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

1. Purpose
Heatley State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where every day, in every classroom, all students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students (RBPS) is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
Heatley State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through focus group meetings, survey distribution and community meetings held during Terms 1-3, 2016. A review of school data relating to achievement, behaviour incidents, attendance, school disciplinary and other absences from 2013-2015 also informed the review process.

This current plan has been undergoing review since October 2015 and has been endorsed by the Principal, President and Executive members of our P&C and the Assistant Regional Director. The plan will be reviewed and adjusted again in 2019 as required by legislation.

3. Learning and behaviour statement
All staff at Heatley State School are committed to creating conditions to assist the holistic development of every student. We believe that every student has the ability to learn and should be able to demonstrate progress academically, socially and emotionally.

All areas of Heatley State School are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Better behaviour means better learning.

Our school community has identified the following values to teach and promote our high standards of responsible behaviour. From these values we created our motto ‘The Heatley Way’ which also forms the foundation of our school rules. This is our public declaration of our beliefs about behaviour and learning for everyone in our school community. This is the expected way of behaviour for ALL members of our school community – for students, staff and parents.
Our school Values are:

<table>
<thead>
<tr>
<th>Values</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>We show respect by listening, caring and celebrating difference.</td>
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<tr>
<td>Honesty</td>
<td>We value honesty and act with integrity.</td>
</tr>
<tr>
<td>Personal</td>
<td>We take personal responsibility and are accountable for our actions.</td>
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<tr>
<td>Responsibility</td>
<td>We nurture creativity as part of personal development.</td>
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<tr>
<td>Creativity</td>
<td>We build supportive relationships that promote cooperation and teamwork.</td>
</tr>
<tr>
<td>Optimism</td>
<td>We think positively and aim high.</td>
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4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

A whole school approach shapes, supports and recognises appropriate behaviours of all students. At Heatley State School, we utilise a variety of evidence-based programs and practices to uphold *The Heatley Way* for ALL students so as to create a positive school culture. The behaviour support framework is structured around three levels: universal, targeted and intensive behaviour support. These are utilised in conjunction with Education Queensland "Code of School Behaviour" which defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. Importantly, all students are explicitly taught the expected positive behaviours associated with *The Heatley Way* – Learn Care Play.

- **Differentiated teaching:** Differentiated and explicit teaching for all students.
- **Focused teaching:** Focused teaching for identified students.
- **Intensive teaching:** Intensive teaching for small number of students.

(A whole school approach to support student learning: State Schools Division 2014)

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, Heatley State School is able to outline whole school provision of **universal, targeted and intensive** support for all students to receive effective and positive behaviour support.

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Heatley 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 which is designed to promote positive behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of the three sections of The Heatley Way – Learn, Care, Play. The Schoolwide Expectations Behaviour Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Heatley State School implements proactive, preventative processes and strategies to support student behaviour. These include but are not limited to:

- a relevant, stimulating curriculum;
• differentiated curriculum to support student needs;
• differentiated responses to behaviour to support student needs;
• high quality teaching strategies;
• modelling acceptable behaviours;
• induction process for new staff, students and parents, which includes the school's Responsible Behaviour Plan for Students;
• timely/relevant professional development;
• Individual Behaviour Support Plans developed for some students with specific behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
• schoolwide behaviour focus each week of each term;
• schoolwide use of monitoring behaviour ladder
• a dedicated section of the school newsletter/website, enabling parents to be actively and positively involved in school behaviour expectations;
• implementation 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)
• appropriate Use of Social Media (Appendix 3)

Reinforcing expected school behaviour.
At Heatley State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback and encouragement for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff as well as students and other students. All staff members are trained to give consistent and appropriate acknowledgement and rewards which align with the schoolwide expectations behaviour matrix.

