1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. At Carbrook State School our practices are aligned to providing a safe, respectful and disciplined learning environment for both students and staff. Our school vision ‘Success with Effort’ in conjunction with our Building Quality Habits program and Excellence Over the Shoulder philosophy ensure students engage in the quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our school’s ultimate aim is to create a productive and sustainable community partnership inclusive of all stakeholders – students, staff and families. Our plan focuses on developing a supportive school environment and responsible appropriate behaviour in all students. Our plan details the strategies and programs that facilitate acceptable standards of behaviour as well as the educational support or intervention in responding to unacceptable or potentially unacceptable behaviour.

2. Consultation and data review

Carbrook State School developed this plan in collaboration with our school community via broad consultation with parents, staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The previous Plan was endorsed by the Principal, Kim Egan, the President of the Carbrook State School P&C, Steve Ariel, and Executive Director Schools, Mike Kelly, in January 2010. This revised plan is to be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

Carbrook State School is committed to achieving the best educational outcomes for all students. We believe that safe and supportive environments are essential components of promoting successful learning. All areas of Carbrook State School are learning and teaching environments. Behaviour management at Carbrook State School is also seen as an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are made clear for everyone, assisting our school to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school values and rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
At Carbrook State School we believe that all children can learn and have a fundamental right to receive an education of the highest quality. It is essential that to improve learning outcomes for all students, our school community need to establish high standards and expectations for all.

To support our vision a fundamental set of rules and associate expectations underpin our plan. Our school community has identified the following values to promote our high standards of responsible behaviour:

We expect students at Carbrook State School to be -

- Be Safe
- Be Responsible
- Be Respectful; and
- Be Committed to Learning

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

   - Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Carbrook State School Code of Behaviour:

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>Safety is exhibited in such conduct as:</th>
</tr>
</thead>
</table>
| School community members will act in a lawful and responsible manner that presents no danger to the physical or emotional security of themselves or others. | • Appropriate use of equipment  
• Following of school rules and routines  
• Moving safely through the school environment  
• Resolution of conflict without violence |

<table>
<thead>
<tr>
<th>BE COMMITTED TO LEARNING</th>
<th>Effort is exhibited in such conduct as:</th>
</tr>
</thead>
</table>
| School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfil their role in promoting this process to the best of their ability. | • Attempting set work to the best of one’s ability  
• Effective management of time and materials  
• Contribution to life and activities of the school  
• Cooperation in support plans |

| BE RESPECTFUL | Respect is exhibited in such conduct as: |
School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected through both action and communication.

- Respecting belongings of self and others
- Demonstration of an awareness of the rights, responsibilities and feelings of others
- Appropriate communication (including active listening)
- Following of school expectations and embracing the school values
- Maintaining positive relationships with other education stakeholders

**BE RESPONSIBLE**

School community members will endeavour at all times to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions.

Self-Responsibility is exhibited in such conduct as:
- Following instructions of supervisors
- Making appropriate choices without supervision
- Accepting responsibility for own behaviour
- Having appropriate equipment for tasks
The Carbrook State School Behavioural Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Carbrook State School VALUES</th>
<th>Learning Time</th>
<th>Break Time</th>
<th>Out of School Time</th>
<th>Transition Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be A Learner</strong></td>
<td>Complete activities to the best of your ability. Be organised and ready to learn.</td>
<td>Allow others to work if they choose to.</td>
<td>Complete any set homework. Return to class as soon as possible</td>
<td>Obtain drinks and go to the toilet at the appropriate time. Walk quickly to your class so you can begin learning.</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Listen and follow supervisor’s instructions. Respect other’s personal space, property and beliefs. Respect others right to learn.</td>
<td>Listen and follow the adult on duty’s instructions. Wait to be dismissed by the adult on duty. Play fairly.</td>
<td>Treat visitors and members of the wider community fairly.</td>
<td>Walk quietly around the school during class time.</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Take responsibility for your actions. Accept positive and negative consequences. Be honest and trustworthy.</td>
<td>Inform an adult of dangerous and inappropriate behaviour. Accept positive and negative consequences. Take responsibility for keeping your area tidy.</td>
<td>Act sensibly within the community and represent Carbrook State School with pride.</td>
<td>Walk quietly around the school during class time so others may learn.</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>Follow class rules. Respect people’s personal space.</td>
<td>Sit down and eat during eating time. Stay in your correct area. Respect people’s personal space.</td>
<td>Listen and follow supervising adult’s instructions. Follow society’s rules.</td>
<td>Walk promptly and quietly around the school during school time following the most direct path.</td>
</tr>
</tbody>
</table>

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of ‘Positive School Wide Behaviour’ lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Our plan includes a wide variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code.
The emphasis is on encouraging and rewarding positive behaviours, as well as strategies for realigning students who exhibit inappropriate behaviours.

