHIPS, SAFETY and CARE.

• AOK Award — “Act of Kindness”
  ✓ The monthly Act of Kindness (AoK) Award is sponsored by local industry and can be awarded to any member of our community who performs an act of kindness in any given month. This is the only award which may be nominated or received by a student, community member or staff member.

• Other
  ✓ Publication of student success through fortnightly school newsletter titled the “Valley Croaker”
  ✓ Certificates/ Awards presented on School Assembly specific to an individual student achievement or talent
  ✓ Inclusion in special programs offered
  ✓ Selection to perform significant community service representing the school
  ✓ Student representatives eg. LEAP group, school leaders

It is important for students and parents/caregiver to note the most recent Education (General Provisions) Act 2006 allows schools to monitor student behaviour when the school is being represented. This school representation includes school hours and now extends beyond normal school hours to include times when the school community is being publicly represented by individual students. Please see below an excerpt from the Education (General Provisions) Act 2006.

misconduct, of a student of a State school, includes misconduct happening while the student is—
(a) attending or representing the school; or
(b) travelling to or from the school.

Education (General Provisions) Act 2006 Schedule 4, Dictionary, Section 8

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to successfully model all “Frog Five” values.

RE-DIRECTING LOW-LEVEL AND INFREQUENT PROBLEM BEHAVIOUR

Strategy # 1 – “Individual Class “Engaged Learning Plan”
(Developed by classroom teacher)

Each individual class collaboratively constructs an “Engaged Learning Plan” at the commencement of each school year. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of agreed class expectations of behaviour, then ask them to change their behaviour so that it aligns with the class’s expectations.

In conjunction with students and class teacher, a class “Engaged Learning Plan” is developed at the commencement of each school year and reviewed periodically. This plan contains a list of class rules revolving around our “Frog Five” values and also reflects both positive and negative elements outlining negotiated steps specific to a class that support behaviour improvements. This plan is then handed to administration for endorsement.
Examples of class rewards may include:

- Stickers
- Special Activities
- Celebration of achievements with administration
- Special letters sent home acknowledging achievements
- Certificates
- Class prize boxes
- Negotiated personal activity
- Increased school community roles

Examples of consequences include:

- Verbal Warnings
- Isolation within the classroom
- Exiting to “Buddy” teacher. Automatic call home by class teacher. (DQ 7- ASOT)
- Referral
- Parental notification

Strategy #2 – Playground Supervisions

Complimenting and supporting each class’s individual “Engaged Learning Plan” is the playground supervisions conducted by staff. During playground breaks students are expected to model the “Frog Five” Responsible Behaviour Plan for Student Values (i.e. RESPECT, SUCCESS, PARTNERSHIPS, SAFETY, CARE). Supporting students in each playground area are supervising teaching staff that interact with students within their playground area and proactively communicate with students to promote positive student behaviours and student safety.

Our preferred way of re-directing low-level problem behaviour is to ask students 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 students at Narangba Valley State School, are identified through our data as needing additional 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. Further strategies to assist students who require targeted behaviour support are noted below:

Strategy #3 – Teacher / Teacher Aide Support

Focuses on assisting teachers / teacher aides to achieve an optimum learning environment in which all students engage proactively. In recognising and valuing individuals within our student population, our community is committed to accessing all available resources to assist student engagement in the classroom. Depending on the needs of the teacher/ teacher aide and individual students, resources may include:

- Access to an Advisory Visiting Teacher (AVT) within a specific field
- Increased allocation of Teacher Aide hours (within budget) assisting on task behaviours of individual students
- Identification of individual student needs matched to expertise of teaching staff
- Teacher / Teacher Aide professional development opportunities to facilitate the implementation of skills supportive of achievement for high need students
- Collaborative design and implementation of modified learning programs for individual students
- Collegial support
Strategy # 4 – Australian Curriculum HPE Program and “C.H.I.L.E.” (Choices Health Information Lifestyle Education) Resource

HPE - Personal, Social and Community Health work units enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity participation across their life span
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

“C.H.I.L.E.” (Choices Health Information Lifestyle Education) is a collaboratively written resource developed in conjunction with Narangba Valley State High School which encourages young people in the practice of good citizenship. It focuses on providing learning experiences where students are educated in the areas of social skills, drug awareness, health issues, values education, conflict resolution, and decision making and encourages the development of personal resilience.

INTENSIVE BEHAVIOUR SUPPORT

Narangba Valley 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.

Strategy # 5 – Responsible Behaviour Plan for Individuals

When inappropriate student behaviours of students begin to occur regularly, all stakeholders relevant to the student meet formally to collaboratively draft a Responsible Behaviour Plan for Individuals. In this process the plan is collaboratively written in conjunction with the student’s class teacher, the parent / caregiver, a representative from the administration team and the individual student. In drafting this plan all parties provide input before explicitly documenting the targeted behaviours of the plan, the support measures to be put in place to assist achievement of more appropriate behaviours, and the outcomes anticipated from the improvement in the targeted behaviour.

Strategy # 6 – Withdrawal from classroom to Corporate and Student Services Building

When exhibited behaviours of students are causing significant disruption to either the classroom or playground context, individual students are removed from their learning environment and peers, to work independently with the administration team. During this time the individual student is counselled in a “one on one” situation on more appropriate choices in behaviour, with work performance and compliance to the “Frog Five” values closely monitored by the administration team for re-entry into their classroom / playground context.

