

Anchored in Excellence

Griffin State School



Responsible Behaviour Plan for Learners

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Responsible Behaviour Plan for Learners



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Purpose

Griffin State School is committed to providing a safe, respectful and disciplined learning environment for learners and staff, where learners have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for learners, staff and parents.

Griffin State School caters for Preparatory through to Year Six and services a predominantly diverse community. At Griffin State School we aim to:

- Promote a philosophy that acknowledges and recognises learners who consistently achieve school expectations.
- Foster learners' ability to take responsibility for their actions and make appropriate behavioural choices to ensure a positive and productive learning environment is created.
- Encourage learners to strive to excel in areas of academia, leadership, sport, citizenship and performing arts and creativity.
- Promote education and learning as a total community goal and responsibility.

Griffin State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour while articulating clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective, allowing all learners to participate positively within our school community.

Consultation and data review

Griffin State School developed this plan in collaboration with our school community including parents, staff and learners. Broad consultation was undertaken through meetings held in the latter part of 2015. As a new school community, no data sets relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) could be used to inform the development process.

A team of staff and parents leads the development of the *Positive Behaviour for Learning (PBL)* approach in our school. This lead group will meet regularly to consult with staff and the school community. Their collective work drives the review of the school plan and the key strategies that may arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as part of the *Positive Behaviour for Learning* process as required, and in 2018 as required by legislation.

Learning and behaviour statement

All areas of Griffin State School are teaching and learning 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. We are implementing the research validated *'Positive Behaviour for Learning'* framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all learners

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Griffin State School to create and maintain a positive and productive learning and teaching culture, 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 three core school Values that underpin our school philosophy and promote high expectations of responsible behaviour. Learners are expected to demonstrate:

- **Humanity**
- **Integrity**
- **Grit**



Our school community has identified the following Schoolwide Behaviour Expectations to teach and promote our high standards of responsible behaviour:

- **Organised**
- **Safe**
- **Caring**
- **A learner**
- **Respectful**



Our Responsible Behaviour Plan is grounded in the belief that the practices and behaviours of teachers and other adults at the school influence student behaviours. In order to facilitate appropriate standards of behaviour, Griffin State School aims to provide:


- a positive whole school culture;
- clearly defined expectations and consequences;
- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed programs and procedures;
- proactive social skills programs;
- managed professional development and/or information sessions for members of the school community.

Our school values and rules have been agreed upon and endorsed by all staff and our school Consultation Committee. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.


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






Positive Behaviour for Learning Matrix

Integral to facilitating standards of positive behaviour is communicating those standards to **all** learners. At Griffin State School we emphasise the importance of directly teaching learners the behaviours we expect them to demonstrate at school. Communicating behavioural expectations is directed towards **all** learners and designed to prevent problem behaviour arising. It also provides a framework for responding to unacceptable behaviour.



Griffin State School Positive Behaviour for Learning Matrix



	ALL AREAS	BEFORE/AFTER SCHOOL	LEARNING AREAS	PLAY AREAS	OUTDOOR AREAS	TOILETS	CAFE	ONLINE	COMMUNITY
We are organised. 	<ul style="list-style-type: none"> I am on time. I bring all necessary school equipment. 	<ul style="list-style-type: none"> I pack/unpack my equipment carefully. I go to the toilet and get a drink before class. I walk promptly to my pick up area. 	<ul style="list-style-type: none"> I am prepared for learning. I return to class on time after breaks. 	<ul style="list-style-type: none"> I move directly to designated play areas. I sit down to eat. 	<ul style="list-style-type: none"> I look after my own lunch and hat. I walk on the left side of pathways. 	<ul style="list-style-type: none"> I wait for my turn to use the toilet and sink. I go to the toilet at every break. 	<ul style="list-style-type: none"> I have my order and money ready. 	<ul style="list-style-type: none"> I bring my iPad to school charged, turned off and with all apps closed. 	<ul style="list-style-type: none"> I wear my full Griffin uniform with pride.
We are safe. 	<ul style="list-style-type: none"> I move in a safe manner. I am in the right area at the right time. I enter and exit rooms and play areas in an orderly and safe manner with permission. 	<ul style="list-style-type: none"> I wait patiently in the correct area. I follow before school routines. I follow road safety rules. I keep my iPad in my bag when walking around the school. 	<ul style="list-style-type: none"> I move safely in and around classrooms. I use equipment and furniture for the correct purpose. I only enter rooms when a teacher is present. 	<ul style="list-style-type: none"> I play safely. I play in the correct areas. I report any problems. I keep my hands and feet to myself. I wear our school hat. 	<ul style="list-style-type: none"> I walk on concrete. I eat only my own food and drink. I use a quiet voice in the eating area. I wash my hands after eating. 	<ul style="list-style-type: none"> I wash my hands after going to the toilet. I use toilets and taps sensibly. 	<ul style="list-style-type: none"> I use my own money. I wait patiently and safely in the correct line. 	<ul style="list-style-type: none"> When I recognise a problem, I react and report to a responsible adult. I act Cyber Smart. I block unfriendly chat. 	<ul style="list-style-type: none"> I follow community rules and expectations.
We are caring. 	<ul style="list-style-type: none"> I consider the feelings of others. I speak kindly. I embrace diversity. I work cooperatively with others. I encourage others. 	<ul style="list-style-type: none"> I follow supervisors' instructions. 	<ul style="list-style-type: none"> I share equipment and ideas. I listen actively to others without interrupting. I celebrate our success. 	<ul style="list-style-type: none"> I invite others to play. I play fairly and take turns. I keep my hands and feet to myself. I share and return equipment. 	<ul style="list-style-type: none"> I walk on pathways and protect gardens. I keep areas clean and tidy by putting rubbish in the bin. 	<ul style="list-style-type: none"> I dispose of paper towel in the bin. I turn taps off properly. 	<ul style="list-style-type: none"> I speak kindly to café volunteers. 	<ul style="list-style-type: none"> I make positive contributions. I consider the impact of online actions to myself and others. 	<ul style="list-style-type: none"> I care for our environment and wildlife. I value and embrace the diversity of all members of our school and the wider community.
We are a learner. 	<ul style="list-style-type: none"> I show resilience. I accept challenges. I learn from my mistakes. 	<ul style="list-style-type: none"> I am on time to class and ready to learn. 	<ul style="list-style-type: none"> I attempt all tasks. I try my best. I ask for help. I set goals for my learning. I am a team player. 	<ul style="list-style-type: none"> I learn, accept and follow the rules of games. I am a good sport. 	<ul style="list-style-type: none"> I make healthy food and drink choices. I walk quietly on pathways during learning time. 	<ul style="list-style-type: none"> I return promptly to class. I use the correct toilet block. 	<ul style="list-style-type: none"> I ask sensible questions. 	<ul style="list-style-type: none"> I follow set school protocols for online behaviour. I turn off messaging functions at school. 	<ul style="list-style-type: none"> I strive to be a positive role model to others.
We are respectful. 	<ul style="list-style-type: none"> I respect the personal space, privacy and property of others. I show respect to all teachers, EAs and visiting teachers. I use appropriate language. 	<ul style="list-style-type: none"> I greet parents, students and visitors to our school warmly. I sit patiently in the CPA under covered area before school. 	<ul style="list-style-type: none"> I use an appropriate voice. I understand and respect the learning needs of others. 	<ul style="list-style-type: none"> I attempt to solve problems and am willing to forgive. I follow duty teacher instructions. 	<ul style="list-style-type: none"> I wait to be dismissed by the duty teacher. I sit quietly when the bell goes. 	<ul style="list-style-type: none"> I respect other peoples' privacy. 	<ul style="list-style-type: none"> I use my manners. 	<ul style="list-style-type: none"> I use responsible language. I act respectfully in online activities. I seek permission to take/send any text or images. 	<ul style="list-style-type: none"> I am polite, respectful and courteous to community members. I represent our school with pride and show school spirit.