The following strategies support all students to maintain appropriate behaviour:

- Programs and procedures that address harassment, bullying (including cyber bullying), violence and child protection.
- Staff and parent access to professional development or training on appropriate prevention and response strategies for addressing harassment, violence and child protection.
- Management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists.
- Access to the full range of school activities and excursions to students who are making appropriate behavioural choices.

**Engaging Curriculum and Effective Teaching:** Carbrook State School classroom teachers retain primary responsibility for the management of students in their class. We believe appropriate school behaviour increases optimal learning and that students behave best when parents and teachers work closely to communicate consistent expectations and high standards of behaviour. We believe it is of the utmost importance to build a cooperative and honest relationship with caregivers to share information openly about student progress. Teachers also have a responsibility for implementing curriculum and dealing with issues that arise in a manner that helps students’ to make good behaviour choices. Engaging curriculum, inclusive practices, differentiated learning opportunities and effective teaching are the starting point of our behaviour support strategies. Teachers are expected to negotiate classroom rules with students at the beginning of the school year and revisit these periodically to ensure consistent expectations across the school.

The classroom rules and procedures are to be clearly visible in each classroom for reference by students, class teachers and visiting personnel.

Classroom teachers are supported in these endeavours through:

- access to relevant Professional Development
- mentoring from Senior Teachers, HOSE, Deputy Principal and Principal
- programs and in-class support from auxiliary staff and also Special Education Teachers and support staff

**Positive Reinforcement:** Positive behaviour is promoted and students are encouraged to develop internal monitoring and self-discipline strategies through the Carbrook State School’s *Excellence Over the Shoulder* program. Additional positive behaviour incentives are developed and recognised through the following initiatives:
Excellent Achievement Awards: Class teachers nominate a student to receive a certificate on assembly recognising their achievement/progress in learning or behavioural excellence.

- Principal’s Award: Each week the Principal selects a student who has demonstrated behaviour that best captures the high expectations of Carbrook State School
- Acknowledgment Awards: Staff can nominate a student who makes significant contributions in extracurricular activities to receive an award on school assemblies.
- Classroom Incentive/Reward schemes may vary from class to class however includes the use of encouraging language in acknowledging improvement and achievement.
- Positions of responsibility are awarded to those students that continuously demonstrate the behaviour that aligns with the Carbrook State School expectations and culture of behaviour.

Anti Bullying/Harassment Plan: We are proactive when dealing with issues around bullying. Our focus is based on the premise of scaffolding and coaching students to build and sustain quality relationships, removing the negative focus of bullying and reframing a positive approach. Our approach is based around providing children with effective strategies to deal with negative social behaviour (bullying). (Refer to Appendices)

School Dress Code: Our school community supports the wearing of a uniform. Carbrook State School’s expectation is that all students wear the appropriate uniform each day. Students not in full school uniform are sent to administration if they breach this expectation. Consequences can be applied for breaches of the school dress code. This includes having students remove inappropriate clothing or jewellery or request a parent to bring appropriate clothing to the school.

Social Skills Program: Positive behaviours are actively taught through planned class social skill lessons and the ‘Building Quality Habits’ Program. At Carbrook State School, a systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection is implemented.

Playground Rangers: This is a lunch program initiative to reduce playground incidences, guide younger students and provide school leaders with opportunities to build relationship with younger students and also mentor them in the wider school expectations. There is a significant focus on this program at the beginning of each school year to consolidate routines and practices at school for the younger student body.

Active Student Involvement: Students are encouraged to make a positive contribution to our school through programs such as our student council program, student leadership program and proactive programs run by external agencies i.e. Arts Council Performances.
Performance Measures
Strategies will be reviewed periodically to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data (including SWPB data) forms the basis upon which any change and modification to processes and procedures will take place.