Strategy # 7 – Referral to the Intensive Behaviour Support Team (Education District Support Agency)

Referral to the Intensive Behaviour Support Team may be implemented when the individual student repeatedly displays behaviours which are recorded as Incidents (Type 2 / 3). In consultation and with written permission from the parent / caregiver a Behaviour Management Advisory Visiting Teacher (AVT) meets with all parties and identifies possible strategies / options for implementation at school and at home to assist the student with their application to learning. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.
The Intensive Behaviour Support Team has a simple and quick referral system 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.

Strategy #8 – Student Disciplinary Absence 1-5 Days

Student Disciplinary Absence 1-5 Days is implemented at the discretion of the Principal/ delegated authority when a display/ displays of “Incident (Type 2 and 3 Referral)” are documented and recorded. In the implementation of this strategy the individual student is prohibited from attending the school and or any school related activity and becomes the responsibility of the parent / caregiver. Upon returning to school all relevant stakeholders (i.e. parents/ caregivers, student, administration team) collaboratively outline all behavioural expectations for the student and the corresponding consequences for continued breaches. In addition to stating expectations and consequences additional support options are identified, documented and implemented. This collaboration is documented within a “Re-entry Contract”.

Strategy #9 – Student Disciplinary Absence 6-20 Days

Student Disciplinary Absence 6-20 Days is implemented at the discretion of the Principal/ delegated authority when a display / displays of “Incident (Type 2 and 3 Referral)” are documented and recorded. In the implementation of this strategy the individual student is prohibited from attending the school and or any school related activity and becomes the responsibility of the parent / caregiver. The parent / caregiver is given a parallel work program from the child’s teacher when a child is absent due to Student Disciplinary Absence. This parallel work program is to be completed by the student and aims to keep the student up to date with the foci planned for their period of required absence. Upon returning to school all relevant stakeholders (i.e. parents / caregivers, student, administration team) collaboratively outline all behavioural expectations for the student as well as corresponding consequences for continued breeches. In addition to stating expectations and consequences additional support options are identified, documented and implemented. This collaboration is documented within a “Re-entry Contract”.

Strategy #10 – Behaviour Improvement Condition

A Behaviour Improvement Condition is an option used at the discretion of the Principal when the student’s behaviour warrants grounds for exclusion, but offers the identified student a final chance of behaviour improvement (i.e: if the student’s disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour). When a principal offers a Behaviour Improvement Condition the following information is documented and communicated to student and parent / caregiver:

- Reason for Behaviour Improvement Condition
- Period of behaviour improvement conditions (not more than 3 months)
- Details of program
- Student’s right to request review of Behaviour Improvement Condition within five school days after notice is given to student
- Details about how to make submission to Principal’s supervisor requesting review of Behaviour Improvement Condition, including name and address of Principal’s supervisor.

Strategy #11 - Exclusion

Principal:
Contacts region for allocation of case manager
Gives notice of suspension and proposed exclusion to student and parents
Meets with parents
Considers any submission against the proposed exclusion
Makes the decision about the proposed exclusion
Notice of Exclusion or Decision not to Exclude forwarded to student and parents
Notifies Regional Office if student is excluded permanently
Investigation reports and all documentation considered by the Principal forwarded to Regional Office if an appeal is received

6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Narangba Valley State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

TYPE 1, 2 AND 3 BEHAVIOURS

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Type 1** problem behaviour is handled by staff members at the time it happens
- **Type 2 and 3** problem behaviour is referred directly to the school Administration team

**Type 1** behaviours are those that:

- are minor breaches 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.

Examples of Type One Incidents are identified as:

- Incidents which **REPEATEDLY** exhaust the school / class “Engaged Learning Plan”. These are considered to be **REPEAT** behaviours either within classroom and/or playground where minimal behaviour modification has been made by the student. Examples of these include:
  - Running on concrete
  - Out of bounds
  - Running through gardens
  - Throwing food/ Littering
  - Not following staff/ volunteer instructions
  - Entering classrooms without permission
  - Rough Play
  - Distracting students in class
  - Calling out in class
  - Touching other people’s belongings
  - Interfering with other student’s games
  - Playing on playground equipment before and after school
  - Not keeping hands, feet and hurtful words to themselves
  - Inappropriate toilet behaviour
  - Refusing to proactively engage in learning experiences
  - Using mobile phone when on the school site
  - Uniform infringement
  - Unfair play

NB: All incidents recorded through the Minor Incident Playground Report are monitored by administration for frequency and returned to the class teacher for inclusion into the student’s portfolio.
Incident Type 1 Action / Support Plan

- Parental letter / phone advice from teacher / administration to home notifying parents / caregivers of incident
- If deemed necessary, meeting conducted with relevant personnel
- Learning Engagement concerns may be tabled with a Responsible Behaviour Plan for Individuals drafted and implemented
- School expectations clearly outlined for the student
- Consequences for continued inappropriate actions to be detailed
- Suitable incentives identified, rewarding the student for the achievement of school expectations

Consequences for Type 1 incidents may include:

- Time-out within the classroom environment
- Loss of special activity time within the classroom environment
- Time-out within the playground environment
- Walking with teacher during lunch times to reflect on actions
- Engagement in a structured supervised activity with a staff member during part of break
- Acknowledgment to student and parents / caregivers that repeating incidences of this nature may incur a “INCIDENT TYPE 2” rating

**Type 2** behaviours are those that:

- violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

**Type 2** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form which is then presented to the Corporate and Student Services Building along with the student involved.