A matrix of behavioural expectations across all school specific settings has been attached to each of our three school Values and five Schoolwide Positive Behaviour Expectations as outlined in our *Positive Behaviour for Learning Matrix* (Appendix 1). This matrix outlines our behaviour curriculum – our agreed upon expectations and positive behaviour definitions of appropriate behaviours in all school settings.

Positive Behaviour for Learning Continuum of Behaviour and Support

The PBL framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'**; **Tier 2 'Targeted'**, and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all learners.

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all learners.

Tier 1 'Universal' Behaviour Support

The first step in facilitating high standards of positive behaviour is communicating those standards to **all** learners. At Griffin State School we emphasise the importance of directly teaching learners the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** learners which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to learners using a number of strategies, including:

- Regular behaviour lessons conducted by classroom teachers and a fortnightly targeted schoolwide focus from the behaviour matrix based on schoolwide data.
- Reinforcement of learning through instructional feedback at school assemblies and during active supervision by staff during classroom and non-classroom activities.
- Posters displayed in classrooms and other areas of the school. Engaged Learning Plans implemented in each classroom with regular review.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- A focused segment at each school assembly to focus on the teaching and reinforcement of a particular area of the behaviour matrix, based on school data.
- Positive Behaviour for Learning Team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Griffin State School's Responsible Behaviour Plan for Learners delivered to new learners, as well as new and relief staff.
- Individual support profiles developed for learners with high behavioural needs, enabling staff to make the necessary adjustments to support these learners consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - Procedures for preventing and responding to incidents of bullying (Appendix 2 – *Preventing and Responding to Incidents of Bullying Policy*).
 - The use of technology at school (Appendix 3 – *The Use of Personal Technology Devices at School*. Appendix 4 - *Student Computer/Internet/Network Policy*).

Reinforcing expected school behaviour

At Griffin State School, communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for learners engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This acknowledgement system is designed to increase the quantity and quality of positive interactions between learners and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

Values awards

Staff acknowledge learners displaying positive behaviour in all learning areas by nominating them for a Values award for showing Humanity, Integrity or Grit. These values are explicitly linked to our five schoolwide behaviour expectations. Each class teacher and specialist teacher will award a minimum of two awards each fortnight, to be handed out at each school assembly.

Staff can also nominate a student for a special Spirit Award for showing all three values consistently. These awards will be handed out on an as needed basis.

'Let's Celebrate' cards/'You've been caught!' postcards

Staff are encouraged to acknowledge learners' achievements by awarding them a 'Let's Celebrate' card or 'You've been caught!' postcard on which the staff member records what they are celebrating and acknowledging in the child's behaviour and learning.

Oscar's Flying High 5 cards

Staff acknowledge learners displaying positive behaviour in the playground by issuing them with an 'Oscar's Flying High 5' card showing which of the school's five positive behaviour expectations they have been spotted demonstrating.

Responding to unacceptable behaviour

Learners come to school to learn. Behaviour support represents an opportunity for learning how to act and get along with others in all areas.

Tier 1: Re-directing low-level (minor) and infrequent problem behaviour

Staff at Griffin State School apply a preventative approach to behaviour management and set our learners up for success by making behaviour expectations explicit and intentionally teaching and rehearsing routines and transitions. All staff make appropriate use of the least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity, body language encouraging and cueing with parallel acknowledgement. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. 'Most intrusive' strategies include redirecting behaviour, giving choice with follow through and removal to in/out of class detention for repeated minor behaviours.

Our preferred way of dealing with problem behaviour is to ask learners to think of how they might be able to act more in keeping with our schoolwide behaviour expectations, the Class Engaged Learning Plan and our School Values. This encourages learners 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.

Tier 2: Targeted behaviour support:

There are some learners who require extra support to manage their behaviour. Learners at Griffin State School are identified by staff and through our regular reviews of data as needing extra in the way of targeted behaviour support due to them not effectively responding to the Tier 1 behaviour support processes and strategies outlined previously. These learners will be offered additional support based on their needs. In most cases the problem behaviours of these learners may not be immediately regarded as severe, but the frequency of their behaviours may put these learners' learning and social success at risk if not addressed in a timely manner. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff. Teachers follow the *Referral for Admin Support Process* (Appendix 5) and in some cases, complete a referral to the Response to Intervention Team on a *Response to Intervention: Student Identification Form* (Appendix 6).

Tier 3: Intensive behaviour support:

Griffin State School is committed to educating all learners, including those with the highest behavioural support needs. We recognise that learners with highly complex and challenging behaviours need comprehensive systems of support. The school's Response to Intervention Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual learners through ongoing data collection;
- makes adjustments as required for the student;
- works with the school leadership team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment where appropriate to guide an individualised intervention plan;
- identifies flexible / alternative learning and/or play options;
- organises referrals to regional behaviour support resources.

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 learners and staff of Griffin State School 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

1. **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.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want learners 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.

3. **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, and withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other learners' 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.
5. **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 and Restraint – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Griffin State School's duty of care to protect learners and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

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

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other learners in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the restraint
 - student's physical condition before and after the period of physical restraint
 - planned future action to prevent further incidents of the behaviour

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

At Griffin State School, all staff understand that:

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

- physical interventions and restraints must not be used when a less severe response can effectively resolve the situation.

Physical interventions or restraints are not to be used as a response to:

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

Any physical intervention made must:

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

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the Principal with a copy provided to the Principal's supervisor.
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours.
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
 - restoring safety in other practicable ways such as removing harmful objects;
 - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
 - use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and learners involved in, including witnesses to, an incident of self-harm

- establish a regular review process to monitor effectiveness of planned strategies and procedures.

Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other learners after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical restraint must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. Following each instance involving the use of physical restraint, the following records are to be maintained:

- *Physical Restraint/Intervention Incident Report (Appendix 7)*
- *Physical Restraint: Debriefing Report (Appendix 8)*

Consequences for unacceptable behaviour

Griffin State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, learners experience logical, predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor behaviours are monitored through the use of *Behaviour Incident Reporting slips* (Appendix 9) which are regularly entered into OneSchool. Consistency with entry of this data is maintained through staff using a guide to *Entering Student Problem Behaviour* (Appendix 10). A *Detention Room Referral* form (Appendix 11) is used to refer necessary repeated minor and all major problem behaviours. These processes and procedures are clearly defined for staff through our *Behaviour Reporting Process* document (Appendix 12)

Specific policies have been developed to address:

- *The Use of Personal Technology Devices at School Policy* (Appendix 3);
- *Preventing and Responding to Incidents of Bullying Policy* (Appendix 2);
- *Appropriate Use of Social Media Policy* (Appendix 13).
- *Working together to keep Griffin State School safe; possession and use of knives at school policy* (Appendix 14)

Minor, Moderate and Major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Moderate** problem behaviour is handled by staff members at the time it happens

- **Major** problem behaviour is referred directly to the school Administration team.

A flowchart – *Managing Problem Behaviour - All Areas* (Appendix 15) is used by staff to determine appropriate consequences for major, moderate and minor unacceptable behaviours.

If an unacceptable behaviour incident occurs outside of school that affects the good order and management of the school e.g. fighting, cyberbullying, incidents on the bus, Griffin State School will issue appropriate consequences in line with the severity of the incident.