- **Targeted behaviour support**
Some students require more support to make appropriate choices. Our school applies consequences from least intrusive through to the most intrusive. Both the Principal and Deputy Principal provide teachers, students and parents with assistance in implementing the following strategies:

- Individual Responsible Behaviour Plans encourage and motivate students towards being self-managed and intrinsically motivated.

The plans have clearly stated goals where by all parties involved are informed and reinforce a consistent approach to assisting the student to achieve successful learning and social outcomes. Classroom and Playground Contracts can be implemented for a variety of needs e.g.: tracking behaviour of students, providing safe play areas for students, encouraging appropriate play activities.

Additional Playground Support

For students requiring additional support in the playground specialist teachers, support teachers and teacher aides provide opportunities for students to engage in structured playground activities that align with focused playground support programs such as ‘Disarming the Playground’.

School Chaplain
The school Chaplain is an additional support personnel to provide facilitation and structure to students requiring additional supervision, coaching in building and sustaining relationships or assistance in playground socialisation. The Chaplain offers structured lunch time programs that facilitate the coaching of effective interpersonal skills, relationship building and group work.

Meetings with parents
In keeping with our strong philosophy, incorporating parents and families in partnership with the school, all aspects of student growth and learning are open and transparent. Priority is given to communication being sought and maintained for any behaviours deemed to meet a level of severity where parent contact is required or student behaviours that are seen to be increasing or escalating. Re-entry meetings after return from school suspension are expected. Behavioural support programs i.e. individual and/or small group social skills, anger management are offered to those students that would benefit.
A small number of students require intensive support to ensure they make appropriate choices at school. These students are given in addition to the above support the following services:

- Access to the school Guidance Officer Services.
- Case Management Conferences involving caregivers, teachers, administrators and members of our Advancement Team (Special Needs).
- Liaison with external agencies i.e. CYMHS, Child safety, Adopt a Cop, Child Health.

The school Administration maintains the right to increase or decrease the severity and nature of the consequences depending on the circumstances surrounding a particular incident.

5. Emergency responses or critical incidents

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 redirect 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 Carbrook 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. A number of key staff in the school have completed the Non-Violent Crisis Intervention training and are to be called in such incidences.

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

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

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented in OneSchool. The following records must be maintained:
- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5)

6. Consequences for unacceptable behaviour
We expect all children to take responsibility for their actions and that consequences apply for their inappropriate actions in the classroom and in the playground. Common sense, logical and natural consequences are applied as a matter of course in dealing with unacceptable behaviour but always with firmness, fairness and consistency. In most cases, every effort will be made to resolve/solve the issue at the classroom level.

Whilst our focus is on proactive and preventative whole school approaches, certain types of behaviours are unacceptable and have consequences. Carbrook State School makes systematic efforts to prevent problem student behaviour by teaching, modelling and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td>school</td>
<td>• Running within buildings</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Playing contact games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Playing in areas designated ‘out of bounds’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not wearing a hat in playground</td>
<td>• Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• Possession or selling of drugs</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of</td>
</tr>
<tr>
<td>place</td>
<td>• Not in the right place at the right time.</td>
<td>sight)</td>
</tr>
<tr>
<td></td>
<td>• Leaving school without permission</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>for behaviour</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the</td>
</tr>
<tr>
<td>Mobile Phone</td>
<td></td>
<td>school for voicemail,</td>
</tr>
</tbody>
</table>
### Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- 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.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or applies consequences for problem behaviour.

### Levels of Student Support

<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Behaviour</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examples:</td>
<td>Self Managed (Student Alone)</td>
</tr>
<tr>
<td></td>
<td>Talking in class</td>
<td>School Response – Positive / Preventative</td>
</tr>
<tr>
<td></td>
<td>Students off task</td>
<td>Teacher Response – see Acknowledgement Plan of</td>
</tr>
<tr>
<td></td>
<td>Out of seat</td>
<td>School wide Plan</td>
</tr>
<tr>
<td></td>
<td>Disrupting the learning of others</td>
<td></td>
</tr>
</tbody>
</table>