Heatley State School's positive initiatives include:
• using 'The Heatley Way' as the foundation to create, implement and maintain individual classroom rules, with both positive and negative consequences;
• using the Behaviour Ladder in conjunction with classroom rules to monitor student behaviour;
• 'Encouragement Awards' for in-class behaviour determined by the class teacher for one child per class per week presented on weekly school assembly and noted on the fortnightly newsletter and recorded on OneSchool;
• 'Gotchas' may be given to students when they are observed demonstrating The Heatley Way in the playground. Students can post their Gotcha in the Gotcha mailbox. Five Gotchas are drawn each week on the whole school assembly. Students choose a prize. All weekly Gotchas are then distributed with positive feedback to the students;
• A 'Gold Card' reward scheme that is directly aligned with the expectations of 'The Heatley Way'. All students who maintain consistent positive behaviour over 20 days receive a specially designed card on assembly and recorded on OneSchool. Card holders are invited to attend two in-school free Gold Card activities per semester;
• offering Classroom Profiling Essential Skills for Classroom Management Program to every teacher in the school for individualised feedback to improve their teaching practice;
<table>
<thead>
<tr>
<th>WHOLE SCHOOL COMMUNITY, ALL SCHOOL SETTINGS</th>
<th>LEARNING ENVIRONMENTS</th>
<th>BREAK TIMES &amp; EATING AREAS</th>
<th>MOVEMENT/TRANSITIONS</th>
<th>BEFORE &amp; AFTER SCHOOL</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend school every day</td>
<td>Be punctual - be seated in class by 8:50am bell</td>
<td>Be problem solver-think before acting</td>
<td>Directly move to intended destination</td>
<td>Be punctual-arrive to school on time</td>
<td>Keep usernames and passwords private and only use my own username and password to access the Internet and school systems</td>
</tr>
<tr>
<td>Be an active participant</td>
<td>Make learning a priority -be persistent and do my best</td>
<td>Be in my correct area</td>
<td>Leave school promptly — go straight home from school or to designated pick up areas</td>
<td>Leave school promptly — go straight home from school or to designated pick up areas</td>
<td>Do not upload or download materials from home</td>
</tr>
<tr>
<td>Be responsible for my learning, words and actions</td>
<td>Show a positive attitude by having a go and taking risks with learning</td>
<td>Report issues to a teacher on duty</td>
<td>Report issues</td>
<td>Always use designated pick up areas</td>
<td>Never give any personal details online or otherwise</td>
</tr>
<tr>
<td>Uphold school values</td>
<td>Ask for help when needed</td>
<td>Make healthy food choices</td>
<td>If in class time, request permission to go to toilet</td>
<td>Store and lock all wheeled transport devices in the bike enclosure</td>
<td>Use websites and online learning environments appropriately and for school related purposes only</td>
</tr>
<tr>
<td>Use school language at all times (including non-verbal)</td>
<td>Think creatively</td>
<td>Wait calmly in the tuckshop line and only buy for myself</td>
<td>Promptly return to class</td>
<td></td>
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<tr>
<td>Comply with staff instructions</td>
<td>Use whole body listening</td>
<td></td>
<td></td>
<td></td>
<td>Use website resources and online learning environments appropriately</td>
</tr>
<tr>
<td>Listen and show respect on assemblies</td>
<td>Be prepared for school and for class</td>
<td></td>
<td></td>
<td></td>
<td>Respect others’ right to use online resources free from interference and bullying</td>
</tr>
<tr>
<td>Be a positive ambassador and leader in the community</td>
<td>Wear full school uniform (as stated in school uniform policy)</td>
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<tr>
<td>Promote Heatley State School positively</td>
<td>Understand the purpose of all learning</td>
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<tr>
<td>Take home and / or return necessary notes and other verbal communications to / from parents / carers</td>
<td>Find out what learning has occurred if late, leaving early or absent</td>