**Examples of Type Two Incidents are identified as:**

- Repeated Type 1 behaviours
- Bullying (in all forms)
- Harassment (in all forms)
- Purposeful damage to property
- Stealing
- Defiance
- Obscene language
- Leaving school grounds without permission
- Repeated deliberate disruption to learning
- Repeated ignoring of staff instructions
- Misuse of image capturing devices (i.e. mobile phone)
- Use of inappropriate/intimidating language on school email accounts

**Students are referred to Administration through the Code of School Behaviour Student Referral Slip.**
Incident Type 2 Action/ Support Plan

- Letter / phone advice from administration to home notifying / requesting meeting with parents / caregivers
- Possible meeting conducted with relevant personnel
- Learning Engagement concerns may be tabled with a RBP for Individuals drafted and implemented
- School expectations clearly outlined for the student
- Consequences for continued inappropriate actions to be detailed
- Suitable incentives identified, rewarding the student for the achievement of school expectations

Consequences for Type 2 Incidents may include:

- Detention period in the office during play time where students complete a Student Reflection Sheet acknowledging their behaviour choices and identifying more appropriate solutions for future application
- Detention to complete class work expectations
- Possible withdrawal from attending extra-curricular school based activities such as school camps and off campus excursions
- Consultation extended to possibly include Guidance Officer and Behaviour Support Team (District)
- Detention with restricted access to the playground
- Formal School Disciplinary Absence of 1 to 5 day suspension with negotiated Re-entry Contract upon returning to school clearly outlining student expectations, support mechanisms (both school and home) and consequences for failing to meet these
- RBP to outline expectations required of the student to return to Behaviour Level Certificate Very High / High / Sound (Prep-2) or Excellent / Very Good / Satisfactory (Yrs3-6)
- Redrafting of support plan if created as a result of Incident Type 1 behaviours
- Acknowledgment to student and parents / caregivers that repeated occurrences of this nature will incur an “INCIDENT TYPE 3” rating

Type 3 behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of significant harm
- require the involvement of school Administration

Type 3 behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form which is then presented to the Corporate and Student Services Building along with the student involved.

Examples of Type Three Incidents are identified as:

- Repeated Incidents of Type 2 behaviours
- Vandalism
- Sexual offences with self or peers
- Illegal or illicit behaviour
- Possession of a weapon including knives
- Using an item as a weapon
- Major stealing
- Targeted physical bullying with intent to harm
- Using obscene language/ gestures and threatening behaviours towards staff
- Inappropriate use of resources available at our school
- Behaviour outside of school that affects the good order & management of the school
Type 3 Behaviours

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 have a proposal for exclusion then be recommended for exclusion from school following an immediate period of suspension.

Incident Type 3 Action/ Support Plan

- Letter / phone advice from administration to home notifying / requesting meeting with parents / caregivers
- Meeting conducted with relevant personnel
- Learning Engagement concerns tabled with a RBP for Individuals drafted and implemented
- School expectations clearly outlined for the student
- Consequences for continued inappropriate actions to be detailed
- Suitable incentives identified, rewarding the student for the achievement of school expectations

Consequences for Type 3 Incidents may include:

- Detention in office to complete class work expectations
- Detention period in the office during play time where students complete a Student Reflection Sheet acknowledging their behaviour choices and identifying more appropriate solutions for future application
- Consultation / involvement of Guidance Officer / Behaviour Support Team (District)
- Detention with restricted access to the playground
- Formal School Disciplinary Absence addressed to student with official correspondence addressed to parents / caregivers advising of formal absence. Formal School Disciplinary Absence options include:
  (i) 1-5 day suspension
  (ii) 6-20 day suspension
  (iii) Behaviour Improvement Condition
  (iv) Proposal to Exclude
  (v) Recommendation for Exclusion

**NB: Information on processes on how to appeal Formal School Disciplinary Absences listed above in item ii, iii and iv is available upon request**

- Re-entry Contract negotiated upon returning to school clearly outlining student expectations, support mechanisms (both school and home) and consequences for failing to meet these
- Referral to outside support agencies
- Exclusion at Discretion of District Office
- Support plan to outline expectations required of the student

**TIME-OUT:** Removal from program of instruction within the classroom (time-out chair) or removal from the playground (sitting out) for 'reflection' / calm down time.

Procedure:

- Keep the student under supervision at all times
- Give the student the opportunity to re-join the class/playground in intervals of no more than 10 minutes
- Provide the student with opportunities to complete class work to fulfil educational requirements if the time-out occurs within the classroom
- Record time-out incident in class behaviour record book
- Review frequency of use with particular students and develop a more comprehensive strategy to support student's full participation in the educational program, if required
Detention: removal to a buddy class/detention room for major behaviours or cumulative recordings of minor behaviours

Buddy class procedure:
- Exit student to buddy class for a determined period to time after following classroom behaviour management procedures (take into account the age of the student and circumstances surrounding the behaviour)
- Supply the student with class work to fulfil educational requirements
- Enter detention onto One School
- Notify parents of incident and consequences