- Without authorisation (written permission from an authorised staff member)
- Email, text messaging or filming purposes without authorisation
- Inappropriate language (written/verbal)
- Calling out
- Poor attitude
- Disrespectful tone
- Offensive language
- Aggressive language
- Verbal abuse / directed profanity
- Threatening language
- Petty theft
- Lack of care for the environment
- Stealing / major theft
- Wilful property damage
- Vandalism
- Not playing fairly
- Minor disruption to class
- Minor defiance
- Major bullying / harassment
- Major disruption to class
- Blatant disrespect
- Major defiance
- Major bullying / harassment
- Major disruption to class
- Blatant disrespect
- Major defiance
| 2 | Repeated Level 1 Behaviours  
  • Talking disrespectfully to staff/students  
  • Not attempting/completing work  
  • Being unsafe | Self Managed + Form/Teacher Support  
  School Response – Supportive / Problem Solving (Targeted)  
  Teacher Response – see Correction  
  Plan/Acknowledgement Plan of School wide Plan  
  Teacher keep anecdotal record in diary  
  Teachers supplied with ‘Blue Cards’ to display |
|---|---|
| 3 | Repeated disruptive behaviour that is hindering the rights of others to learn  
  • Bullying  
  • Repeated refusal to follow reasonable instructions | Self Managed + Form/Teacher Support  
  School Response – Supportive / Problem Solving (Targeted)  
  Teacher Response – as above, with possible addition of parent requested strategies  
  Enter incident onto One School – referral to Principal  
  Tracking System – Blue Card  
  Parental contact by teacher (phone/interview – teacher + parent)  
  Principal informed of behaviour and outcome of contact |
| 4 (A) | Verbal threat /abuse of a student  
  • Minor damage of property  
  • Continual non-compliance and/or disruptive behaviours | Self Managed + Form/Teacher Support + Principal + Parent  
  School Response – Responsive / Retrieval (Intensive)  
  Teacher Response – as above, see Crisis Plan of Schoolwide Plan (Enter incident onto One School and refer incident)  
  Tracking card  
  Parental contact by Principal + teacher (phone; face to face interview –Principal, teacher + parent+ student)  
  Principal informed of behaviour and outcome of interview |
| 4 (B) | Verbal threat / abuse of an adult / staff member  
  • Physical threat / abuse of students  
  • Major damage of property | Self Managed + Form/Teacher Support + Principal + GO + Parent  
  School Response – Responsive / Retrieval (Intensive)  
  Teacher Response – as above, see Crisis Plan of Schoolwide Plan (Enter incident onto One School and refer incident to HOC)  
  Individual Behaviour Support/ Risk Management Plan developed  
  Parental contact by Principal (phone/letter; Interview – Principal + Parent + student)  
  GO & Principal informed of behaviour + interview, plus outcome of interview, if not involved. |
| 5 | Physical abuse of an adult / staff member  
  • Physical abuse of another student | Self Managed + Teacher Support + GO + Principal + Parent  
  School Response – Responsive / Retrieval (Intensive)  
  Teacher Response – as above, see Crisis Plan of Schoolwide Plan  
  Enter incident onto One School and refer incident to Principal  
  Individual Behaviour Support/ Risk Management Plan developed  
  Parental contact by Principal (phone/letter; Interview – GO/ Adult/Staff Member + Parent + student)  
  Parties involved informed of outcome |

Please Note - Consequences of behaviour will depend on the individual context, but as a guideline consideration will be given to:  
Level 4 behaviours – short term (1-5 day) suspensions  
Level 5 behaviours – long term (6-20 days) suspensions
LEAST TO MOST INTRUSIVE BEHAVIOUR MANAGEMENT STRATEGIES

- TACTICAL IGNORING
- SELECTIVE ATTENDING
- PROXIMITY
- PROXIMITY WITH TOUCH INTERFERENCE
- BODY LANGUAGE ENCOURAGING
- WAITING AND SCANNING
- PAUSE IN TALK
- CUEING (Verbal/Non-verbal/Parallel)
- DESCRIPTIVE ENCOURAGING
- NON-VERBAL REDIRECTION (eg Flashcards/Private Signals)
- DISTRACTION/DIVERSION
- NON-VERBAL DIRECTIONAL ACTION (eg Bell/Whistle/Clapping)
- ORAL DIRECTIONAL PHRASE (eg 1-2-3, eyes on me)
- CURRICULUM REDIRECTION
- CALLING THE STUDENT’S NAME
- QUESTIONING TO RE-DIRECT (eg Rule Questions)
- INDIVIDUAL CLOSE TALK
- VERBAL REDIRECTION – DIRECTIVE QUESTION
- VERBAL REDIRECTION – DIRECTIVE STATEMENT
- GIVE CHOICES (INCORPORATING CONSEQUENCES)
- STATE LOGICAL CONSEQUENCE
- FOLLOW THROUGH – ENFORCE CONSEQUENCES
- MOVE STUDENT IN ROOM/PLAYGROUND
- MOVE STUDENT TO REFLECTION/TIME-OUT AREA/BUDDY CLASS
- REMOVE STUDENT FROM CLASSROOM/PLAYGROUND
- HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/PLAYGROUND
- REMOVE REST OF CLASS FROM ROOM/ AREA
- PHYSICAL RESTRAINT (Non-Violent Crisis Intervention)