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<tr>
<td>KEEP HANDS, FEET AND OBJECTS TO MYSELF</td>
<td>SHOW RESPECT FOR OTHERS - STUDENTS’ RIGHT TO LEARN AND THE TEACHER’S RIGHT TO TEACH</td>
<td>SHARE MATERIALS, PLAY AREAS, EQUIPMENT</td>
<td>SIT, move/walk quietly and orderly so that others are not disturbed</td>
<td>Go directly to covered games area and sit quietly until the 8:40am bell rings for start of sessions</td>
<td>REPORT UNSUITABLE BEHAVIOUR TO A TEACHER</td>
</tr>
<tr>
<td>USE EQUIPMENT APPROPRIATELY</td>
<td>TAKE RESPONSIBILITY</td>
<td>USE POSITIVE LANGUAGE</td>
<td>Be respectful of the staff member on duty</td>
<td>Be respectful of the staff member on duty</td>
<td>Post only appropriate content online</td>
</tr>
<tr>
<td>FOLLOW DIRECTIONS</td>
<td>BE HONEST</td>
<td>BE RESPECTFUL OF THE STAFF MEMBER ON DUTY</td>
<td>Play fairly and by the rules</td>
<td>Be respectful of other students</td>
<td>Be courteous and polite in all online communications</td>
</tr>
<tr>
<td>SOLVE PROBLEMS WITH WORDS</td>
<td>HAVE PRIDE IN MY WORK</td>
<td>WASH YOUR HANDS EVERY TIME USING SOAP AND PAPER TOWELS APPROPRIATELY</td>
<td>Sit while eating food</td>
<td>Use your / class appropriate toilets</td>
<td>Respect others’ right to use online resources free from interference and bullying</td>
</tr>
<tr>
<td>RESPECT OTHERS AND OTHERS RIGHT TOmyself</td>
<td>SUPPORT AND ENCOURAGE OTHERS</td>
<td>ONE PERSON PER CUBICLE</td>
<td>Use my / class appropriate toilets</td>
<td>Be water wise</td>
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</tr>
<tr>
<td>ENSURE ALL PAYMENTS AND FORMS ARE RETURNED PROMPTLY</td>
<td>KEEP VALUABLE ITEMS AT HOME</td>
<td>USE YOUR / CLASS APPROPRIATE TOILETS</td>
<td>Report vandalism or damage to the teacher or the office</td>
<td>Be water wise</td>
<td></td>
</tr>
<tr>
<td>INFORM SCHOOL OF CHANGES TO ADDRESS, PHONE, ETC.</td>
<td>RETURN LIBRARY BOOKS ON TIME</td>
<td>PUT LITTER IN BINS</td>
<td></td>
<td>Report vandalism or damage to the teacher or the office</td>
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</tr>
<tr>
<td>RESPECT OTHERS’ PERSONAL SPACE</td>
<td>ACT SAFELY WHEN MOVING THROUGH AREAS</td>
<td>Participate in school approved games-establish and agree on rules before play</td>
<td>Walk on the cement</td>
<td>Use my own bike/scooter only</td>
<td>APPRECIATE THE PRIVILEGE OF USING ICT</td>
</tr>
<tr>
<td>CLEAN UP AFTER MYSELF</td>
<td>CO-OPERATE</td>
<td>Before play</td>
<td>Keep passage ways clear at all times</td>
<td>Walk bike/scooter to the gate</td>
<td>Engage in online activities positively</td>
</tr>
<tr>
<td>USE MANUFACTURE AND PUBLICATION LANGUAGE</td>
<td>BE ACTIVE – PARTICIPATE AS BEST I CAN IN CLASS ACTIVITIES</td>
<td>Be sun safe</td>
<td>Lock out for other people while walking / moving</td>
<td>Use supervisory crossing - wait for instructions of Crossing Supervisor / Duty Officers</td>
<td>Attempt activities and tasks with imagination and creativity</td>
</tr>
<tr>
<td>BE SAFE AT ALL TIMES</td>
<td>RAISE MY HAND TO SPEAK</td>
<td>Stop playing on first bell, visit toilet, wash hands, have a drink and sit in class area</td>
<td>Use toilet for its intended purpose only</td>
<td>Obey road rules</td>
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</tr>
<tr>
<td>PLAY</td>
<td>SIT ON CHAIRS SAFELY</td>
<td>Maintain personal space</td>
<td>Keep calm when lining up to enter or exit the room</td>
<td>Have my bus pass ready</td>
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</tr>
<tr>
<td>Stay / play in safe designated areas with staff supervision</td>
<td>Enter and exit rooms calmly</td>
<td>Keep calm when lining up to enter or exit the room</td>
<td>At the end of eating time wait sensibly and patiently for your teacher</td>
<td>Wait inside the gate until the bus stops</td>
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<tr>
<td>Respect garden areas</td>
<td>Maintain personal space</td>
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Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of all school staff members is to:
- remind the student of expected school behaviour making reference to the Heatley Way
- redirect the student making reference to the Heatley Way
- reteach the Heatley Way

