Buderim Mountain State School

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

Purpose

Buderim Mountain State School is committed to providing a SAFE, SUPPORTIVE and DISCIPLINED learning environment where:

- all members feel safe and are valued;
- all students are encouraged to become self managed learners;
- school practices are proactive and supportive;
- social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation, and
- appropriate and positive language and behaviours are defined, modelled and reinforced.

Consultation and Data Review

Buderim Mountain State School has been involved in a 10 year journey embedding, reviewing and consolidating the concept of School-wide Positive Behaviour Support (SWPBS) as our guiding behaviour support philosophy and practice. Over the years, many of our staff and school community have been involved in SWPBS training. The school newsletter and community sign also regularly carry references to the beliefs and practices outlined here in our Responsible Behaviour Plan for Students.

Our behaviour committee meets regularly to review our behaviour data, respond to student and community needs and refine our school processes. We have carried out staff surveys and group discussions to gather information to inform our Responsible Behaviour Plan for Students review. We also use our yearly SET surveys, EBS and school opinion surveys to collect feedback from our school community. This feedback is always used to identify priority areas for our SWPBS Annual Action Plan. Currently we review our behaviour data at the end of each month and share this with staff. This enables us to identify and respond to current trends in student behaviours. We have been able to target these areas with specific lunchtime programs, whole school strategies and staff PD.

In September this year, through our newsletter, we invited all of our school community to engage in the formal review of our current Responsible Behaviour Plan for Students and have input into redrafting this plan.

The draft of this plan was presented at our P&C meeting in October 2015 and the final draft endorsed by the Principal, the President of the P&C and Regional Executive Director of Schools in November 2015. The belief and practices embedded in this plan will be revisited by staff and community over the next 3 years, including regular data analysis and responses. A formal review and redraft of this plan is set for 2018.
Learning and behaviour statement

Buderim Mountain State School’s behaviour support strategy is grounded in the knowledge that the beliefs, practices and behaviours of all school community members influence student behaviour and learning.

Our implementation of school wide processes is based upon the following beliefs:

- Behaviour is internally motivated
- We are responsible for our own behaviour
- All behaviour has a purpose
- We can learn to behave in responsible ways
- The quality of relationships can enhance or diminish responsible behaviour
- Effective learning engagement promotes responsible behaviour
- Self management can be developed through supportive co-management
- Learning is a life-long process
- Different people have different learning styles.

Our 3 guiding behavioural expectations at Buderim Mountain State School are:

- Be a LEARNER
- Be SAFE
- Be RESPECTFUL

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

In ensuring a SAFE, RESPECTFUL and LEARNING focused environment, behaviour support at Buderim Mountain State School is based around a three-tiered approach:

- **Universal (primary)** support focuses on preventing the development of new cases of problem behaviours by focusing on all students and staff, across all settings (i.e., school-wide, classroom, and nonclassroom/noninstructional settings).

- **Targeted (secondary)** support focuses on reducing the number of existing cases of problem behaviours by establishing efficient and rapid responses to problem behaviour.

- **Intensive (tertiary)** support focuses on reducing the intensity and/or complexity of existing cases of problem behaviour that are resistant to primary and secondary prevention efforts.
1. Universal Behaviour Support

Strategies at this level include having:

- a clearly stated, positive and common purpose to behaviour support as outlined in the Responsible School Behaviour Plan
- a clear set of positively stated student behaviour expectations through The Code of School Behaviour (see attached appendix A – Code of Conduct School Rules – ‘Safety, Respect, Learning’)
- a set of lesson ideas and resources for explicit teaching of rules and behavioural expectations; these include antibullying lessons and cybersmart lessons.
- a continuum of procedures for teaching and encouraging expected student behaviours and social skills (see Appendix B– Doing it the Buderim Way)
- celebration and recognition of positive behaviours through school system of awards/certificates/medallions and class reinforcement system programs
- a continuum of procedures for discouraging inappropriate behaviour (see list of least to most intrusive Consequences)
- a balanced, relevant, inclusive and engaging curriculum and pastoral care structure
- ongoing professional development for staff: in quality learning and teaching practices, catering for individual needs, and classroom management processes eg. Essential Skills for Classroom Management, Restorative Practices etc.
- special needs support processes
- adoption of practices that are supportive, non violent, non coercive and non discriminatory
- induction of new students through chaplain’s program
- clear enrolment guidelines for new families (interview with principal or deputies) which particularly outline our expectations in regard to bullying and use of any electronic devices
- induction program for new staff through staff handbook, deputies/principal and peers
2. Targeted Behaviour Support

Targeted behaviour support at Buderim Mountain State School occurs around a specific setting, issue, student or group of students where inappropriate behaviour is becoming an issue.