Minor 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in staff employing the following consequences:

- using the Essential Skills for Classroom Management to correct learners exhibiting minor unacceptable behaviour using the least to most intrusive approach.
- helping the student self-manage their behaviour using our schoolwide *Behaviour Expectations Flowchart* (Appendix 16)
- using a re-direction procedure. The staff member may take the student aside and:
 1. name the behaviour that the student is displaying;
 2. ask the student to name expected school behaviour;
 3. state and explain expected school behaviour if necessary; and
 4. give positive verbal acknowledgement for expected school behaviour.
- Applying a minor consequence that is logically connected to the problem behaviour, such as completing the missed activity, move seat in the room, individual close talk with the student, apology or restitution.

Moderate behaviours are those that:

- are moderate breaches of the school rules;
- may impact on the safety and wellbeing of the student and others;
- cause moderate damage to property
- do not violate the rights of others in any other serious way;
- may form a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- follow a pattern of three moderate behaviours.
- significantly violate the rights of others
- put others / self at risk of physical and/or emotional harm
- do require the involvement of school Administration.

Consequences for repeated moderate and major problem behaviours may include:

- referral to Out of Class Detention where student is removed to another assigned classroom for a maximum of 15 minutes for reflection.
- referral to the Detention Room where student is removed from the playground for an assigned playtime.
- measures such as alternate play arrangements, restitution.
- major behaviours may result in immediate referral to Administration because of their seriousness. Staff members may call for assistance or use an orange/red card.
- referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
- learners who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

All staff, learners and parents are made aware of the appropriate use of, and procedures for using *Out of Class Detention* (Appendix 17). These include:

- giving the student opportunity to re-join class at intervals of no more than 15 minutes.
- providing the student with opportunities to complete assessments to fulfil educational requirements.
- ensuring that when using Out of Class Detention as a management technique that it is consistent with:
 - the developmental stage of the student
 - any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for learners 'out of class'
- a reflection and re-entry process is followed and parent contact is made.

Griffin State School staff will regularly review of Out of Class Detention procedures, examine the frequency of use with particular learners and effectiveness measured using data.

Relating problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that learners understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have learners:

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

Ensuring consistent responses to problem behaviour

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

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

Network of student support

Learners at Griffin State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Engaging Early Learners - Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer

External 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
- others relevant to Griffin State School.

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.

Griffin State School considers the individual circumstances of learners when applying support and consequences by:

- fostering an inclusive school culture and ethos that supports all learners and values the diversity of learners, staff and the wider community.
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of Behaviour Expectations ranging from the least intrusive sanctions to the most stringent.
- recognising and taking into account learners' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all learners 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.

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005

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

Related policies and procedures

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

Related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Learners Travelling on Buses







Endorsement

Principal

P&C President / School Council President

Effective Date: 1 January 2016 – 31 December 2018

Appendix 1: Griffin State School Positive Behaviour for Learning Matrix

Griffin State School Positive Behaviour for Learning Matrix									
	ALL AREAS	BEFORE/AFTER SCHOOL	LEARNING AREAS	PLAY AREAS	EATING AREAS & PATHWAYS	TOILETS	CANTEEN	ONLINE	COMMUNITY
 We are organised 	<ul style="list-style-type: none"> Are on time Bring all necessary school equipment 	<ul style="list-style-type: none"> Pack/unpack our school equipment carefully Go to the toilet and get a drink before class 	<ul style="list-style-type: none"> Are prepared for learning Return to class on time after breaks 	<ul style="list-style-type: none"> Move directly to designated play areas Make our way to eating areas on time 	<ul style="list-style-type: none"> We look after our own lunch and hat We walk on the left side of the pathways 	<ul style="list-style-type: none"> Wait our turn to use the toilet and sink Go to the toilet at every break 	<ul style="list-style-type: none"> Have our order and money ready 	<ul style="list-style-type: none"> Bring our iPad device to school charged, turned off and with apps closed 	<ul style="list-style-type: none"> Wear correct uniform with pride
We are safe 	<ul style="list-style-type: none"> Move in a safe and respectful manner In the right area at the right time Enter/exit rooms and play areas in an orderly and safe manner with permission 	<ul style="list-style-type: none"> Wait patiently and safely in the correct areas before school routines Follow road and bus safety rules 	<ul style="list-style-type: none"> Move safely in and around classrooms Use equipment and furniture for the correct purpose Only enter rooms when a teacher is present 	<ul style="list-style-type: none"> Play safely and use equipment appropriately Play in the correct areas Report any problems Keep our hands and feet to ourselves Wear our school hat 	<ul style="list-style-type: none"> Walk on concrete Sit down to eat Eat only our own food and drinks Use a quiet voice in the eating area Wash our hands after eating 	<ul style="list-style-type: none"> Wash our hands after going to the toilet Use toilets and taps sensibly 	<ul style="list-style-type: none"> Use our own money Wait patiently and safely in the correct line 	<ul style="list-style-type: none"> Recognise a problem and react and report to a responsible adult Act Cyber Smart Block unfriendly chat 	<ul style="list-style-type: none"> Follow community rules
We are caring 	<ul style="list-style-type: none"> Consider the feelings of others Speak kindly Embrace diversity Work cooperatively with others 	<ul style="list-style-type: none"> Follow supervisors instructions 	<ul style="list-style-type: none"> Share equipment and ideas Listen actively to others Without interrupting Celebrate our success 	<ul style="list-style-type: none"> Invite others to play and join in Play fairly and take turns Share and return equipment Encourage others 	<ul style="list-style-type: none"> Walk on pathways and not through gardens Keep areas clean and tidy by putting rubbish in the bin 	<ul style="list-style-type: none"> Dispose of paper towel in the bin Turn taps off properly Leave toilet clean after use 	<ul style="list-style-type: none"> Wait our turn Speak kindly to canteen volunteers 	<ul style="list-style-type: none"> Make positive contributions Consider the impact of online actions to self and others 	<ul style="list-style-type: none"> Care for our environment and wildlife Value and embrace the diversity of all members of our school and the wider community
We are a learner 	<ul style="list-style-type: none"> Show resilience Accept challenges Learn from our mistakes 	<ul style="list-style-type: none"> Are on time to class and ready to learn 	<ul style="list-style-type: none"> Attempt all tasks Try our best Ask for help Set goals for our learning 	<ul style="list-style-type: none"> Learn, accept and follow the rules of the game Be a problem solver 	<ul style="list-style-type: none"> Make healthy food and drink choices 	<ul style="list-style-type: none"> Return promptly to class Use the correct toilet block 	<ul style="list-style-type: none"> Ask sensible questions 	<ul style="list-style-type: none"> Follow set protocols for online behaviour 	<ul style="list-style-type: none"> Strive to be a positive role model to others
We are respectful 	<ul style="list-style-type: none"> Respect the personal space, privacy and property of others Use manners when speaking Use appropriate language 	<ul style="list-style-type: none"> Greet parents, students and visitors to our school warmly 	<ul style="list-style-type: none"> Use an appropriate voice Understand and respect the learning needs of others Be a team player Use iPads appropriately 	<ul style="list-style-type: none"> Attempt to solve problems and be willing to forgive Follow duty teacher instructions Be a good sport 	<ul style="list-style-type: none"> Wait to be dismissed by the duty teacher Sit quietly when the bell goes 	<ul style="list-style-type: none"> Respect other peoples' privacy 	<ul style="list-style-type: none"> Use our manners 	<ul style="list-style-type: none"> Use responsible language Refuse to engage in online activities that are not respectful Seek permission to take/send images 	<ul style="list-style-type: none"> Are polite, respectful and courteous to members of the community Represent our school with pride and show school spirit



Griffin State School

Preventing and Responding to Incidents of Bullying Policy

Purpose

At Griffin State School we strive to create a positive learning community for all learners and staff that is built on our school values of Humanity, Integrity and Grit. These values underpin all that we do and so we all have a right to be respected and a responsibility to respect each other.