Detention Room Procedures (consequence determined by Admin):
- Teacher discusses behaviour with student and completes a white referral slip documenting behaviour
- The student takes the referral slip to the office
- Administration investigate behaviour incident and make a determination about detention consequence (taking into account the age of the student and circumstances surrounding the behaviour)
- Student is provided with class work to fulfil educational requirements, if detention occurs within class time
- Student completes a behaviour reflection sheet, if detention occurs within a lunch time period
- Admin enter detention onto One School
- Admin notify parents of incident and consequences, if appropriate

7. CONSISTENCY OF IMPLEMENTATION

At Narangba Valley State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. All staff are thoroughly trained / re-familiarised at the commencement of each school year. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. This skill development is continually modelled by all staff and delivered to students through the Preparatory Year to Year 6 Personal, Social and Community Health curriculum and NVSS C.H.I.L.E program. These programs provide class teachers with a sequential program from Preparatory Year to Year 6 which focuses on providing learning experiences where students are educated in the areas of social skills, drug awareness / health issues, values education, conflict resolution, and decision making.

8. BEHAVIOUR DATA REVIEWS

At the end of each term, all behaviour data will be reviewed by the Behaviour Management Committee which will consist of members pertaining to Administration, Teachers from Prep-Year 2, Years 3 & 4 and Years 5 & 6, Non-Teaching and Specialists.

Teaching staff are required to regularly access the Dashboard on One School to review their class data sets regarding behaviour.
All year levels are required to engage in behaviour moderations at the end of each term.

An annual review of behaviour will be conducted each year and include feedback to and from School Council, Forums, P & C Committee and the School Opinion Survey.

9. 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 (see Appendix 7)

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
- to prevent serious property damage; that potentially injures themselves or others

Appropriate physical intervention may be used to ensure that Narangba Valley 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.

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

Physical intervention is not to be used as a response to:
- property destruction, unless serious
- 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.

Physical Intervention – Immediate or Emergency Response

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

Staff will:
- give clear verbal instruction before physical restraints are used, unless the urgent nature of
  the situation makes it impractical
- call for assistance from another member of school staff and make arrangements to ensure
  that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing
  o the behaviour that preceded the use of physical restraint
  o the type and duration of restraint used
  o staff members and other witnesses present during the period of restraint
  o student’s physical condition before and after the period of physical restraint
  o planned future action to prevent further incident of the behaviour
- complete an incident report
- provide debriefing for the student and any other students after a suitable interval of time has
  elapsed
- attend a debriefing meeting with all relevant staff members
- develop an individual plan if physical restraint is necessary as an ongoing strategy

Physical Intervention – Individual Plan

Physical restraint, involving the manual restriction of student’s movement for reasons of safety.
When physical restraint is used as part of a student’s individual plan as an ongoing response strategy
due to frequency of behaviour risk/patterns. Individual plans will be approved.

Staff will:
- be provided with physical restraint training and professional development
- complete the relevant documentation following a physical restraint (Student Protection)
- employ responses to support all staff and students involved in, including witnesses to incident
RECORD KEEPING

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

- Incident report
- Health and Safety incident record (link)
- Debriefing report (for student and staff)

10. NETWORK OF STUDENT SUPPORT

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

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)
- Police
- Local Council
- Neighbourhood Centre

11. 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.

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

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

12. PARENT BEHAVIOUR EXPECTATIONS

The Department of Education, Training and Employment is committed to taking all reasonable steps to provide a safe environment for staff, volunteers, students, parents and visitors at State educational institutions. Section 5 of the Education (General Provisions) Regulation 2006 (QLD) makes a principal responsible for the safety and overall management of state instructional institutions.
Parents/Carers/Visitors should adhere to the following guidelines and expectations;

A person entering Narangba Valley State School must not:

1. wilfully disturb the good order or management of a State educational institution
2. insult a staff member of a State educational institution
3. insult a staff member of a State educational institution in the presence or hearing of a student of the institution, who is, at the time in question—
   (a) in or about the institution; or
   (b) assembled with others for educational purposes at or in any place
4. commit an offence at the premises
5. use, threatening, abusive or insulting language towards another person at the premises
6. engage in threatening or violent behaviour towards another person at the premises
7. enter the premises without a good and lawful reason
8. cause physical harm to, or apprehension or fear of physical harm to another person when the other person is at the premises
9. damage the premises or property

Failure to comply with these guidelines and expectations may result in the Principal issuing a person a direction, for example, excluding the person from the premises for a period of up to 30 days.

13. RELATED LEGISLATION

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

14. RELATED POLICIES

- PPR: Safe, Supportive and Disciplined School Environment
- PPR: Inclusive Education
- PPR: Enrolment in State Primary, Secondary and Special Schools
- PPR: Student Dress Code
- PPR: Student Protection
- PPR: Hostile People on School Premises, Wilful Disturbance and Trespass
- PPR: Police Interviews and Police or Staff Searches at State Educational Institutions
- PPR: Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- PPR: Managing Electronic Identities and Identity Management
- PPR: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
15. SOME RELATED RESOURCES

- Bullying. No Way!
- Working Together – A Toolkit for Effective School Based Action Against Bullying (An initiative of the Queensland Schools Alliance Against Violence endorsed by the Queensland Government)
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- BUDD E – Federal Government Computer Software program for the safe use of the internet

16. ENDORSEMENT

Sue Harris
Principal

Karen Brinin
President of NVSS School Council

Allison Clark
NVSS P & C President

Revised during the QSR of 2011
Revised 2012
Revised 2013
Revised 2014
Revised 2015

Effective Date: 2016
NARANGBA VALLEY STATE SCHOOL
CODE OF SCHOOL BEHAVIOUR
Motto - “BELIEVE AND ACHIEVE”

OUR VISION – BELIEVE IN YOURSELF, ACHIEVE YOUR BEST

OUR PURPOSE
Narangba Valley State School aims to achieve a supportive and engaged learning environment in which all members of the community believe. Students of Narangba Valley State School are supported to strive and excel in areas of academia, leadership, sports, citizenship and creative talents becoming valued members of their chosen High School and the community.