Development and implementation of targeted support is data driven, team based and develops strategies that prevent or minimize further occurrence of the behaviour.

Strategies at this level include:

- anti-bullying program:
  - whole school presentations re bullying, cyberbullying, antibullying strategies, and respectful behaviours (presented by support staff, admin and professional performances)
  - bust-a-bully surveys and follow up interviews
  - whole school activities eg. poster competitions, harmony day, multimedia productions etc.
(Also see appendix C for our school brochure for parents and students)
- Check In Check Out program with teacher, admin or mentor
- Lunchtime Activities program
- Peer Mentoring
- School Guidance and Counselling services
- School Chaplain and RE staff.
- Services/programs provided by external agencies eg. Drug Arm, Life Ed., mentoring program with IFYS etc..
- Whole class target programs re emotional needs via Chaplain, GO or BST.
- Cooperative and team building skills programs with school based or outside support
- Chaplain’s induction program for new students
- Adult mentoring where appropriate
- Small group social skilling or social emotional programs via Chaplain, GO or BST (Friends For Life program, Resilience program, Seasons For Growth – Grief and Loss program etc.)
- Use of Restorative Chat process for teacher-student interaction (see appendix D - Restorative Chat)

3. Intensive Behaviour Support

Despite whole-school and targeted behaviour support practices within the school, some students may still display ongoing or significant inappropriate behaviour and need intensive behaviour support.

Strategies at this level may include:

- referral to our special needs committee – BST, GO, Chaplain, Admin, LST, Special ED staff
- team based approach for providing intensive individualized support
- development of an Individual Behaviour Support Plan (IBSP) - Appendix E
- development of a Functional Behaviour Analysis if appropriate
- development of a Crisis Management Plan if appropriate
- targeted behavioural skill and self management instruction – to develop more appropriate behaviours which still meet the student’s needs
- individualised instructional and curricular accommodations, also environmental and response adjustments to minimise inappropriate behaviours
- involvement of support staff from outside agencies – CYMHS, EVOLVE, DEPARTMENT OF COMMUNITIES / Child Safety etc.
- on-going close contact with, and support for, parent/caregiver
- staff professional development and support
- procedures for ongoing monitoring and evaluation
Consequences for unacceptable behaviour

Our behaviour goal for learners is self-management. When discussing a learner’s behaviour, we speak about being **self-managing** (level 1) or needing **co-managing** (higher levels).

Whilst the behaviour support focus at Buderim Mountain School is on proactive and preventive whole school approaches, for our students needing co-managing, our staff will record incidences of unacceptable behaviour on our behaviour tracking system (class blue books) which include a graduated code including yellow (warning), orange (minor - OneSchool), red (major - OneSchool). **Refer to appendix G.**

We use a range of consequences for unacceptable behaviour, depending upon the individual situation, and building from the **LEAST** to **MOST INTRUSIVE APPROACH**.

The application of any consequence should be supportive, fair, logical and consistent.

### List of LEAST to MOST INTRUSIVE Consequences

1. Tactical Ignoring, Selective Attending
2. Proximity, Proximity with Touch
3. Body Language Encouragement
4. Waiting and Scanning, Pause in Talk
5. Cueing (by acknowledgement of others)
6. Descriptive Encouragement
7. Non verbal redirection
8. Distraction or Diversion
9. Verbal redirections/ Question, Reminder, Statement
10. Curriculum redirection, Questioning to redirect
11. Individual close talk – class or playground
12. Give choices (outlining consequences)
13. Follow through with Consequences
14. Catch up work at play time
15. Catch up work at home
16. Move student in the room (seating) or playground - (walk with teacher, move to another area)
17. Temporary loss of privileges-class, playground, special events
18. Loss of internet/IT usage – if internet/IT based incident
19. Removal of personal technology device if ever used inappropriately
20. Restorative discussion
21. Restorative discussion and restitution actioned, apology, make up for hurt or damage, make a plan for future events
22. Parent contact – standard letter, phone call
23. Playground monitoring program
24. Restricted playground program
25. Withdrawal from playground
26. Move student to reflection, time out area
27. Remove student from classroom, to buddy room or office
28. Class monitoring program/card
29. Individual Behaviour Support Plan
30. Alternate arrangements re class / playground
31. Have third party remove student from classroom
32. Remove rest of class from area
33. Crisis Management Plan
34. Physical Restraint (conditional)
35. Police intervention
36. Community conferencing and restorative intervention
37. In School Suspension
38. Suspension from school (up to 5 day and 6-20 day)
39. Recommendation for Exclusion
*Note – Severe behaviours, including bullying / cyber bullying, bringing weapons, physical harm or threats to others must be dealt with thoroughly.