Therefore, we do not tolerate bullying (including Cyberbullying) or harassment in any form. All members of our community are committed to creating a safe, supportive environment where everyone feels valued and where individual differences are appreciated, understood and accepted.

The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of our school community.

There is no place for bullying at Griffin State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals for supporting all learners.

Bullying is:

- a repeated and unjustifiable behaviour;
- intended to cause fear, distress and/or harm to another;
- may be physical, verbal or indirect/relational;
- conducted by a more powerful individual or group against a less powerful individual or group who are unable to effectively resist.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- gender

Types of Bullying:

	Direct	Indirect
Physical	<ul style="list-style-type: none"> • hitting, slapping, pushing, punching • kicking • tripping, throwing things • spitting, biting • pinching, scratching • taking belongings 	<ul style="list-style-type: none"> • getting another person to harm someone • removing/hiding and/or damaging others' belongings
Non-Physical	<ul style="list-style-type: none"> • name-calling • teasing, taunting, mocking • demanding money/possessions • offensive comments 	<ul style="list-style-type: none"> • spreading hurtful rumours • gossiping • producing offensive graffiti
Non-Verbal	<ul style="list-style-type: none"> • threatening/obscene gestures • sending inappropriate, degrading and/or offensive images/text by phone/internet. 	<ul style="list-style-type: none"> • deliberate exclusion from a group or activity

Objectives

The objectives of our schoolwide policy, *Procedures for Preventing and Responding to Incidents of Bullying* is to:

- raise awareness among staff, learners and parents about bullying
- actively work to reduce/eliminate incidents of bullying
- create a school environment where all learners, staff and community members feels safe
- equip learners with the skills to identify and talk about bullying and how to ask for help.

Responsibilities

In our whole school approach to preventing and responding to incidents of bullying, staff, learners and parents have the following responsibilities:

Griffin State School Leadership Team, through the Positive Behaviour for Learning Team will:

- support, promote, enact, maintain and review the *Procedures for Preventing and Responding to Incidents of Bullying* policy;
- provide relevant professional development for staff;
- provide relevant resources to support staff.

All Griffin State School Staff will:

- be familiar with, support and follow the school's bullying policy and procedures;
- be models of caring, respectful and tolerant behaviour;
- discuss the non-acceptance of bullying in class and implement lessons as directed;
- listen to reports of bullying
- act on reports of bullying;
- inform the Principal;
- act to protect the person being bullied from further harm;
- act to prevent the bullying from reoccurring;
- record identified bullying incidents in OneSchool;
- treat information regarding bullying with confidentiality.

Learners will:

- discuss any incidents of bullying with a teacher/staff member, parent, trusted adult and give them full details;
- seek immediate assistance from a staff member if a witness to a bullying incident.

Parents should:

- listen to reports of bullying;
- speak to relevant school personnel – **not** the alleged student/s involved;
- provide information if requested by school staff;
- work with the school in seeking a solution.

Prevention

Our school uses an evidenced-based whole school approach for the *Whole School Community* and the subset *In and out of class*. Learners, parents and carers and staff have roles and contributions that ensure a safer, more inclusive school community where everyone is safe, supported and respected.

Griffin State School's Procedures for Preventing and Responding to Bullying are organised into three levels of action:

1. Building a safe and supportive school and preventing bullying

For the whole school community this means:

- Developing active, trusting relationships among all school community groups.

- Fostering an inclusive school culture and ethos that supports all learners and values the diversity of student, staff and community population including culture, ethnicity, gender, sexual orientation, physical ability and economic status.
- Involving staff, parents and learners in collaboratively developing and implementing a whole school plan to address bullying.
- Providing opportunities through the curriculum for the diversity of learners to develop relevant knowledge and skills in positive communication.
- Maintain pastoral care/student welfare systems that enable learners to feel safe and to feel valued.
- Engaging the whole school community in a cycle of continuous improvement.

For in and out of class this means:

- Creating teaching and learning experiences that promote positive peer relations, social skills and resiliency.
- Building capacity of the full diversity of learners to actively participate in democratic decision making that affects them at all levels of society.
- Adopting curriculum and pedagogy to enhance inclusion and ensure authenticity of the diversity of the student population.
- Treating time in the playground and transition between lessons as an important part of the curriculum and also a time when learners can be more vulnerable to bullying.

2. Knowing when bullying is happening, acting to stop it and supporting those involved

For the whole school community this means:

- Encouraging and explicitly teaching effective bystander behaviour to staff, learners and community members.
- Handling potentially serious incidents proactively and creating opportunities for the whole school community to respond effectively.

For in and out of class this means:

- Involving a wide range of learners in identifying where bullying occurs
- Following school guidelines on incident response and ensuring understanding of the consequences and goals and reinforcing everyone's right to be safe at school.
- Responding to inappropriate use of personal technology devices.

3. Managing incidents that have serious impact on individuals and/or the school

For the whole school community this means:

- Developing and implementing agreed policies, strategies and procedures in handling serious incidents
- Using restorative justice principles to resolve issues and restore the sense of wellbeing for all involved
- Reviewing incidents and implementing improvements to school responses and policies

For in and out of class this means:

- Effectively handling incidents according to school policy within classrooms and during out of class activities
- Ensuring that all staff are confident to support learners affected by serious incidents

Griffin State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as required. This facility allows the school to track the effectiveness of its whole school approach to bullying to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the process.

The Use of Personal Technology Devices at School Policy

This policy reflects the importance that Griffin State School places on learners displaying courtesy, consideration and respect for others whenever they are using personal technology devices. This policy has been developed to protect your property and reduce the opportunity for inappropriate use of personal technology devices and other electronic equipment in our school

Certain personal technology devices not permitted at school

Learners must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this expectation may result in disciplinary action in accordance with our school's Responsible Behaviour Plan.

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 learners and parents will be advised to contact Queensland Police Service (QPS) directly.

Learners who have a personal technology device confiscated more than once may be issued with a disciplinary consequence such as not being permitted to have a personal technology device at school for a minimum period of time, as deemed necessary by the Principal.

Personal technology device etiquette

Learners at Griffin State School are permitted to bring and use iPads to school for learning purposes. iPads must be turned off on arrival at school and used only under teacher instruction.

Mobile Phones

Mobile phones are expensive items of technology and are not covered by any Education Queensland insurance policy if lost or stolen. It is inappropriate for children to have a mobile phone in class and very risky if left in bags. It is for these reasons that we strongly discourage the bringing to school of mobile phones by our learners.

If it is necessary for your child to bring a mobile phone to school our policy states that the mobile phone must be presented to the school office at the beginning of the school day. The item will then be stored in a secure location until the end of the school day when your child will be able to collect it from the school office.

If a mobile phone is seen on a student's person or in their bag, it will be sent to the office for collection by the student at 3:00p.m. Repeated infractions will result in parents being contacted and possible disciplinary action.

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 Griffin State School. Learners using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student

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

Learners must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Learners may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Text communication

Learners at Griffin State School are not permitted to use mobile phones while at school. Learners and parents should be aware that 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.

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 this 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.

Learners 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

Learners 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 include, but are 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.*

Griffin State School

Student Computer/Internet/Network Policy



Griffin State School offers its learners access to computers, electronic whiteboards, electronic mail and the internet. These resources are available to enhance the learning process and to achieve quality learning outcomes for all learners.

Computers and BYOD iPads are to be used only for educational purposes as supervised and approved by the school; conducting research, completing assignments, accessing online references and any other educational activity directed by a teacher. Learners are responsible for appropriate behaviour on the school's computer network.