Training and refresher sessions in these corrective skills make up some of the Professional Development sessions that staff engage in throughout the year.

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

- Comprehensive induction programs in the Carbrook State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Rules, rewards and consequences displayed throughout the classrooms.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
**The individual circumstances of each case will be taken into account when deciding upon and applying consequences.**

**ACKNOWLEDGEMENT PLAN OPTIONS**
- Praise/Encouragement (Verbal/Non-verbal/Written)
- Class Responsibilities (Messenger, Teacher's Helper, Library Monitor, Windows)
- Inter-Class Responsibilities (Peer Tutoring, Peer Reading)
- Token/Point/Star Systems (Individual/Group Goal-Setting)
- Public Display of Work (Classroom, Foyer)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time)
- Whole Class Rewards (Parties, Fun Days, Game time, Sport, Videos)
- Phone calls to Parents
- Sharing Work With Others (Principal, Other Teachers, Parents)
- Whole School Reward System
- Teacher Evaluations (Marks/comments on work)
- Celebrations ("Outside" achievements)
- Principal's Awards

**Level 1 Support**
Corrective strategies – verbal and non verbal
(Non-verbal redirection, proximity, cuing with parallel encouragement, expectations restated, close talk, move student in room, curriculum refocus, indicate post lesson discussion)

**Level 2 Support**
- Rule Reminders
  - Prompting (Verbal/Non-verbal)
  - Least-Most Intrusive Continuum
  - Non-Emotive Behaviour Questions (What are you doing? What should you be doing? Are you going to do it?)
  - Cuing/Descriptive Encouragement of good behaviour
- Choices, Take-up Time and Logical consequences
  - Modifying Environment/Work/Social Interactions
  - Playground withdrawal (for playground offences)
  - In-class withdrawal
  - Peer Mediation

**Level 3 Support**
- Warning/3 Strike Systems
  - Blue Card
  - Enter on One School
  - Contact Parent (teacher)
  - Principal informed (use of Bluecard)
  - Teacher/Student, Teacher/Parent Conferences
- Loss of Privileges
  - Reflection
  - Time/Detention
  - Restitution (apology/repair damage/complete work)
- Personal Signals/Consequences (Individual Plans)

**RESTITUTION PLAN**
- Complete Reflection Form
- Apology to Specific Student/Adult
- Replace Broken/Stolen Item
- Complete Missed Work

**SHORT-TERM (In class every day)**

- Record on ONE SCHOOL

**ADDITIONAL SUPPORT PERSONNEL**
GO/TEACHER/DEPUTY PRINCIPAL/PRINCIPAL

**Crisis Plan Options**

**Level 4**
- Enter on OneSchool – referral to GO/Principal
- Ensure student/class safety (Remove class if necessary)
- Withdrawal of student (class/playground)
- Voluntary Parent Contact by Admin.
  - (Talk to student on phone)
  - (Supervise student)
  - (Withdraw student for day)
- Tracking (Blue Card)
- Suspension – Re-entry Meeting

**Level 5**
- As Above
  - Individual B.M. Plans
    - (Modified Timetable)
    - (Restricted Entry)
    - (In-school Withdrawal)
    - (Tracking Card)
- Suspension – Re-entry Meeting
  - Exclusion

**COOPERATIVE?**

Record on ONE SCHOOL
- Verbal praise
- Opportunities are provided for children to give instructions, demonstrations & lead activities.
- School wide acknowledgement in class or on parade on Mondays.
- Token rewards system (i.e. Happy Grams, Carbrook Kid Awards, star charts, points chart)

  Staff members hand Happy Gram Notices out each day/week to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Each Monday a Carbrook Kid Awards are presented on Parade to students from each class with exceptional behaviours. The students are presented with a certificate and receive positive recognition.