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and take appropriate action so as to align with the expectations of our school community.

Parent/Care Giver Role
We ask that parents and care givers:
- know the Heatley Way
- reinforce weekly focus areas communicated via assembly and newsletter
- attend twice yearly parent meetings/information sessions

2. Targeted Behaviour Support
At times a small number of students at Heatley State School are identified through our data as needing additional support and timely intervention. In most cases the presenting behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

All staff are provided with ongoing professional development consisting of an overview of the Whole School Approach to Supporting Student Learning and Engagement document, Additional Strategies and Advice Team (ASAT) referral and response process, and the reporting responsibilities of staff. ASAT is a co-ordinated school-based team that meets regularly to respond to behavioural concerns.

At this level we offer students 'Targeted Behaviour Support' and ongoing and open consultation and communication with their parents.

3. Intensive Behaviour Support
Heatley State School is committed to the education of all students, including those with the highest behavioural support needs. We recognise students with highly complex and challenging behaviours need comprehensive systems of support in order to enable them to continue to engage in learning. As stated earlier, our school’s Additional Services and Advice Team, made up of specialised staff, meets weekly to determine the necessary level of support and intervention required. At this level we use a case management approach undertaken by members of the team who work in conjunction and liaise with others.

The Additional Services and Advice Team:
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the Student Well-being and Engagement Team to achieve continuity and consistency.

The ASAT has a simple and quick referral system in place (Appendix 4). Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process.

Interventional strategies that may be incorporated into this Case Management Approach include:
- collation of data which gives an overview of (a) problematic behaviour and (b) consequences implemented i.e. time outs, suspensions;
- development of Individual Behaviour Support Plan and Risk Assessment Plan (if needed);
- adjustments to classroom learning program;
- regular consultations and/or counselling with the Guidance Officer and other specialists as available;
- modified timetable/reduced attendance at school
- development of Negotiated Education Plan
- support by specially designated Teacher Aides through school or regional behaviour funding, Support Teachers Literacy and Numeracy (STLaN);
- support and intervention by Principal and Deputy Principal;
- consultation and partnership with parents;
- consultation and intervention with appropriate outside agencies as required.

5. Consequences for unacceptable behaviour
Heatley State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours in an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour through a shared understanding of the Schoolwide Expectations Behaviour Matrix and the Minor and Major consequences.

Minor behaviours are monitored by class teachers to inform early behaviour interventions.

Heatley State School Office behaviour slips are used to record minor and major behaviour incidents (Appendix 5) and may be recorded on OneSchool.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:
- Minor problem behaviour is responded to by staff members at the time it happens;
- Major problem behaviour is referred directly to the Duty Office and a member of the Leadership Team

Minor problem behaviours are those that:
- are minor breaches of the school rules;
- do not seriously harm others or cause suspicion that the student may be harmed;
- do not disturb the rights of others in a significant way;
- are not part of a regular pattern of problem behaviours; and
- do not require significant involvement of specialist support staff or Leadership Team

Minor problem behaviours may result in but are not limited to the following consequences:
- rule reminder/redirection
- reteaching the expectation
- practise of the rule
- discussion with student/s
- monitoring of students involved
- restitution to affected person/s
- class meeting
- time out in class, play or after school
- time out in buddy class
- verbal or written apology
- confiscation (Appendix 1)
- separation from peers
- loss of privileges
- lost learning time made up at either lunch or after school
- supervised eating/playing
- restricted play area
- sad gram sent home to advise parents if warranted, recorded in OneSchool
- further appropriate consequence/s dependent on incident including: conflict resolution meeting

Staff may use one or some of the listed consequences depending on the severity of the incident. Specialist teachers and playground supervision teachers/teacher aides having dealt with minor incidents, report them to the class teacher through the coloured slip referral process. This is to ensure consistency with dealing with minor behaviours and to enable teachers to follow up with students and track how many minor behaviours they have accrued.
Major problem behaviours are those that:
- significantly impact on the rights of others
- are dangerous and/or offensive and/or violent
- put others/self at risk of harm;
- are repeated minor behaviours which require more intensive responses
- may require involvement of Duty Office and/or the Leadership Team
- three Minor behaviours of similar nature which demonstrate a pattern of behaviour so as to constitute a Major

When a major behaviour incident occurs the immediate action of staff is to deescalate the behaviour and ensure the safety of all involved. Following this an investigation of the incident is carried out by the staff member and/or Leadership Team to find out from those involved and/or witnesses what occurred.