“FROG FIVE” RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS VALUES

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>SUCCESS</th>
<th>PARTNERSHIPS</th>
<th>SAFETY</th>
<th>CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect and value all individuals with consideration, courtesy and tolerance</td>
<td>Support the pursuit of excellence by engaging in opportunities where potential is reached and success is celebrated</td>
<td>Develop ongoing productive partnerships through communication, collaboration and cooperation in a diverse inclusive environment</td>
<td>Create a safe, secure and harmonious school environment by fostering innovative and creative practice</td>
<td>Care and take pride in the performance and accountability of ourselves, others and our learning community</td>
</tr>
</tbody>
</table>

CODE OF BEHAVIOUR STANDARDS

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>PARENTS/ CAREGIVERS</th>
<th>SCHOOLS</th>
<th>PRINCIPAL</th>
</tr>
</thead>
</table>
| • Participate actively in the school’s education program  
• Take responsibility for their own behaviour  
• Demonstrate respect for themselves, other members of the school community and the school environment  
• Behave in a manner that respects the rights of others including the right to learn  
• Co-operate with staff and others in authority | • Show an active interest in their child's schooling and progress  
• Co-operate with the school to achieve the best outcomes for their child  
• Support school staff in maintaining a safe and respectful learning environment for all students  
• Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, well being and behaviour  
• Contribute positively to behaviour support plans that concern their child | • Provide safe and supportive learning environments  
• Provide inclusive and engaging curriculum and teaching  
• Initiate and maintain constructive communication and relationships with students and parents/carers  
• Promote the skills of responsible self management | • Play a strong leadership role in implementing and communicating the Code in the school community  
• Ensure the consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students  
• Communicate high expectations for individual achievement and behaviour  
• Review and monitor the effectiveness of school practices and their impact on student learning  
• Support staff in ensuring compliance with the Code and facilitate professional development to improve the skills of staff to promote responsible behaviour |
Appendix 2

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Continued 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 once on school grounds or when representing the school during an offsite activity.

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 Narangba Valley 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 amongst the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to
others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students 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®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 3

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

Purpose
1. Narangba Valley 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 for:
   - 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 Narangba Valley 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 Narangba Valley 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 Narangba Valley 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 Narangba Valley State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to which are reinforced through our Preparatory to Year 6 C.H.I.L.E. Resource.
Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know our 5 core values, the “Frog Five” with these being reinforced in all areas of school functioning. Students are encouraged to use the Hi 5 strategies if they encounter inappropriate behaviour.
- 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 are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms in a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered to students via the schools’ Preparatory to Year 6 C.H.I.L.E Resource, which teaches the “Hi 5” a 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. These strategies are visibly displayed in each classroom for modelling and reinforcement by all students.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Narangba Valley State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Narangba Valley State School uses behavioural data for decision-making. This data is entered into our database on a needs 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.
Cyber-Bullying Tips and Hints

To Prevent – Tips:

- **Be extra sensitive** about what you say online (what you project may be perceived differently)
- **Don’t incite** any bullying, by arguing, flaming or annoying someone
- **Don’t Share Passwords** with friends – they fight!
- **Make hard-to-guess secret questions** so people can’t get into your accounts
- **Turn on comment moderation** to stop offensive comments from ever being published
- **Tell your friends** if a joke goes too far
- **Ask them to stop** harassing you, and if they don’t, read on…

To Resolve – 5 Steps:

1) **Don’t respond** to the bully AT ALL
2) **Save the evidence**, whether it is text, images or websites (Instructions Below)
3) **Block and Delete** the bully from the service (Instructions Below)
4) **Report Abuse to the Admins** of the service (Instructions Below)
5) **Tell trusted people**, which may be friends, adults, teachers, parents and police if necessary - as it is a criminal offence

Saving the evidence:

- Make a folder on your computer to save all the evidence in.
- To save text, highlight it (press Ctrl-A, or Apple-A on Macs to highlight it all), and copy it into a word document.
- To take a screenshot, (a picture of your computer screen) press the print screen button (above the arrow keys, top right of the keyboard), then go into the start menu, programs, accessories, paint, press Ctrl-V (copy), and click file and save. You can press apple-shift-3 to save a screenshot to the desktop on Macs.
- To save an image on a webpage right click on it (or control-click on Macs) and select ‘save image’.
- To save a YouTube video or other online video, visit this website - [http://vixy.net/](http://vixy.net/) post the 'web address' of the video into the 'URL' box, and then click start. It will convert the video into the .avi file type that can play on Windows & Macs, and then let you download the video onto your computer.

Blocking, Deleting and Reporting Abuse to the Administrator.