**Suggested Steps**

1. Incident investigated
2. Parties interviewed to establish facts
3. Restorative discussions held:
   - **Victim** needs to be heard and reassured that this will not happen again
   - Sometimes the victim needs further follow up on assertive skills training
   - Victim needs chance to suggest the restitution that needs to take place
   - Often the victims parents need to be notified of incident and follow up
   - **Bully/Instigator** needs to listen to what effect his/her actions had on others
   - Sometimes the bully/instigator will need further follow up on anger management strategies, tolerance and or social emotional skill building
   - Often the bully’s/instigator’s parents need to be notified of incident and consequences and any further follow up
4. Consequences / Restitution needs to be actioned – as above
5. Parent notification if appropriate – as above
6. Follow up skill building program for students if needed –
7. Follow up interview (or monitoring process) to ensure the incident is not recurring

Whilst the behaviour support focus at Buderim School is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable. These include extreme violence, unsafe behaviour, cyberbullying or gross immoral conduct.

When it is clear that despite the school’s sustained and collaborative efforts, a student’s behaviour has not improved and the good order and conduct of the school or class is threatened, suspension procedures will be implemented. A recommendation to exclude will be issued in those rare cases where all other responses have been considered.

DETE outlines that when cyberbullying or cybersafety issues affect the good order and management of the school (even if they happen outside school hours or school grounds) it constitutes grounds for the school to become involved.

**Emergency or Critical Incident Responses**

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

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

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

**Basic defusing strategies**

**Avoid escalating the problem behaviour**

(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).
**Maintain calmness, respect and detachment**
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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

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

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

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

Appropriate physical intervention may be used to ensure that Buderim Mountain State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Written Documents
At Buderim Mountain State School, if we have knowledge that a student's behaviour is likely to lead to an emergency situation, we will prepare a Crisis Management Plan to reduce the likelihood of an event, defuse the incident if it happens and to have a well thought out response if physical intervention or crisis management is necessary
- Crisis management plan (Appendix I)

Record Keeping
Each instance involving the use of physical intervention must be formally documented. The following records are used
- Incident report (Appendix H)
- Health and Safety incident record (link)
- Debriefing report (for student and staff) (Appendix J)

The network of student support
At Buderim Mountain State School all students are initially supported by their Class Teachers and Deputy Principal. Where ongoing or significant matters of concern require more specialised or intensive support, the student must be referred to a Deputy Principal, Special needs committee or the SWPBS team for appropriate action.

The network of Education Queensland personnel (school based and external) providing support for students at Buderim School includes:

- Class Teachers
- Buddy Class System
- An informed and supportive student population
- Deputy Principals
- Principal
- Learning Support Staff
- Teacher aides
- Special Education Staff
- Behaviour Support Teacher
- Guidance Officer
- School Chaplain
- Advisory Visiting Teachers
- District Guidance Officer

Support may also available to students through a number of government and community agencies.

Consideration of individual circumstances
Buderim Mountain State School considers the individual circumstances of students when applying behaviour support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, ability, emotional well-being, impairment, cultural background and other environmental circumstances.
- Recognising the rights and responsibilities of all school community members to:
  - express their opinions in an appropriate manner and at the appropriate time
  - work and engage in a SAFE, RESPECTFUL and LEARNING FOCUSED environment
  - receive adjustments appropriate to their learning and/or impairment needs
Related legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- IFM-PR-004: Managing Electronic Identities
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- WFR-PR-005: Code of Conduct
- SDV-PR-001: Employee Professional Development

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- Cybersmart (www.cybersmart.gov.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

| Principal | P&C President or Chair, School Council | Regional Executive Director or Executive Director (Schools) |
APPENDIX A
CODE OF CONDUCT – SCHOOL RULES

Safety, Learning & Respect

School Rules and Expectations for Positive Behaviour by All Students

Rule 1: We All play and Learn Safety

1. Points for Preventing Injury:
   - Walk on concrete.
   - Share equipment.
   - Play in the correct area.
   - Large playballs to be used on ovals only not in under covered areas
   - The following are banned:
     - Red Rover in all forms; tackling; Brandy; the throwing of objects such as sticks, stones, pine cones, or anything likely to hurt others; the use of baseball or softball bats (metal or wooden).
   - Children stay out of staff car park unless supervised by staff member.
   - Waterfall area is out of bounds.
   - Swinging off the high rails under covered areas are dangerous.
   - Roped off areas are out of bounds.
   - Games such as Brandy and play fighting are banned.
   - We don’t climb trees.
   - We wear closed shoes and sunsafe clothing to school.
   - Dangerous items, including knives, are not to be brought to school.
   - Do not lift grates or drain covers.
   - Expensive toys/electronic toys, trading cards or similar are not permitted.
   - Mobile phones may only be brought to school with the Principal’s permission.
   - Do not climb up, jump off, or interfere with the rock wall on the oval.
   - We carry skateboards, scooters, blades or similar.