Depending on the incident, the staff member then works through consequences which may include but are not limited to the following:
- Principal/Deputy investigation and intervention
- other consequences as per minor incidents and/or timeout at Duty Office, temporary loss of Gold Card, loss of internet use or possible external suspension
- OneSchool data record
- parents contacted/interview
- counselling, mediation, restitution
- police involvement
- other agency intervention
- 1-5 or 10-20 day suspension
- on return from suspension; Parent interview and student re-entry plan which may include an Individual Behaviour Support Plan
- possible referral to Additional Strategies and Advice Team
- possible 10-20 day suspension pending exclusion

Student Disciplinary Absences are to be used after consideration has been given to all other responses. These are applied at the discretion of the Principal. Re-entry to school after suspension is subject to a re-entry meeting conducted by a member of the Leadership team and will result in a re-entry plan (Appendix 7) to support the student and facilitate their successful return to the school environment.

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the 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 a 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 Heatley 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 in how to respond appropriately when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
6. 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:

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

2. Maintain calmness, respect and detachment: Model the behaviour you want 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 emotional responses

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

4. 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 problem behaviour.

5. Debrief: Help the student to identify the sequence of events that led to the problem 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; and,
- posing an immediate danger to himself/herself or to others.

Appropriate physical intervention may be used to ensure that Heatley State School’s duty of care to protect students and staff from foreseeable risk is met. The use of physical intervention is only considered appropriate where the immediate safety of the student and or others is threatened.

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, shepherding a student away from a place of danger in a safe manner to avoid any injury, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff as well as our parents/care givers 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

Unless student, staff or parent safety is clearly threatened, physical intervention will not be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
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, ability, understanding and gender of the student.

Training
All Heatley State School staff are provided with Code of Conduct, the DET Standard of Practice, Student Protection and Health, Safety and Wellbeing training. Some staff are trained in the use of Non-Violent Crisis Intervention.

Record keeping
Each instance involving the use of physical intervention must be formally documented. Appendices 11 and 12 contain examples of the recording form and debriefing used for this process. The processes for recording and debriefing can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording-Notification-and-Management.aspx online.

7. Network of student support
Students at Heatley State School are supported through positive reinforcement and a system of Universal, Targeted and Intensive behaviour support. The Additional Strategies and Advice Team and their case management approach are part of a whole school approach to supporting students at the school by a network which includes, but is not limited to:

<table>
<thead>
<tr>
<th>School teaching and non-teaching staff</th>
<th>School Community Education Counsellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>School administration: HOSES, DP &amp; Principal</td>
<td>Defence Force (DSTA)</td>
</tr>
<tr>
<td>Parents, carers and guardians</td>
<td>Senior Guidance Officer</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>Advisory Visiting Teachers</td>
</tr>
<tr>
<td>Support Teacher Literacy &amp; Numeracy</td>
<td>Adopt-a-Cop, Police Liaison Officer, PCYC</td>
</tr>
<tr>
<td>School Guidance Officer</td>
<td>Stanton Lodge Staff</td>
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At Heatley State School, the Additional Strategies and Advice Team support students who require more targeted or intensive support. The ASA Team consists of the Head of Special Education Services (HoSES), Deputy Principal, STLAnS (Support Teacher Literacy and Numeracy), Guidance Officer and Community Education Counsellor (CEC).

External support is also available through the following government and community agencies such as:

- Disability Services Queensland
- Child & Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police
- Local Council
- Relationships Australia
- Centre Care
- Stanton Lodge
- Townsville Police Citizens Youth Club

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. http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf

Heatley 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, ability, cultural background, socioeconomic situation and their emotional state
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, ability, cultural background or socio-economic situation
  o receive adjustments appropriate to their educational needs

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 Act 2011
• Workplace Health and Safety Regulation 2011
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

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

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

Endorsement

Principal
HoSES
P&C President
Assistant Regional Director (Schools)

Effective Date: September 2016 – 31 December 2019
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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras, iPod, iPad, tablets, hand held portable devices 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.