The school reserves the right to restrict/remove student access to the internet or network facilities if learners do not adhere to the school's policy. Network administrators will have access to review student files and folders to maintain system integrity and ensure that learners are using the network system responsibly.

Learners will be made aware of the possibility of unanticipated access to inappropriate material via the internet and the process for reporting accidental access. Where possible, prior to student access, teachers will filter and check sites that learners will visit.

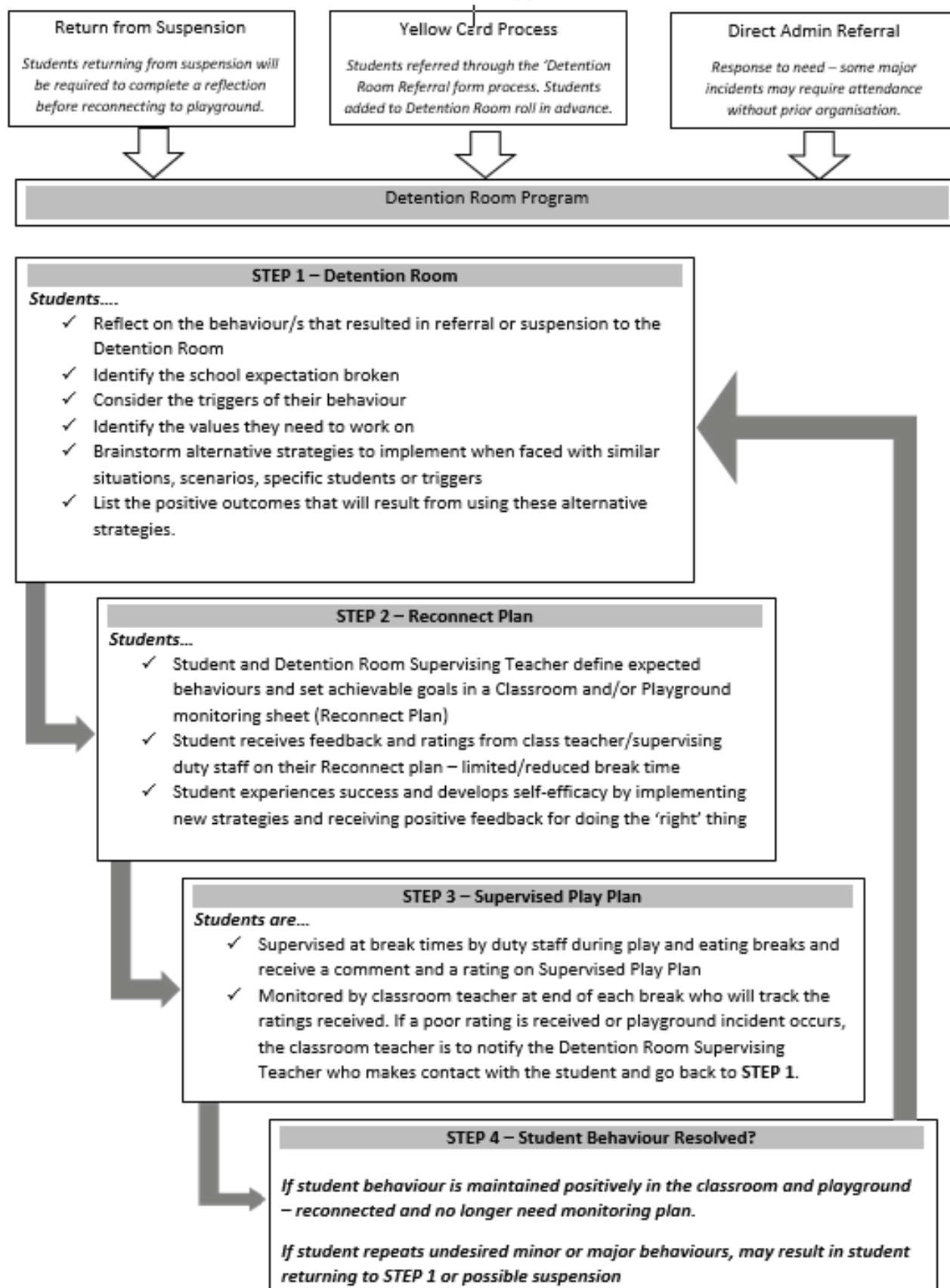
The use of the school network/internet/computers comes with responsibilities. These include:

- Learners must not use computers or iPads at school without a teacher's permission, knowledge or presence. Computers/iPads are to be used for educational purposes directed by a teacher.
- Learners must seek permission from a teacher before connecting to any external storage or other device to a computer (including memory sticks, digital cameras etc).
- No rude, abusive, offensive or racist language or images should be used whilst communicating via email or other method e.g. Airdrop. Learners must report to a teacher, any offensive content sent to them.
- Downloading of files such as music files, video files, games or screensavers is forbidden unless completed by a teacher.
- Learners must seek clarification from a teacher as to whether information, photographs and graphics may be copied. Learners must respect and adhere to laws concerning copyright and other intellectual property rights.
- Learners should use and share school computer/iPad resources courteously and efficiently in such a way that other learners are not disrupted.
- Personal information must not be revealed or transmitted to others. Such information includes surname, school name, home address and phone numbers.
- Network and internet passwords are not to be shared with other learners. Learners will be held accountable for every message issued from their personal account. System administrators have full access to all student accounts including emails and to all documents stored on the network.

Parents or guardians have the right to decide as to whether their child has access to the internet at this school. Should a parent prefer that a student not have access, the use of computers/iPads is still possible for more traditional purposes such as word processing. Each student at Griffin State School is required to have a completed Internet Permission Form signed by a parent/caregiver before accessing the internet at school.



Griffin State School Referral for Admin Support Process



Appendix 6: Response to Intervention Student Identification Form

RESPONSE TO INTERVENTION **STUDENT IDENTIFICATION FORM**



Please note that this form is accessible to parents on request.
finalised

☐ Identified Semester 1, 2016 prior to RTI process being

Personal Data

Student Name:	Year Level:	Class:
D.O.B:	C.A.:	Teacher:

TIER 1 – INTERVENTION IN THE CLASSROOM AND DATA GATHERING

Student strengths:	Student needs:
--------------------	----------------

Areas of concern: (please check boxes)

- ☐ Academic ☐ Literacy ☐ Numeracy
☐ Learning (visual memory, problem solving, attention, auditory processing)
☐ Behavioural ☐ Social/Emotional
☐ Other: _____

Data collection: (NB. It is expected that strategies will be implemented over approximately six weeks)

Data Collection	Attached	Results/Outcomes
PM level / DRA Level	<input type="checkbox"/>	
SSP data/WTW data	<input type="checkbox"/>	
PAT Maths / PAT Reading/ PAT Comp/PAT Spg	<input type="checkbox"/>	
NCR Assessment	<input type="checkbox"/>	
Writing Sample	<input type="checkbox"/>	
Parent Contact Records	<input type="checkbox"/>	

☐ Completed Differentiation of Curriculum & Delivery (page 2)

Additional Notes:

☐ The parent is aware of the student being brought up in the Student Services Meeting

Have tier 1 strategies been successful?