**MSN** – Log in, right click on contact in your contact list and select ‘delete’. When the dialogue box pops up, select ‘block’ as well and click ok. Click the ‘help’ menu, and click ‘report abuse’ – Type your name, email in – the bullies email – what type of abuse, and then paste the evidence in the box – they will take appropriate action, possibly delete the offenders account. You should also turn message history on to ensure the evidence is recorded. To do this, click ‘tools’, ‘options’, ‘messages’ and tick the box that says ‘automatically keep a history of my conversations’. If you want to, you can download messenger plus here – link – which has a function of recording your message history with password security.

**MySpace** - Log in, click ‘view friends’, click ‘edit friends’ – delete the bullies – then visit their profile – and click ‘block user’. Make your profile private by clicking ‘account settings’ and ‘privacy’, then select ‘my friends only’ and click save. Visit the bullies profile, scroll down to the bottom and click ‘report abuse’ and select the type of abuse. Put in your name, email, and list the offending evidence and provide links and click submit.
**Facebook** – Log in, click ‘friends’, and click on the friend, and the little cross at the top right to delete the bully. To report abuse, click on the ‘report’ link accompanying most content. If you can't find that, click ‘help’ down the bottom, click ‘security’, and click ‘how do I report abuse’ then click to report it. Provide name and network of the offender, the evidence and provide links and send. For individual wall postings or message there will be a little ‘report abuse’ button on them for you to use.

**Bebo** - Login, click 'home', click 'friends', click the cross button on the offender to delete the bully. Now visit the offender’s profile, and click 'block' and click 'report abuse', then click 'report abuse only'. Make your profile private by click on 'profile', ‘edit profile’ and then untick the box that says ‘make my profile public’.

**YouTube** - you need an account, to get one visit http://youtube.com/ - and click ‘sign up’ up the top right, and register. Login to your account, when watching any video click the ‘flag' button, which will give you an option of selecting why you want to report it, and for cases of cyber-bullying, hover over 'hateful or abusive content' and click on it, and then click flag. An alert will be sent to the YouTube admins and they will look into it.

**Email** – Right click on message, click ‘view source’, and copy it into word document. Block the offender address. Notify your ISP, Notify the offenders ISP.

**Games** – Runescape, click the report abuse button down the bottom right. For others, Google search the games name and report abuse. Eg. Runescape report abuse.

**Mobiles** - Go into the settings and select block caller – put the bully's number in. Contact your service provider, report it to them. Contact the offender's service provider (if known) and report it.
Do the Hi 5:-

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel . . . . when you . . . . . because....

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently and don’t run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your “I” statement. e.g. I said . . . .
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.
THE HI 5

Do the ‘High Five’

- Ignore
- Talk friendly
- Walk away
- Talk firmly
- Report
Appendix 4

Anti-bullying Policy for Narangba Valley State School

Rationale

All schools in Queensland are committed to taking action to protect students from bullying including cyber-bullying and other inappropriate online behaviours and to respond appropriately when bullying does occur.

School community beliefs about bullying

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Narangba Valley State School

Educational Programs

At Narangba Valley State School we use the following educational strategies:

- Incorporating Class/School rules, Frog Five values & Hi 5 strategies
- CHILE Resource
- Protective Behaviours Program
- Buddy Classes
- Student Behaviour Levels and Rewards Days
- Chaplaincy & the Friendship Bench initiative
- Regular visits from NED & iNESS (Brett Lee), “Think You Know” Program or Cybersmart Program (acma)
- Acknowledging and supporting Anti-bullying Awareness Week
- Social Architecture through referral processes, newsletter communications & addresses on assemblies, separate play areas
- Providing access to a variety of structured activities and supervised clubs (chess, science, etc) during lunch play to address issues of boredom and disengagement
- Addressing concerns immediately with students, staff and parents
- Supported Play Program held in the Student Activity Centre
- Regular Staff In-service
Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Narangba Valley State School we promote effective social skills and positive relationships by:

- Frog Five
- P-6 CHILE Resource
- Hi 5
- Behaviour Referral System
- Responsible Behaviour Plan
- Term Rewards Day
- Supported Play Program
- Yr 6 Leadership & Citizenship Programs to provide positive peer role modelling
- Buddy Class Program
- Good Games Program (Preparatory & Year 1)
- D-Rap Program (Chaplaincy)
- Extra-Curricular Activities provided at Lunch Breaks (ICT Lab, Choirs, Guitar group, Netball, AFL, Futsal, Dance Troupe, Science Club, Robotics, Chess Club, Origami)

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

At Narangba Valley State School we support targets and perpetrators by:

- Keeping records of incidents through playground behaviour slips, referrals and class behaviour books
- Teacher led mediation
- Counselling students and seeking support from admin, guidance officer or chaplain when appropriate
- Phone conferences & meetings with parents to inform of incidents and consequences
- Supervised and supported play in the Student Activity Centre
- Time spent in the Time Out room completing reflection sheets to improve or modify behaviour
- Behaviour levels
• Individual Behaviour Plans

• Debriefing in classrooms

• Teach strategies through Hi 5, CHILE, etc

At Narangba Valley State School the consequences for bullying might include the following:

• Warnings

• Teacher led mediation

• Referral to Admin for investigation

• Counselling, supported play, time out, in-school time out, suspension, proposal to exclude and recommendation to exclude

• Phone call to parent

• Dropping to a “Developing” (P-2) or “Needs Attention” (3-6) Behaviour Level

• Non-participation in school-based activities such as Rewards Day celebrations, excursions, camps, etc

• Individual Behaviour Plan

**Reporting and monitoring bullying**

At Narangba Valley State School reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

• Parents may contact the school via letters, emails, phone calls or arrange a “face to face” meeting to report incidents of bullying to class teachers or a member of the admin team

• Students may report incidents to their parents, classroom teacher, the teacher on duty in a specific play area or first aid room, the office staff or directly to a member of the admin team

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.
Some related resources

School Wide Positive Behaviour Support  

Alannah and Madeline Foundation  
http://www.amf.org.au/AboutUs/

BOUNCE BACK!  