Items removed are to be handed to the office by the teacher.
1. For the first offence the item may be collected by the student at the end of the school day.
2. For the second offence the item will need to be collected by a parent or guardian.
3. A third offence may result in a suspension or other Major consequence at the discretion of the Deputy/Principal.

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. Breach of this may result in suspension.

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. Mobile phones/iPods at school can interfere in our core business of teaching and learning through:
- inappropriate or unwanted text messages
- ringing or messaging in class time
- use of mobile phone cameras
No responsibility for lost or stolen personal technology devices is taken by the school. However, if they are brought to school, the following rules apply:

- Each Personal Technology Device must be clearly named and left at the office each morning and picked up after school each afternoon.
- If a student has a PTD at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. It will be kept in the secure area until after 3:00pm. It is the student’s responsibility to collect the PTD

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

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

Text communication
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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Heatley 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.

There is no place for bullying in Heatley State School. Those who are 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.

Bullying behaviours that will not be tolerated at Heatley 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.

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

At Heatley 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.

Cyberbullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass or cause emotional harm to others. For more information: Cyber safety in Queensland State Schools

The main forms of cyberbullying are identified as:
- **Flaming**: online fights using electronic messages with angry or vulgar messages
- **Harassment**: repeatedly sending nasty, mean or insulting messages
- **Denigration**: posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing**: sharing someone’s secrets or embarrassing information or images online
- **Exclusion**: intentionally and cruelly excluding someone from an online group
- **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear

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

The anti-bullying procedures at Heatley State School are an addition to our 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**

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 Heatley Way and have been taught the expected behaviours and associated rules in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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 Heatley 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’.

Heatley State School records inappropriate behaviour and 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

Appropriate use of social media

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

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

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

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

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Heatley State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Heatley State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Heatley State School engaging in appropriate online behaviour.

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

• Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Heatley State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Heatley State School expects its students to engage in positive online behaviours.
A Whole School Approach to Supporting Student Learning and Engagement

Heatley State School implements a whole school approach that directs support to different levels of student need. Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff. Heatley State School identifies the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.

Differentiated teaching: Differentiated and explicit teaching for all students.
Focused teaching: Focused teaching for identified students.
Intensive teaching: Intensive teaching for small number of students.

(Queensland Government: DETE)

ASAT: Additional Strategies and Advice Team

Heatley State School’s ASAT supports student learning and engagement by providing additional strategies and advice for teachers. The three step process, outlined below, explains the process of referring a student to ASAT.

Step 1
Cohorts work collaboratively

- Class Teachers seeks additional advice from cohort, including Support Staff
- Cohort Teachers implement and document differentiation strategies (evidence in planning documents) and collect progress data (evidence of what has happened)

Step 2
Meeting with Line Manager/ASAT Cohort Meeting

- Discussion with Line Manager or at designated ASAT Cohort Meeting* where evidence of little or no progress is presented (A formal referral may be requested)
- When a formal referral is submitted, the Line Manager/ASAT may discuss further with Support Staff (Documented)
- All formal referrals need to be completed in full before being tabled at an ASAT meeting

Step 3
ASAT meeting: review and feedback

- Strategies and advice discussed and documented
- ASAT provides feedback to Class Teacher
- Class Teacher and/or other Support Staff implement strategies

*Designated ASAT cohort meetings occur once per term.

Referral forms are not required until Step 2 and should be completed with the support of your Line Manager. The specific form used will reflect the identified areas of concern/need for the student.
## Minor

### Playground Incident Report

**Student Name:**

**Class:**

**Date of Incident:**

**Duty Teacher:**

**Witnesses to Incident:**

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<tr>
<th>Before School</th>
<th>Morning Session</th>
<th>Lunch</th>
<th>Middle Session</th>
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<th>Classroom</th>
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**Behaviour Category**

- Incorrect Area
- Littering
- Toilet Misbehaviour
- Unsafe/Rough Play
- Minor Swearing
- Running on cement/around buildings
- Not following instructions
- Minor Bullying
- Non-compliance
- Other

**Summary of Incident (If necessary):**

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**TICK Immediate consequence given**

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- 

**TICK Further consequence needed**

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**NOTE:** This report must be given to classroom teacher