B. Key Points for Protecting Health:
   - No school uniform, including school hat and closed shoes, then no outside play and must stay in a covered area.
   - Use taps and toilets correctly.
   - Unwrap food only in your eating area.
   - Put litter in the bin.
   - Free dress day requirements of clothing: sunsafe; modest; inoffensive graphics or text.
   - All prescribed medications are to be taken to the office with a note from the parents and written instructions from the doctor.
   - We wash our hands before coming into the room.
   - We wash our hands after using the toilet.
   - We move in a sensible way around the school.
C. Key Points for Cybersafety:
Our cybersafety lessons focus on what to do in the following situations:

- If you are being cyberbullied
- If you receive unwanted contact
- If you find inappropriate content
- When playing online games
- Managing your digital footprint every time you go online
- Staying legal when online
- Staying safe chatting with online friends
- Presenting the right image of yourself online
- Making online friends
- Sending images and video online
- Keeping your computer safe
- Finding and using good information online

Rule 2: We Are All Here to Learn Well

A. Key Points for Being Ready to Learn Each Day

- We have all school materials ready for the school day.
- Homework and assignments are completed on time.
- We listen carefully to the teacher or whoever is addressing the class.
- We must raise our hand and wait to be invited to ask a question, to give an answer or to make a statement.
- We must ensure all notes and newsletters are handed promptly to parents.
- Permission notes and payments are returned to school on time.
- We report to class on time.
- We set work out tidily.
- We do not interrupt other students.
- We ask the teacher or aide for help if we do not understand.
- We follow class rules at all times.

B. Key Points for Following School Routines:

- Obey teacher directions.
- Respond promptly to bells.
- Remain in the correct area at eating times.
- A child’s absence should be explained by a note or phone call from the parents.
- Line up quietly after bells.
- When leaving the school early, parents should notify the school and the student must be signed out at the office.
- We are in the right areas during sitting down and eating times:
- Unwrap food only in your eating area.
- Play in the designated areas for your year level.
- Do not leave the grounds without a staff member’s permission.
- Lining up for iceblocks or similar only permitted after playbell (ie do not line up during the 10 minute eating time).
**Rule 3: We Treat All People and Property with Respect**

**Bell Times:** (Note: temporary modifications may occur owing to construction activity)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45 am</td>
<td>Play stops</td>
</tr>
<tr>
<td>8.50 am</td>
<td>Session 1 starts</td>
</tr>
<tr>
<td>11.00 am</td>
<td>Session 1 finishes</td>
</tr>
<tr>
<td>11.00—11.10 am</td>
<td>Sitting down eating time</td>
</tr>
<tr>
<td>11.10-11.30 am</td>
<td><strong>playtime</strong></td>
</tr>
<tr>
<td>11.30 am</td>
<td>Session 2 begins</td>
</tr>
<tr>
<td>1.05 pm</td>
<td>Session 2 finishes</td>
</tr>
<tr>
<td>1.05—1.15 pm</td>
<td>Sitting down eating time</td>
</tr>
<tr>
<td>1.15- 1.50 pm</td>
<td><strong>playtime</strong></td>
</tr>
<tr>
<td>2.00 pm</td>
<td>Session 3 begins</td>
</tr>
<tr>
<td>3.00 pm</td>
<td>Session 3 finishes</td>
</tr>
</tbody>
</table>

**A. Key Points for Treating Everyone with Respect:**
- We don’t bully or tease.
- We walk our bikes in the playground.
- We listen to other people’s points of view.
- We only read acceptable reading material.
- We don’t swear (accidental swearing is still swearing).
- Sexual comments and inappropriate touching are forbidden.

**B. Key Points for Looking After Our School and Everyone’s Property**
- Children are not to be in rooms or on verandas without a staff member’s permission and ongoing supervision.
- Found items are to be handed into the office.
- All school property has to be looked after.
- We look after the school gardens:
  - no littering of gardens
  - no walking on or through garden beds
- All personal property should be named.

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Responding to All Students the Same Way with Our Practices

1. Lining Up
   a. Require students to assemble in two lines, preferably seated.
   b. Take charge of own class prior to second bell.