FRIENDS for Life  
www.friendsinfo.net/index.html

Friendly Schools and Families Program  

Kids Helpline  

KidsMatter  
http://www.kidsmatter.edu.au

MindMatters  

ReachOut  
http://au.reachout.com

National Centre Against Bullying  
http://www.ncab.org.au/about/

National Safe Schools Framework  

You Can Do It!  
www.youcandoit.com.au
Additional resources – programs

There are many resources available, both Australian and international, to support schools. Schools should be selective to ensure suitability to each individual school context. The list below outlines resources that schools may use to assist in the implementation of their policies.

**Alannah and Madeline Foundation:** a national charity protecting children from violence and its devastating effects. The Foundation promotes the Better Buddies initiative designed to help older children to care for younger children and create friendly and caring primary school communities where bullying is consequently reduced.

http://www.amf.org.au/AboutUs/

**BOUNCE BACK!**: a classroom resiliency program written by Helen McGrath and Toni Noble. It is a collection of practical classroom strategies to help young people cope with the complexity of their everyday lives and learn to ‘bounce back’ when they experience sadness, difficulties, frustrations and hard times.


**FRIENDS for Life**: a program for use in schools to prevent anxiety and depression and build resilience. It is aimed at children aged between 7 and 11 years.

www.friendsinfo.net/index.html

**Friendly Schools and Families Program**: provides a description of individual, group, family and school community level actions to address and prevent bullying in its social context. The program assists with the design, development, implementation, dissemination and evaluation of a social skill building and comprehensive anti-bullying program. It was developed by Dr Donna Cross and co-workers at Edith Cowan University.


**Kids Helpline**: a free, private and confidential, 24-hour telephone and online counselling service specifically for young people aged between 5 and 25 years.


**KidsMatter**: a school based framework that aims to improve the mental health and wellbeing of children, reduce mental health problems and achieve greater support for children experiencing mental health difficulties and their families.

http://www.kidsmatter.edu.au

**MindMatters**: a resource and professional development program supporting Australian secondary schools in promoting and protecting the health, social and emotional wellbeing of all the members of school communities.


**ReachOut**: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people.

http://au.reachout.com

**National Centre Against Bullying**: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety.

http://www.ncab.org.au/about/

**National Safe Schools Framework**: developed by the Ministerial Council on Education, Employment, Training and Youth Affairs. It incorporates existing good practice and provides an agreed national approach to help
schools and their communities address issues of bullying, harassment, violence, child abuse and neglect. It is a collaborative effort by the Australian Government, State and Territory governments, non-government school authorities and other key stakeholders. It presents a way of achieving a shared vision of physical and emotional safety and wellbeing for all students in all Australian schools.


**Responsible Behaviour Plan for Students:** an initiative of DET which outlines how state schools are to provide positive support for students in order to facilitate learning and responsible behaviour. Schools are required to set out clearly the expectations they have regarding student behaviour and to provide support for students according to their degree of need; for example, some may need to be especially targeted and others may require intensive support.


**Rock and Water Program:** founded by the Dutch educationalist, Feerk Ykema, is designed to help young people interact and communicate more confidently with others. It makes use of physical exercises that are constantly linked to the acquisition of mental and physical skills. It claims to assist boys and girls to become aware of purpose and motivation in their lives.


**You Can Do It!:** a program delivered through a school curriculum to help students set achievable goals and enjoy life. It emphasises the need to have positive thoughts in order to change negative feelings and behaviours. The program covers eight areas: confidence, effort and persistence, happenings, self-acceptance, goal setting, time management and organisation, making friends and handling conflict.

www.youcandoit.com.au

**Working Together Suite of Resources developed by QSAAV**

The Working Together: A toolkit for effective school based action against bullying is complemented by other Working Together resources which can be found at:


- Queensland Schools Declaration Against Bullying and Violence
- Working Together: A toolkit for parents to address bullying
- Working Together: A starter kit for developing local community alliances against bullying and violence
- Working Together: Good practice in Queensland schools – Case studies of effective school based action against bullying
- Working Together: Understanding student violence in schools
- Student Consultation Report: Students’ views about bullying

**Vodcasts for in-service training for teachers**

Department of Education and Training (2010) *Addressing Bullying in Queensland Schools: Vodcasts and Support Materials* by Dr Ken Rigby


- Vodcast 1 - The nature of bullying
- Vodcast 2 - Addressing bullying in schools
- Vodcast 3 - Interventions in cases of bullying
- Vodcast 4 - Three more ways of intervening
- Vodcast 5 - Working with groups
- Vodcast 6 - Issues with parents/carers and evaluating anti-bullying work
Appendix 5

Policy Regarding Knives at Narangba Valley State School

Rationale

All schools in Queensland are committed to ensuring that every student has the right to feel safe and be safe at school.