**Class Teacher Initials:**

## Major

### Incident Report

**Student Name:**

**Class:**

**Date of Incident:**

**Teacher:**

**Witnesses to Incident:**

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**Attach witness statements and/or summary of incident**

**Behaviour Category**

- Academic Infringement
- Anti-social behaviour
- Avoidance behaviour
- Bullying/neglect
- Non-compliance
  (insolence, defiance, disrespect, answering back, swearing
  with intent)
- Physical aggression (hitting, kicking, fighting, spitting)
- Serious misdemeanour (e.g. stealing)
- IT abuse
- Wilful vandalism
- Verbal aggression
- Other

**Admin ONLY - Incident Management**

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**OneSchool Behaviour Record Entered**
Encouragement Award and Gotcha

Encouragement Award

Presented to: ____________________________
For: ____________________________

Date

Signed

Gotcha!

Name: ____________________________
Class: ____________________________ Date: ____________________________
Received for: ____________________________
Given by: ____________________________
Appendix 7

Re-entry Behaviour Support Plan

STUDENT:

RETURN TO SCHOOL DATE:

BEHAVIOURS THAT LED TO SUSPENSION:

What the school will do to help you follow the Heatley Way:
- Your class teacher (XXX) will continue to support you with feedback, including praise and encouragement and you may receive an "Encouragement Award."
- In the playground you can receive a "Gotcha Award" and if you continue to show good behaviour both in the classroom and the playground, you will be able to keep your "Gold Card."
- Explicitly teach you how to behave in both the classroom and the playground.
- Offer you the chance to do the "Rock & Water" program with Chappy Ado once a week for a few weeks.
- Talk with Mrs Ross from time to time. She is here every Mon-Wed-Fri.

What your parents can do:
- Stay in contact with the school principal or class teacher about any changes to your routine, health, etc. etc.
- Your parents can visit the school to chat with the class teachers or make an appointment for a meeting to receive feedback on your progress.

What you can do:
- Follow your behaviour plan
- Listen and follow all teachers instructions at all times.
- Respect other people - treat others how I would like to be treated.
- Speak politely to people and use manners.
- When feeling angry, walk away, get a drink, count to ten, go to your safe spot or the duty office.

Who can help me follow the Heatley Way?
Chappy Ado, Ms Wilkinson, XXX, Mrs Ross, Mrs Letizia

What happens when you forget the Heatley Way? You will be:

1. Reminded to follow class and school rules i.e. "What's the rule?" "Are you following your plan?"
2. Redirected to follow class and school rules i.e. "Sit at your desk quietly." "Walk on the cement."
3. Given time out in own class or sent to Buddy Class and parent contact
4. Given time out at Duty Office and parent contact
5. Given timeout (In playtime) and Supervised Play and parent contact
6. Given an out-of-school Suspension for 1 or up to 20 days
7. Recommended for a permanent exclusion

At any time, if the school rules are broken in a major way, suspension may be a consequence.

We the undersigned have read and understand this plan.

STUDENT'S SIGNATURE: __________________________

PARENT'S SIGNATURE: __________________________

TEACHER'S SIGNATURE: __________________________

DEPUTY'S/PRINCIPAL'S SIGNATURE: __________________________
SADGRAM

Date: ________________

Dear Parents/Carers of ________________________________

I am sorry to have to advise you that your child has recently made a behaviour choice that did not follow the Heatley Way.

Description of Behaviour:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The consequence for this behaviour is supervision in either our 'Time Out Area' or in the 'Science Lab' during break time. Whilst in 'Time Out' students sit quietly and are not permitted to engage with others. Students in the 'Science Lab' may be given the option to work quietly and independently on the computers.

Number of Time Out Sessions: ________________ commencing _______________________

Number of Science Lab Sessions: ________________ commencing _______________________

Please sign the bottom of this letter and return it to the duty office to indicate you have received this information. Thank you in anticipation of your support and cooperation.

Yours sincerely

________________________________________________________________________
Principal/Deputy/Duty Officer

I have sighted the above letter regarding inappropriate behaviour at school and have discussed this with my child.