☐ YES (give to HOP-E to file RTI form in Enrichment Files and upload to OneSchool) ☐ NO (submit to RTI team)

Date Submitted to RTI Team: _____

Meeting Date: _____

Appendix 7: Physical Restraint/Intervention Incident Report

Physical Restraint / Intervention Report

Initial Report Compiled by			Date and Time Report Completed		
Signed					
Details of Student / s					
Name		Class		Teacher	
Name		Class		Teacher	
Details of Staff involved in Incident					
Name			Role		
Name			Role		
Name			Role		
Name			Role		
Reason for restraint					
To cease the physical assault of another student or staff member					<input type="checkbox"/>
To avert an immediate danger to him/herself or to others					<input type="checkbox"/>
To avoid serious property damage					<input type="checkbox"/>
Other					<input type="checkbox"/>
Details of Incident					
Date		Time		Initial Location	
Initial Staff involved					
Behaviours preceding restraint					
Restraint Location					
Type and Duration of Restraint					
Student Removed to					
De-Escalation Strategies Used Prior to Restraint					
<input type="checkbox"/> Distraction	<input type="checkbox"/> Change of face, place, activity	<input type="checkbox"/> Offer choices	<input type="checkbox"/> Cool down time, place	<input type="checkbox"/> Offer to talk	<input type="checkbox"/> Reassurance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Condition of Student Before Restraint					
Physical Condition of Student After Restraint					
Details of Any Injury					
Injury to Student		<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report Completed		<input type="checkbox"/> Yes <input type="radio"/> No
Details of Injury					
Injury to Staff Name:		<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report completed		<input type="checkbox"/> Yes <input type="radio"/> No
Details of Injury					
Details of Damage					
Details of Trauma					
Notifying Procedures					
Incident Reported to					

Parent / Carer Contacted			
Name		Time and Date	
Student/s: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			
Details			
Staff: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			
Details			
Other Forms Completed			
<input type="checkbox"/> One School	<input type="checkbox"/> Individual Support Plan - Behaviour	<input type="checkbox"/> Individual Plan including Physical Restraint	<input type="checkbox"/> Other:

Follow Up Report – to be completed by Form Recipient (Admin/Delegate)

1. Follow up Call				
Made by:		Made to:		
2. Post Investigation				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:		Recorded in:	
3. Damage Repair				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Organised by:			
4. Entered on MYHR / WHS				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
5. Entered on OneSchool				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
<input type="checkbox"/> As Contact	Completed by:		On Student Profile of	
<input type="checkbox"/> As single student incident	Completed by:		On Student Profile of	
<input type="checkbox"/> As multiple student incident	Completed by:		On Student Profile of	
6. Other Forms completed				
<input type="checkbox"/> Debrief Report	<input type="checkbox"/> Physical restraint / Intervention record	<input type="checkbox"/> Individual Plan including Physical Restraint		
Signed:				

Appendix 8: Physical Restraint Debriefing Report

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For learners who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and learners involved (e.g. names, date, time and outcomes).

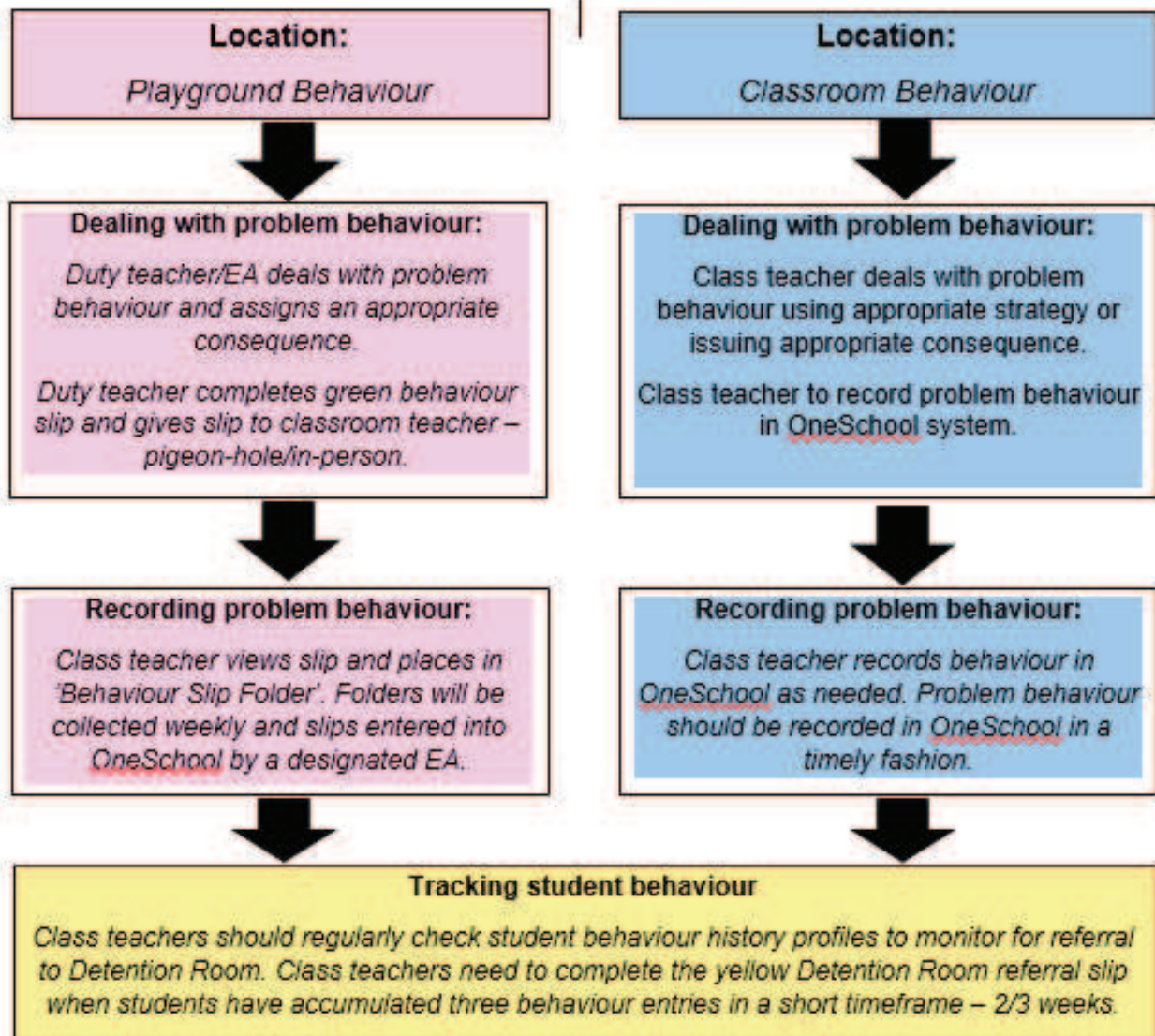
Appendix 9: Behaviour Incident Recording Slip

BEHAVIOUR INCIDENT REPORT		
STUDENT NAME: _____		CLASS: _____
DUTY TEACHER: _____		DATE: _____
WITNESSES: _____		
<input type="checkbox"/> MINOR <input type="checkbox"/> MODERATE <input type="checkbox"/> MAJOR		
TIME	LOCATION	
<input type="checkbox"/> Before school	<input type="checkbox"/> Classroom	<input type="checkbox"/> Toilets
<input type="checkbox"/> Morning session	<input type="checkbox"/> Outside classroom	<input type="checkbox"/> Gardens
<input type="checkbox"/> 1 st break play/eating	<input type="checkbox"/> Prep Play Area	<input type="checkbox"/> Out of Bounds area
<input type="checkbox"/> Middle session	<input type="checkbox"/> Jnr Play Area	<input type="checkbox"/> Resource Centre
<input type="checkbox"/> 2 nd break play/eating	<input type="checkbox"/> Top Oval/Canteen	<input type="checkbox"/> Eating Area
<input type="checkbox"/> Afternoon session	<input type="checkbox"/> Big Oval	<input type="checkbox"/> Specialist lesson
<input type="checkbox"/> After school		