2. Getting Ready for the School Day
   a. Open the class door preferably by 8:30am.
   b. Reinforce that students are required to:
      - Have pencils sharpened and ready for use.
      - Put chairs down including those of absent students.
      - Open windows.
      - Take any money to the Kanga Pouch.
      - Attend to the tuckshop box.

3. Eating Areas
   a. Require students to be seated to eat.
   b. Require students to be seated until released by the duty teacher.
   c. Release students only when satisfied area is tidy.
   d. Emphasise that eating may only occur in the eating area – not in transit or in the playground.
   e. Require students to walk from the eating area via pathways.
   f. Line up at the tuckshop only after the playbell has sounded.

4. Movement
   a. Walk with class, having told leaders where to stop. Indicated stopping points should preferably not be near classrooms. Require any speaking to be at a low level of volume.
   b. Require two lines.
   c. Instruct class to keep to left when on paths, verandahs and stairs.

5. Manners
   a. Regularly refer to the class chart of “Basic Good Manners”.
   b. Model good manners.
   c. Reinforce good manners.
   d. Expect good manners.
   e. Teach students to use language in context ie yes/yep; no/nope; ok.

6. Toilets
   a. Encourage students to go only during breaks.
   b. Require students to go with a partner. (Applies to all ex-classroom errands – Departmental instruction for reasons of security).
   c. Remind students to flush toilet; wash & dry hands; use litter bin.

7. Verandahs and Stairs
   a. Reinforce that students are not to be on stairs and verandahs before school and during breaks.
   b. Reinforce that stairs are not to be used as a seat.
   c. Ensure that students promptly leave classrooms and verandahs.
   d. Reinforce “Keep left” on verandahs and stairs.
8. Play Areas
   a. Regularly reinforce play areas as per the BMSS document *Safety, Learning & Respect: School Rules and Expectations for Positive Behaviour by All Students*. In particular, emphasise the following to students:
      - Stay in own areas.
      - Go to a covered play area if without hat.
      - Do not climb trees.
      - Game equipment and big playballs must only be used on the oval or basketball court in the case of basketballs.
      - Games like *Brandy* are not permitted.
      - Tackling, pushing and rough play are not permitted.
      - All fighting including play fighting is forbidden.
      - Sticks, stones and pinecones are to remain on the ground.
      - Take turns when waiting to use equipment.
      - Take care of gardens. Do not enter a garden bed.
      - Students must never leave the school grounds without the permission of a teacher or aide.

9. Playground Duty
   Staff are encouraged to, when possible, carry a mobile phone with them when on duty
   a. Be punctual.
   b. If delayed, contact Office urgently.
   c. Remain in duty area until relieved. (Resolve issue later if concern exists).
   d. Wear a hat for own safety and as example to students.
   e. Be mobile within duty area.
   f. Periodically check student toilets as applicable.
   g. **Actively monitor playground conduct.**
   h. Use “**Walk with me**” as a technique to defuse emergence of inappropriate conduct or as a consequence of a minor breach.

10. Others
    a. Reinforce importance of **courtesy, consideration and acceptance** at all times. Acknowledge incidents where these occur.
    b. Reinforce expectation that litter either be placed in bins or returned home in lunchboxes.
    c. Reinforce requirement on *Free Dress Days* for non-offensive and sun-safe clothing including shoes.
    d. Reinforce that caps are not permitted.
    e. When on Bus Duty, require students to sit in bus shelter whilst waiting. Read Bus Duty Procedures located in Staffroom.
    f. Monitor Tuckshop lines for orderly conduct and courtesy to tuckshop personnel.
    g. Bicycles and skateboards must not be ridden within the school grounds.

*Document prepared by the Student Conduct Curriculum Team, Buderim Mountain State School. Enacted Term 2 2006, reviewed 2015*
APPENDIX C
BULLYING - NO WAY Information Brochure

What Students Can Do

If You SEE Bullying:
* Be a friend to the target
* Invite the target to stay with your group
* Tell the bully – “CUT IT OUT, LEAVE THEM ALONE”
* Report it to a teacher

If You Are BEING Bullied:
* Try brushing it off “YEAH, WHATEVER!”
* Stand up straight and firmly say - “LEAVE ME ALONE”
* Hold your hand out and say - “STOP IT”
* Move away to a crowded area
* Report it to a teacher

Who To Speak To

Students need to let someone know if they are being bullied.
Talk to your friends, ask for help, follow our school guidelines.
If the problem continues, report it to your class teacher or playground teacher first.
If the problem continues, ask advice from parents and report it to one of the following school administration:
→ P/1 Deputy Principal (Mr Readshaw)
→ Yr 2/3/4 Deputy Principal (Mrs Burow)
→ Yr 5/6 Deputy Principal (Mr Wessely)

Outside Incidents
→ Contact Deputy Principal
→ In serious or persistent cases, consider approaching the police

Regarding cyberbullying—
Keep copies of any texts, emails or offensive material sent or posted on the internet. This evidence can be traced back to the bully and dealt with through the school, your home internet or phone provider or police.