  Tokens such as points or stars can be awarded to students for displays of positive behaviour. These tokens can be displayed on a poster or chart and exchanged for material or tangible rewards. Material rewards may include stickers, bookmarks or other desirable prizes etc. Tangible rewards can be free activities, class or lunchtime privileges etc.

MEDIUM-TERM (Every week on parade or at designated positive behaviour functions)
- Class/individual work displays for whole school praise.
- Newsletter articles about student with exceptional behaviours
- Lunchtime sporting competitions.
- Student of the week awards, specific to year level and/or subject areas.
- Weekly Positive Behaviour Functions in year levels (Choice of class game/computer time etc.)

LONG-TERM (Once a term)
- Positive Behaviour Functions in all year levels (end of year activities/excursions).
- Special Lunchtime invites to exceptionally well behaved students.
- Positive Behaviour and Achievement Awards Nights. (Certificates presented to students who consistently show growth in positive behaviours.)
- Community Award for Positive Behaviour exhibited outside of school.
Responding to unacceptable behaviour

Students come to school to learn. Positive School Wide Behaviour Support presents an important opportunity for learning how to get along with others.

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

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

Carbrook State School has a systematic approach to dealing with issues which may arise in the classroom or varying school contexts. In relation to the Carbrook State School Code of Behaviour, students who fail to make appropriate behaviour choices are given opportunities to correct their behaviour before further action is required. A three strike system will be used before a student is issued a “Blue Behaviour Card” which will track student behaviour for one day, allowing the student to modify their behaviour and receive positive comments for good behaviour. The Principal and Deputy Principal will be informed of a student on a Blue Behaviour Card so their behaviour can be tracked, which may warrant a parent being contacted to collect a student who continues to make the ‘wrong’ choice. Students who receive Blue Cards may be ineligible to attend school functions, events and reward activities and may be at risk of suspension if continued poor behaviour choices are made.

BLUE CARD PROCESS

Step 1 – Warning/Name on Board
Following a reported or observed incident a teacher will give a warning to the student that their behaviour choice was inappropriate and the student’s name will be put on the board.

Step 2 – Name on Board + Cross
A student that continues to make inappropriate choices will then receive a cross next to their name on the board.

Step 3 – Name on Board + 2 Crosses = Blue Behaviour Card
If a student receives a second cross next to their name during a teaching block they will automatically receive a Blue Behaviour Card.

Students receiving a Blue Behaviour Card must take the card home, which informs the parent directly of the incident and actions taken by staff. All cards must be signed by the parent/carer and returned to the school the following morning.

After a student receives 3 Blue Behaviour Cards, suspension of that student will be considered.

Response to Incidents of Bullying

Carbrook State School has a systematic approach to dealing with issues of bullying, harassment and violence.

Step 1 Warning
Following a reported or observed incident of bullying, harassment or violence, the involved students are interviewed and then brought together for a mediation session (peer or adult mediator/s). The incident is recorded on One School and parents are contacted if warranted. The victim is given counselling in how to manage incidents of bullying more effectively and the perpetrator is made aware of the seriousness and damaging nature of his/her actions. The perpetrator is also reminded of the process that will follow if further bullying occurs.

Step 2 Parent Contact
Where further bullying occurs by a student, the student is interviewed and the parent is contacted. Both parent and student are made aware that if further bullying occurs, the student will be withdrawn from the arena where the bullying is occurring (e.g. playground). The victim is also counselled about strategies to deal with these incidents and the parent/s are contacted and made aware of what the school is doing to address the problem.

Step 3 Withdrawal
If a student continues to bully other students, the parents are notified and the student is withdrawn from the arena where the bullying is occurring (e.g. playground). This arrangement will remain in place until the victim feels safe and confident that no further bullying will occur. A mediation process will be arranged so the students involved can resolve these issues and prevent the problem reoccurring.
Restitution or re-entry will occur when a student has been withdrawn from regular school activities due to inappropriate behaviour. Withdrawal will occur in accordance with the consequences for inappropriate behaviour and may take the form of timeout in class, timeout in another room, internal school suspension or school suspension.