BEHAVIOUR INCIDENT REPORT		
STUDENT NAME: _____		CLASS: _____
DUTY TEACHER: _____		DATE: _____
WITNESSES: _____		
<input type="checkbox"/> MINOR <input type="checkbox"/> MODERATE <input type="checkbox"/> MAJOR		
TIME	LOCATION	
<input type="checkbox"/> Before school	<input type="checkbox"/> Classroom	<input type="checkbox"/> Toilets
<input type="checkbox"/> Morning session	<input type="checkbox"/> Outside classroom	<input type="checkbox"/> Gardens
<input type="checkbox"/> 1 st break play/eating	<input type="checkbox"/> Prep Play Area	<input type="checkbox"/> Out of Bounds area
<input type="checkbox"/> Middle session	<input type="checkbox"/> Jnr Play Area	<input type="checkbox"/> Resource Centre
<input type="checkbox"/> 2 nd break play/eating	<input type="checkbox"/> Top Oval/Canteen	<input type="checkbox"/> Eating Area
<input type="checkbox"/> Afternoon session	<input type="checkbox"/> Big Oval	<input type="checkbox"/> Specialist lesson
<input type="checkbox"/> After school		



Entering Student Problem Behaviour in OneSchool – Minor/Moderate



How to enter behaviour in One School:

1. Enter surname – hit binoculars – select student
2. Enter date, type, period, location
3. Enter the behaviour category at subject
4. Select restricted to – All staff. If witnesses – add names of staff/students
5. Under behaviour categories – always select 'Other'
6. Enter strategies utilised to deal with problem behaviour (more categories coming) and motivation if known.
7. Enter brief details about the incident – what happened, to who and how incident was handled. Remember – be factual rather than using emotive/judgemental language.

OneSchool Screenshot:

Incident Details:

- Student: [Name] (Select Student)
- Date of Incident: [Date]
- Incident Type: [Type]
- Period: [Period]
- Location Category: [Location]
- Subject: [Subject]
- Restricted to: [All staff]
- Witnesses: [Add names]

Behaviour Categories:

- Other (Always select 'Other')
- Aggression
- Disruption
- Other

Strategies and Motivation:

- Strategies: [Add strategies]
- Motivation: [Add motivation]

Incident Details (Text Box):

At first break play item pulled from the shoulder to get past him to get on the play equipment first. He was given a red card and sat out of play for 1 minute.

Detention Room Referral form – Class Teacher to complete

STUDENT NAME:		CLASS:	DATE:
REFERRING TEACHER:		BEHAVIOURS RECORDED IN ONESCHOOL? YES/NO	
REASON FOR REFERRAL			
	Three minor behaviour slips attained		Moderate behaviour incident
Details		Details	
STRATEGIES UTILISED			
	Classroom adjustments – learning area, learning activities, seat position etc		Buddy Class
	Timeout in classroom		Logical/natural consequence
	Sat out of play		Contact parents
	Classroom/playground monitoring		Other:
POSSIBLE MOTIVATION FOR BEHAVIOUR			
	Obtain peer attention		Escape/avoid activity or event
	Obtain adult attention		Escape/avoid instructional task
	Obtain tangible object		Escape/avoid peer attention
	Obtain activity or event		Escape/avoid adult attention
	Other:		Don't know
BEHAVIOUR GOAL <i>What do you want this student to achieve?</i>			
Teacher signature:		Admin action/comment	

****Please place completed sheets in the yellow 'Detention Room forms' folder in the 'Detention Room' pigeon hole.**

Appendix 12: Behaviour Reporting Process

Griffin State School Behaviour Reporting Process

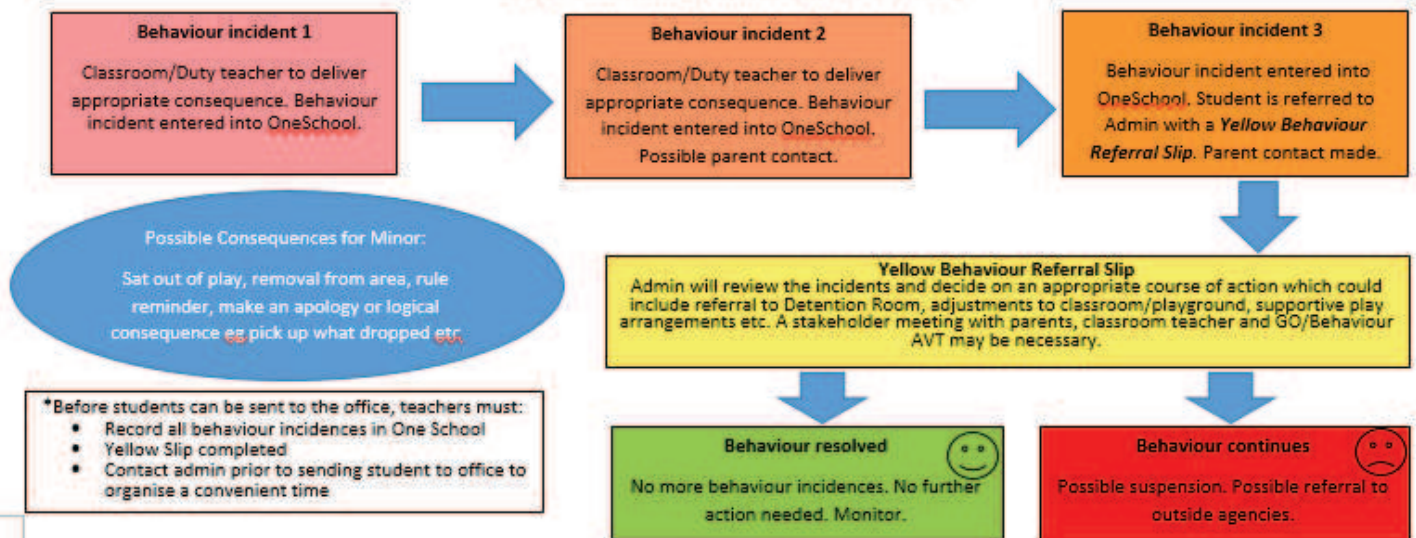


Classroom Teachers/Education Assistants are required to manage students' behaviour both in the classroom and in play areas. Problem behaviours that are defined as **MINOR** and **MODERATE** are to be managed in the first instance by classroom or duty teachers. Incidents involving **MAJOR** behaviours (classroom or play areas) must be reported to **admin immediately** using the behaviour reporting slip, phone call or red/orange assistance cards.

When a student receives a behaviour slip at break times from a play/eating area for **MINOR** behaviour incidences, the duty teacher should deliver an appropriate consequence and complete a behaviour slip to be placed into the classroom teacher's pigeon-hole or given in person. Teachers will need to view these slips and collect in their Playground Behaviour Slip folder. All folders will be collected on Friday afternoon AND slips will then be entered into **OneSchool** by a designated EA once per week. Major incidents will be entered by admin staff. **NB: Class teachers should be entering classroom behaviour incidents into OneSchool within an acceptable timeframe unless otherwise negotiated with admin.**

If a student accumulates three MINOR/MODERATE OneSchool behaviour entries in a short timeframe (approx. 2 - 3wks), classroom teachers are required to complete a **Yellow Behaviour Referral Slip** to refer the behaviour to admin. Refer to the school's 'Managing Problem Behaviour' flowchart for details.

Detention Room Referral Process (Yellow Form)



Griffin State School

Appropriate Use of Social Media Policy



Griffin State School embraces the amazing opportunities that technology and the internet provide to learners for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Griffin State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Griffin State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for *Preventing and Responding to Incidents of Bullying* (including Cyberbullying) found at Appendix 2, it is unacceptable for learners to bully, harass or victimise another person whether within Griffin State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of our school, whether those behaviours occur during or outside school hours. This policy reflects the importance of learners at Griffin State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Learners need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once learners place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if learners think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect learners, others and the school for years to come.