Bullying - No Way!
An information brochure for parents and students

Buderim Mountain State School

Other Helpful Resources
The following sites are excellent for any parents or young people seeking further information or advice:

www.cybersmart.gov.au
www.bullyingnoway.com.au
www.kidshelp.com.au
At Buderim Mountain State School, we celebrate positive behaviour. We specifically teach social skills, teamwork, cooperation and conflict management through our curriculum and lunchtime activities program.

We teach students how to follow our school rules of SAFETY, LEARNING and RESPECT in all our classes and we assist students to become self-managed and reflective in their behaviours. We promote antibullying strategies to all our students through our “5 Ways To Handle A Bully” posters and many other related activities.

As a preventative strategy, we focus on:
1. What to do if you SEE bullying
2. What to do if you are BEING bullied

We run a regular “Bust a Bully” survey with all students to gather data to inform our practices.

As a preventative strategy, we focus on:
1. What to do if you SEE bullying and
2. What to do if you are BEING bullied

We run a regular “Bust a Bully” survey with all students to gather data to inform our practices.

We have regular staff and student training in the prevention of bullying and also in responding to bullying.

In the instance that we need to address an incident of bullying we use a Restorative Justice approach—where those bullied describe how they have been affected and how they would like things to be made better. Those who have bullied reflect on their practices and repair any damage done through restorative action.

If necessary, students are involved in specific follow up programs (social skills, anger management, restricted play, assertive skills and confidence building).

### Bullying

Bullying is when someone purposely hurts or overpowers others, by using physical or emotional ways over an extended period of time.

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Physical</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Internet</td>
<td>Email</td>
</tr>
<tr>
<td>Text messages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hitting  Teasing  Tripping  Pushing  Spreading rumours
Threatening  Writing notes  Intimidating  Text messages
Taking property  Hiding belongings  Deliberately embarrassing  Always leaving someone out
Telling others not to be friends

### What Does Buderim Mountain State School Do?

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If necessary, students are involved in specific follow up programs (social skills, anger management, restricted play, assertive skills and confidence building).

### What Can Parents Do To Help?

Help your child to use the school strategies:
- Try brushing it off or responding with a joke
- Stand tall and confidently
- Say “Leave me alone” or “Stop it”
- Move to a crowded area, stay with others
- Report it to a teacher

Stay calm and cool
Help your child become “tease tolerant”
(see article on school website)

Don’t advise your child to hit back or bully back, it usually makes matters worse.

Encourage your child to develop positive friendships, confidence and self esteem
(join groups and activities, share common interests)

Monitor your child’s social activities to see where you could assist further—whether they may be bullying or being bullied

Approach your child’s teacher to further discuss any concerns and ask for ideas on any specific areas your child may need further assistance in

Keep in contact with your child’s teacher to monitor that any bullying has ceased
APPENDIX D
Restorative “Chat”

What are some of the things we want to achieve with students when they are involved in playground disputes?

The following questions and process:
- Ensure both/all parties are “heard” by an adult and others involved – (thoroughly or quickly)
- Parties get a chance to air their issues
- Parties feel their issues are validated, not just dismissed
- Parties feel that the adult is “doing something” about the issue
- Parties are taught about empathy and considering others
- Parties feel that they have a say in what should naturally happen when people/property is hurt
- Parties see that justice will be done – consequences will happen

Based on:
- Natural Justice – discussing what should naturally happen when someone hurts, breaks etc..
- Restorative Justice – parties need to restore relationships when they hurt others, break trust etc.

Example Questions: (For an in depth restorative process)

To the “Wrongdoer”
What happened?
What were you thinking at the time?
What have you thought about since?
Who do you think has been affected by what you did?
In what way?
What do you need to do to make things right?
How can we make sure this doesn’t happen again?
What can I do to help you?

To the “Victim”
What happened?
What did you think when it happened?
What have you thought about since?
How has it affected you?
What’s been the worst of it?
What’s needed to make things right or fair?
How can we make sure this doesn’t happen again?