There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

Our Policy

• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Consequences

The Principal can take tough action against a student who brings a knife to school.

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences including suspension, or in some circumstance exclusion from our school.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

Informing our school community

Our policy is communicated to our school through school newsletters, information on assemblies, policy documents such as our Responsible Behaviour Plan and the use of the following Fact Sheet for Parents.
WORKING TOGETHER TO KEEP NARANGBA VALLEY STATE SCHOOL SAFE

We can work together to keep knives out of school. At Narangba Valley State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

**What kinds of knife are banned?**

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension, or in some circumstance exclusion from our school.
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- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

**How can parents help to keep Narangba Valley State School safe?**

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a Deputy Principal or the Principal of our school.
Appendix 6

Assigning Behaviour Levels

Each term, teachers are required to assign a behaviour level to students based on their performance inside the classroom, at specialist lessons and in the playground.

At the end of each term, **ALL behaviour levels will be moderated with your year level teams.**

At the beginning of each term, each child begins with a clean slate – **this does not mean that they are automatically on a ‘Very High or Excellent’ standard behaviour level.**

What it actually means is that each child’s behaviour level is no longer bound by the events of the previous term, but a new behaviour level will be assigned according to the behaviours displayed during the current term.

To assign a behaviour level, teachers are required to analyse the data for the term. Teachers collect both positive and negative data. The data is recorded through individual class records – the Class Behaviour Record Book. This data is then aligned with the ‘Behaviour Descriptors’ of what each behaviour level looks like. **Both the data and the descriptors determine the behaviour level earned.**

The referral process is designed for serious behaviour and students referred to the office are those who have displayed Type Two and Three behaviours. Please refer to the NVSS Code of School Behaviour for descriptors of Type 2 and Type Three behaviours. According to our NVSS Code of School Behaviour, Type Two and Three behaviours are considered serious in nature and once a referral to the office is written, the situation investigated and the behaviours proven, the student would most likely be assigned a “Developing (P-2) or Needs Attention (3-6)” behaviour level. Of course, students who move to this behaviour level don’t necessarily stay there for the term. Students are always afforded the opportunity to move from this level as the term progresses. However, in most cases, students who have received a referral would be ineligible to attain a ‘Very High/Excellent’ or ‘High/Very Good’ behaviour level for the term. Once again both the data and the descriptors determine the behaviour level earned.

<table>
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<tr>
<th>NVSS BEHAVIOUR DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very High (Prep - Yr 2)</strong></td>
</tr>
<tr>
<td><strong>Excellent (Yrs 3-6)</strong></td>
</tr>
<tr>
<td>Independently and consistently:</td>
</tr>
<tr>
<td>• remains on task</td>
</tr>
<tr>
<td>• remains focussed</td>
</tr>
<tr>
<td>• applies effort and aims for mastery/extension work</td>
</tr>
<tr>
<td>• completes set tasks</td>
</tr>
<tr>
<td>• seeks and uses teacher feedback/assistance</td>
</tr>
<tr>
<td>• adapts to any learning approach</td>
</tr>
<tr>
<td>• self assesses own work</td>
</tr>
<tr>
<td>• contributes to class discussions</td>
</tr>
<tr>
<td>• attempts difficult / new tasks</td>
</tr>
<tr>
<td>• has equipment ready to use</td>
</tr>
<tr>
<td>• is punctual</td>
</tr>
<tr>
<td>• keeps own area / equipment tidy</td>
</tr>
<tr>
<td>• presents book work neatly</td>
</tr>
<tr>
<td>• manages time effectively</td>
</tr>
<tr>
<td>• starts tasks promptly</td>
</tr>
<tr>
<td>• interacts appropriately in the playground</td>
</tr>
<tr>
<td>• cooperates within a group in the classroom</td>
</tr>
<tr>
<td>• shows respect and consideration for others</td>
</tr>
<tr>
<td>• shows empathy to others</td>
</tr>
<tr>
<td>• actively discourages bullying behaviours</td>
</tr>
<tr>
<td>• takes turns, shares things</td>
</tr>
<tr>
<td>• uses humour appropriately</td>
</tr>
<tr>
<td>• does not use put-downs</td>
</tr>
<tr>
<td>• encourages all team members</td>
</tr>
<tr>
<td>• seeks to include everybody</td>
</tr>
<tr>
<td>• respects properties of others</td>
</tr>
<tr>
<td>• uses appropriate conflict resolution skills</td>
</tr>
<tr>
<td>• reacts to situations reasonably</td>
</tr>
</tbody>
</table>
Appendix 7

Physical Restraint

Physical Restraint
School staff are responsible for:

- **using physical restraint**
  - 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
  - in conjunction with teaching and reinforcement of alternative appropriate behaviour

- **developing strategies to deal with situations involving the use of physical restraint**
  - by
    - following the Student protection procedure ([http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx))

- **considering any issues that might exacerbate the situation** such as
  - body language, tone of voice or facial expressions
  - student’s sensitivity to sounds or touch
  - student’s methods of communication

- **assuming a calm demeanour to avoid escalating student’s behaviour**

- **maintaining appropriate observation or monitoring of student during and after incident of physical restraint**

- **following specific processes for**
  - Physical Restraint - Immediate or Emergency Response
  - Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan).

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**Education Queensland Policy and Procedures Register**

**Implementation Date: 13/02/2014**