Appropriate use of social media

Learners of Griffin State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Learners should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If learners think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Learners should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Griffin State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Griffin State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

Griffin State School strives to create positive environments for all learners at all times of the day, including while online. To help in achieving this goal, Griffin State School expects its learners to engage in positive online behaviours.

Working together to keep Griffin State School safe; possession and use of knives at school policy



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

- 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.
- No knives are allowed to be taken to school by learners
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have type of knife at school including:
- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined e.g. an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Griffin State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.





How can parents help to keep Griffin 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 learners and knives at school, please contact the Principal.

Referenced at

http://education.qld.gov.au/learnerservices/behaviour/qsaa/docs/working_together_toolkit.pdf

Appendix 15: Managing Problem Behaviour – All Areas

 Griffin State School Managing Problem Behaviour – All Areas				
Schoolwide Behaviour Expectations  We care for others We are respectful  We are safe  We are organised We are a learner	MINOR BEHAVIOURS <i>Teacher managed – class room teacher/duty teacher to record and apply consequences</i> <i>Behaviour that impacts the student's own wellbeing but does not cause harm to others. Minor acts of misconduct which interfere with teaching and learning</i>	MODERATE BEHAVIOURS <i>Graduate from teacher to admin managed. Teacher to refer through Yellow Slip process.</i> <i>Behaviour that impacts on the learning, safety and wellbeing of the student and others and/or moderate damage to property. *** Entered in OneSchool as 'minor'.</i>	MAJOR BEHAVIOURS <i>Admin managed. Contact admin immediately.</i> <i>Behaviour that significantly compromises the learning, physical and emotional safety of students and teachers. High level disruption to teaching and learning.</i>	
	<ul style="list-style-type: none"> not interacting fairly using put downs (minor) Leaving others out of activities calling out swearing – indirect minor interruptions to learning – talking, making noises back chatting talking while seated at assembly not sharing/turn-taking 	<ul style="list-style-type: none"> talking over the top of others - intent swearing - direct disrespectful language – derogatory remarks persistent and purposeful interruptions to learning - intent 	<ul style="list-style-type: none"> bullying sexual harassment verbal/emotional harassment - major, aggressive, intimidating physical harassment with intent to cause fear/harm 	
	<ul style="list-style-type: none"> running on concrete running in classroom swinging on chair unsafe use of equipment not using equipment/furniture for intended purpose minor pushing –without intent/harm using playground equipment in an unsafe manner moving unsafely e.g. play iPad while walking not wearing a hat minor dishonesty out-of-bounds area/gardens 	<ul style="list-style-type: none"> throwing objects/equipment with intent moving unsafely with aggression - without intent to cause bodily harm using play equipment in a highly unsafe manner IT misconduct – taking/sharing of images without permission 	<ul style="list-style-type: none"> using an object to cause fear or physical harm with intent possession of contraband, weapons inappropriate use of technological devices destruction of property vandalism major dishonesty physical aggression – intentional and intimidating 	
	<ul style="list-style-type: none"> minor work refusal not listening to instructions late back to class unprepared for learning out of seat 	<ul style="list-style-type: none"> persistent work refusal leaving the classroom without permission destruction of personal learning supplies and equipment 	<ul style="list-style-type: none"> truancy leaving school grounds repeated wilful non-compliance with routine 	
	STRATEGIES AND CONSEQUENCES Teachers will apply behaviour management strategies appropriate for the situation including, but not limited to: <ul style="list-style-type: none"> ✓ Clear and consistent expectations/routines ✓ Curriculum matched to student needs ✓ Proximity ✓ Parallel acknowledgment ✓ Descriptive encouraging ✓ Use of body language encourager ✓ Distraction ✓ Quiet talk 1:1 ✓ Logical/natural consequence ✓ Selective attending/tactical ignoring ✓ Sit and think (2 – 5 min max) ✓ Give a warning or choice ✓ Move seat position/move to different area 	STRATEGIES AND CONSEQUENCES Teachers will apply behaviour management strategies appropriate for the situation including, but not limited to the previous strategies as well as: <ul style="list-style-type: none"> ✓ Sit and think/timeout ✓ Buddy Class (15 min max) ✓ Walk and talk/break ✓ Loss of own time ✓ Restorative Chat ✓ Community Service (which reflects the problem behaviour) ✓ Written/visual plan to get back on track – monitoring ✓ Contact parents ✓ OneSchool entry ✓ Referral to Detention room 	STRATEGIES AND CONSEQUENCES Administrators will determine consequences appropriate for the situation including, but not limited to: <ul style="list-style-type: none"> ✓ Detention Room - breaks ✓ Restorative conference with restitution plan ✓ Parent conference ✓ IBSP developed ✓ Supportive play ✓ Detention – after school ✓ Behaviour tracking card ✓ Managed attendance ✓ Loss of privileges ✓ Student phone call to parent ✓ Suspension (internal/external) ✓ Exclusion 	



Griffin State School Behaviour Expectations Flowchart

Soaring

I am the best learner I can be!

Flying High

I am an engaged learner

Ready for take-off

I am ready for learning

Stuck on the ground

I need verbal/visual reminders

Cool my jets

I need time to cool off and think

Out of the nest

I need Out of Class Detention

Air traffic control

I need Admin intervention

Positive
OneSchool entry

Proactive Strategies

- Build positive relationships
- Classroom organisation
- Establish Expectations
- Rehearse Routines
- Give clear directions
- Waiting and Scanning
- Cueing with Parallel acknowledgment
- Only Language Encouraging
- Descriptive Encouraging
- Selective attending
- Tactical ignoring
- Redirecting to learning
- Giving choice
- Following through
- Allowing take-up time
- Adjust learning environment
- Move seat position
- Careful grouping strategies
- Differentiation

OneSchool entry
Parent contact



Griffin State School Out of class detention policy



At Griffin State School we are committed to creating a supportive school environment where each child feels safe, valued and is encouraged to be literate, numerate and curious. Griffin State School teachers use a range of supportive strategies to manage student behaviour, from proactive to reactive.

STEP 1: Support student in the classroom

Prior to sending a student to **out of class detention** it is expected that teachers will have:

- ✓ Utilised supportive strategies such as the ESCM, GSS Imperatives – Trust/respect teacher, has friends at school and work at their level to best engage the student in the life and learning of the classroom
- ✓ A commitment to using the least intrusive approach to manage off-task behaviour
- ✓ Tried multiple strategies before resorting out of class detention.

Supportive Strategies

Build positive relationships
Classroom organization
Adjust the learning environment
Establish Expectations
Rehearse Routines
Give clear directions
Waiting and Scanning
Cueing with Parallel acknowledgment
Body Language Encouraging
Descriptive Encouraging
Move student in the room
Selective attending
Non-verbal redirection
Proximity
Pause in talk
Verbal redirection
Giving choice/warning
Following through
Allowing take-up time

STEP 2: Student is sent to out of class detention

When a student is sent to out of class detention it is expected that:

- ✓ The student will have work at their level to complete as well as a GSS reflection sheet
- ✓ The student will return to class within 15 minutes
- ✓ Upon reentry, class teachers will debrief student using reflection sheet to restore relationships.

STEP 3: Student behaviour notification/recording

Once a student has been sent to out of class detention, it is expected that:

- ✓ The class teacher will record the behaviour in OneSchool
- ✓ A parent contact is made – email/note or phone call. A copy of the student-completed reflection sheet could be sent home if applicable.