When Stuck
Was it the right or wrong thing to do?
Was it fair or unfair?
Was it against our rules?
What exactly are you sorry for?
If you did know – what would you say?
APPENDIX E
INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Buderim Mountain State School
Support Provision – Positive Behaviour Support Plan

<table>
<thead>
<tr>
<th>Student:</th>
<th>DOB:</th>
<th>Year Level:</th>
<th>ISP Start:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verified Disability:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREVENT</th>
<th>TEACH</th>
<th>RESPOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>All behaviours serve a function. Possible behaviour functions for _______ may be:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Environment</td>
<td>Rewards Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attention for positives is much more worthwhile than attention for negatives</td>
<td></td>
</tr>
<tr>
<td>Social Skills Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Social Skills Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide explicit teaching of EBIS rules matrix and link to everyday examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refer to EBIS matrix language across everyday settings and encourage _______ to use the same language.</td>
<td></td>
</tr>
<tr>
<td>Instructional Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social environment</td>
<td></td>
<td></td>
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<tr>
<td>Communication</td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

**Trogers**

**EARLY INDICATORS**

**Strategie**

**CONTINUING ESCALATION**

**Strategie**

**CRISIS PLAN**

- If out of extended sight or displaying potentially harmful behaviour:
  - Call for assistance from admin staff.
  - Evaluate whether other students need to be moved (e.g., library room) to minimise risk.
  - Where significant risk of injury to self or others is considered, response may include the use of Physical Restraint and Time Out in line with EC Policy: Safe, Supportive and Disciplined School Environment.
  - Parents and/or police may need to be called if situation continues to be dangerous.

**RECOVERY**

- Allow _______ a safe space to calm.
- When sufficiently calm (may take considerable time) or prior incident, conduct an interview.
- Database available for all involved (adults and students) from school admin team.
- Incident recorded in One School.
- A disciplinary consequence may be applied by the Principal in line with EC policy: Safe, Supportive and Disciplined School Environment, The Code of School Behaviour and Buderim Mountain State School School Responsible Behaviour Plan.

<table>
<thead>
<tr>
<th>Parent</th>
<th>Teacher</th>
<th>Case Manager / Deputy</th>
</tr>
</thead>
</table>
**APPENDIX F**

**SAMPLE ONLY**

**INDIVIDUAL RISK MANAGEMENT PLAN FOR YEAR 6 CAMP**

Possible at-risk times:
- Bus travel
- Transition between activities
- Waiting time for each activity
- Meal times
- Listening to instructions
- Bath time/ bed time
- Any possibility that Jamie might fail at any activity

<table>
<thead>
<tr>
<th>OBSERVED BEHAVIOURS</th>
<th>RISK CONTROL (PREVENTATIVE)</th>
<th>POSSIBLE OUTCOME</th>
<th>EMERGENCY PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrete Pre-corrects or prompts for</td>
<td>Successful interaction by XXXX with peers and staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>upcoming expectations prior to any</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>new activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ridiculing others eg “Loser”</td>
<td>Move XXXX away or speak to him quietly and thank him for his cooperation and consideration.</td>
<td>Compliance or non-compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not following directions</td>
<td>Close body proximity for reassurance with firm and fair prompts – then move away with an</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>expectation that he will comply. Reduce possibility of power struggle.</td>
<td></td>
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<tr>
<td>Redirect and give a ‘job’ defuse the</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>immediate situation – maybe get him</td>
<td></td>
<td></td>
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<tr>
<td>to demonstrate how to do something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXXX may influence others to behave</td>
<td>Move other students away or strategically place others away that are being affected by</td>
<td>Other students may be moved and resettled</td>
<td></td>
</tr>
<tr>
<td>in a negative manner</td>
<td>him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Further, let XXXX know in a non-threatening way that the staff recognize what has happened.</td>
<td>Blame = defiance for XXXX – it is not about him but about his behaviour.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No blame. Certainty not Severity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extreme defiance or safety risk to</td>
<td>Move others to safety. Short clear directions to XXXX(spoken by staff in an even tone)</td>
<td>Extreme defiance - contact Principal who has</td>
<td></td>
</tr>
<tr>
<td>himself or others</td>
<td>DO NOT CHALLENGE XXXX HEAD ON!</td>
<td>agreed to extract XXXX from the camp.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G
THE BUDERIM COLOUR CODE

The following table is an extract from our Positive Behaviour Support Program. This extract tables clear, consistent processes around our categories of misbehaviours and recording of them.

---

**APPENDIX G**

**THE BUDERIM COLOUR CODE**

The following table is an extract from our Positive Behaviour Support Program. This extract tables clear, consistent processes around our categories of misbehaviours and recording of them.

---

**WARNING OR CAUTION ONLY**

**NOT TO BE LOGGED ONTO ONESCHOOL**

**BMSS CODE: WHITE**

- Minor disruptive behaviour & infringements

These will not be Office Disciplinary Referrals (ODR) and will be managed by the individual staff member concerned.