The re-entry procedure will involve:
- The student taking responsibility for their own actions/behaviour choices
- The student being engaged in problem solving and goal setting
- The student having the school behaviour expectations and consequences reinforced accordingly

The re-entry procedure will also involve:
- Dialogue between the Student, Teacher, Deputy Principal, HOSES, Guidance Officer, Principal, Parent (any combination of these)
- A verbal, written or drawn response to the incident
- An undertaking by the student, teacher, Deputy Principal, Principal, Guidance Officer, parent (any combination of these) to abide by the rules upon re-entry
- Acceptance of consequences should a similar incident occur again.

Students accepted into the Respond Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from the Principal, Deputy Principal or Guidance Officer and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Respond Program is coordinated by a school-based team with active administrator support and staff involvement. 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 and of the students being supported.

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

**Intensive behaviour support: Behaviour Support Team**
Carbrook State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of positive behaviour support. The Positive Behaviour Support Team:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
• works with the School Wide Positive Behaviour Support Team to achieve continuity and consistency.

The School Wide Positive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

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.

8. 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.

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

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

“The individual circumstances of each case will be taken into account when deciding upon and applying consequences”. This statement reflects the philosophy of the school community not only towards the correction of inappropriate behaviour in the
classroom or schoolyard, but also towards acknowledgement of student achievement and the intervention strategies introduced for chronic behaviour issues. School staff recognise that students are individuals and have individualised needs, relating to factors such as ability and disability, socio-economic status, race and culture; that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policy Instruments (updated December 2012)

Please find related policies at the link included below –


• Code of School Behaviour

• Code of Conduct for the Queensland Public Service

• DETE Code of Conduct Standard of Practice

• Temporary Removal of Student Property by School Staff
  (http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx)

• Student Protection
  (http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)

• Information Sharing Under Child Protection Act 1999

• Disclosing Student Personal Information to the Queensland Police Service
  (http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx)

• Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students

• Inclusive Education
  (http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx)

• Refusal to Enrol: Risk to Safety or Wellbeing

• Risk Management

• Hostile People on School Premises, Wilful Disturbance and Trespass
  (http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx)

• Police interviews and Police or staff searches at State educational institutions

• Decision-making and Responding to a Request for Reasons for a Decision

• Providing access to departmental information

• Supporting Students’ Mental Health and Wellbeing

• Chaplaincy Services in Queensland State Schools

11. Some related resources

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

22
Endorsement

Kim Egan
Principal

Lee-Evans
P&C President

Kathy Abraham
2015

Brian Streatfield
Principal's Supervisor

Effective Date: 29 January 2013 – 31 December 2015
**Appendix 1**

**The Use of Personal Technology Devices* at School**

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

**Certain Personal Technology Devices Banned From School**

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

**Confiscation**

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

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

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

**Personal Technology Device Etiquette**

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

**Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Carbrook State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras

---

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

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

Purpose
1. Carbrook State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

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

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

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

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

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

7. The anti-bullying procedures at Carbrook State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving
high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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

13. Carbrook State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Carbrook State School
Behaviour Referral Form

Problem Behaviour

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td>Defiance/Disrespect</td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions</td>
<td>Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td>Physical Aggression</td>
</tr>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)</td>
</tr>
<tr>
<td><strong>Inappropriate language</strong></td>
<td>Inappropriate / Abusive language</td>
</tr>
<tr>
<td>Low intensity language (eg shut up, idiot etc)</td>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>Disruption</td>
</tr>
<tr>
<td>Low intensity but inappropriate disruption.</td>
<td>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
<td>Vandalism</td>
</tr>
<tr>
<td>Low intensity misuse of property.</td>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Dress Code</td>
</tr>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td>Refusal to comply with school dress code.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Safety</td>
</tr>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td><strong>Dishonesty</strong></td>
<td>Major Dishonesty</td>
</tr>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td>Student delivers message that is untrue and / or deliberately violates rules and/or harms others</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Harassment / Bullying</td>
</tr>
<tr>
<td>Other</td>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
</tbody>
</table>

School Expectation Category

| Be a Learner |
| Be | Be | Be |
| SAFE | Respectful | Responsible |

Others involved in incident

| None | Peers | Staff | Other |

Student Name: Location (please tick)

Date: Time: Class: Playground

Referring staff member: Specialist Lesson

Classroom

Other
Appendix 4
Carbrook State School
Incident Report

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>
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 you 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 modified to accommodate their specific receptive and expressive needs.