**Parent Contact - Not necessary but may occur**

- Play fighting and/or rough play
- Dangerous behaviour unintentionally causing harm
- Littering
- Being in an out of bounds area
- Throwing objects to a minor degree with no harm resulting
- Unkind acts to others
- Disruptive behaviour in lessons, sharing paraphernalia or any school educational activity
- Letters to class without valid reason
- Letters, or non-submission of, set learning tasks including lesson activities, homework or assignments
- Off-task in lessons by not attending to activities set by the teacher, aide or adult helper
- Refusing to follow a staff member's educational directive promptly
- Minor inappropriate language

---

**ONESCHOOL MINOR INFRINGEMENT**

**MUST BE LOGGED ONTO ONESCHOOL**

**BMSS CODE: YELLOW**

**Disruptive & harmful behaviour**

These may be Office Disciplinary Referrals (ODR) and be managed by a staff member and the Admin team, or may just be managed by the individual teacher (class teacher usually most appropriate).

**Parent Contact - is mandatory at this level**

- 3 yellow incidents of a similar nature (see code Yellow) issued over the period of a term
- ICT misuse including email and internet
- Persistent disruptive behaviour in lessons, sharing paraphernalia or any school educational activity
- Persistent ICT misuse including email and internet
- Persistent lateness to class without valid reason
- Persistent lateness with or non-submission of set learning tasks including lesson activities, homework or assignments
- Persistent task refusal by refusing to follow a staff member’s educational directive
- Persistently dangerous behaviour potentially harmful to self or others
- Dangerous behaviour intentionally causing harm
- Persistent infringements of Safety Rules listed in Code Green
- Persistent out of bounds/out of grounds
- Possession of dangerous object
- Persistent rough play/play fighting
- Persistent disobedience of a staff member’s directive
- Persistent interference with property belonging to others or the School
- Persistent swearing in general
- Persistent swearing at another student
- Persistent or major theft
- Willful damage
- Teasing and name calling
- Harassment that parties involved perceive as minor

---

**ONESCHOOL MAJOR INFRINGEMENT**

**MUST BE LOGGED ONTO ONESCHOOL**

**BMSS CODE: RED**

**Severely disruptive or harmful behaviour**

These are automatically an Office Disciplinary Referral (ODR) and will be co-managed by a staff member, a member of the Admin team & usually other support staff.

**Parent Contact - is mandatory at this level**

- Extreme disruptive behaviour in lessons, sharing paraphernalia or any school educational activity
- Extreme ICT misuse including email and internet
- Severe bullying of a physical nature
- Severe bullying of a threatening nature
- Severe bullying of a verbal nature
- Extreme harassment of a racial nature
- Extreme harassment of a sexual nature
- Extreme rudeness to staff or adult helper
- Persistent or severe swearing in general
- Persistent or severe swearing at another student
- Persistent major theft
- Swearing at staff or an adult helper
- Persistent or major wilful damage
- Persistent truancy from school
- Sexual assault
- Possession of offensive material in any form
**APPENDIX I**

**CRISIS MANAGEMENT PLAN FOR RAPID SAFE CONTROL**

<table>
<thead>
<tr>
<th>1. ESTABLISH THE CONTEXT</th>
<th>4. EVALUATE RISKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. IDENTIFY RISKS</td>
<td>5. TREAT RISKS</td>
</tr>
<tr>
<td>3. ANALYSE RISKS</td>
<td>6. COMMUNICATION &amp; MONITOR</td>
</tr>
</tbody>
</table>

**Student name:**
Date: __________________ Place: __________________ Time: __________________
Recorder: __________________

What is the behavioural risk?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Where/when is the behavioural risk most likely to occur?
_________________________________________________________________________________________

What happens when the behavioural risk occurs? (describe the possible phases of behavioural escalation and its effects)
A) to the child
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

B) to the adult
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

C) to others
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

D) to the environment
_________________________________________________________________________________________
_________________________________________________________________________________________

What actions are likely to reduce / stop the risk?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

What exactly will you do to gain rapid safe control?
1. __________________________________________________________________________________
2. __________________________________________________________________________________
3. __________________________________________________________________________________
4. __________________________________________________________________________________

What can others do to assist?
Peers: ________________________________________________________________________________
Other staff: __________________________________________________________________________
Admin: ________________________________________________________________________________
Parents: ______________________________________________________________________________

Contact details of significant others
Parents/Carers: ________________________________________________________________________
Medical Specialist: ____________________________________________________________________
Police / CYHHS / DOCS: __________________________________________________________________
A. **Name:**
Person Completing Form: 

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
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<tbody>
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</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing)
APPENDIX J
Debriefing Report

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
- Address organisational problems and make appropriate changes

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 students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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