________________________________________________________________________
Parent/Carer Name

________________________________________________________________________
Parent/Carer Signature

________________________________________________________________________
Date

Queensland Government

410 Fetham Road, Heatley Qld 4814  PO Box 283, Abergowrie Qld 4814
Phone: 07 4759 5333  Fax: 07 4759 5308  Prepp: 07 4759 5343  Special Education Units: 07 4759 5319
Email: the.principal@heatley.qld.edu.au  Web: www.heatleyss.qld.edu.au  ABN: 89 679 584 214

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# Appendix 9

## BEHAVIOUR SUPPORT PLAN

<table>
<thead>
<tr>
<th>Critical Information:</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>Behaviour Concerns:</td>
<td>Positive Behaviours:</td>
</tr>
<tr>
<td>Times of Greatest risk:</td>
<td>Motivation for Behaviour:</td>
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<tr>
<td>Curriculum strengths and interests</td>
<td>Challenges</td>
</tr>
</tbody>
</table>

- SWD (IEP): ✓ Behaviour, GO
- NEP: Risk Assessment, Transition

**Focus Goal/s:** (*social=S *academic=A *behavioural=B)

**Monitoring Goal/s:** (*social=S *academic=A *behavioural=B)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Curriculum and Support Adjustments</th>
<th>Classroom Strategies</th>
<th>Acknowledgement Plan</th>
<th>Reactive Strategies</th>
</tr>
</thead>
</table>

**Classroom** (these are classroom directed and are suggestions only, please change to suit student)

- The steps involved to keep XXXX on task and engaged in classroom learning are:
  1. Rule reminder given and expectation made explicit
  2. First warning given
  3. Second warning
  4. Time out in class
  5. Time out in Buddy class
  6. Time out in Science Lab
  7. Continued physical misconduct/non-compliance – contact office
  8. Office to contact parents
  9. Repeated physical misconduct/non-compliance - suspension

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<tr>
<th>Role</th>
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<td>Community Education Counsellor</td>
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<td>Student</td>
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**Contributors**

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<tr>
<td>Student:</td>
<td>Description of Behaviour in worst case scenario</td>
<td>Year Level:</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Type of Behaviour</td>
<td>Assessment Analysis of Risk Identified</td>
<td>Identified preventative strategies in place for exhibited Behaviour</td>
</tr>
<tr>
<td></td>
<td>Likelihood</td>
<td>Consequence</td>
</tr>
</tbody>
</table>

**LIKELIHOOD**
How likely could it happen?

<table>
<thead>
<tr>
<th>LIKELIHOOD</th>
<th>CONSEQUENCES: How severely could it hurt student/someone else</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Likely Could happen frequently</td>
<td>Very High/Extreme Death, permanent disablement</td>
</tr>
<tr>
<td>Likely Could happen occasionally</td>
<td>High/Major Serious bodily injury</td>
</tr>
<tr>
<td>Unlikely Could happen, but rarely</td>
<td>Moderate Casualty treatment</td>
</tr>
<tr>
<td>Very Unlikely Could happen, but probably never will</td>
<td>Low/Minor First aid only. No lost work time</td>
</tr>
<tr>
<td></td>
<td>VERY</td>
</tr>
<tr>
<td></td>
<td>Likelihood</td>
</tr>
<tr>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
### Intervention Strategies – Across the Cycle

<table>
<thead>
<tr>
<th>Antecedent Control</th>
<th>CALM All must be taught during calm phase.</th>
<th>Triggers</th>
<th>Agitation Give student choices – disengage from student and allow time</th>
<th>Acceleration</th>
<th>Peak</th>
<th>de-escalation</th>
<th>Recovery – return to calm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove seductive objects</td>
<td>high rates of engagement with academic and social success teach and practice appropriate replacement responses ask for expected behaviours praise/reward appropriate behaviours</td>
<td>teach, practice and pre-correct students the strategies to use before typical triggers take place</td>
<td>parallel praise teach &amp; practice corrective routines – walk and talk, thinking chair, etc.</td>
<td>teach and practice corrective routine maintain calm and respectful tone use short concrete directives</td>
<td>isolation of student student moves self room clear no attention to the student outside of monitoring at this point – ignore. scanning no directions to students no conversations to student safe distance – avoid entering personal space</td>
<td>Student removed from classroom allow student to cool down give concrete task to re-engage student – (think sheet)</td>
<td>implement negative consequences/restitution for peak behaviour resume class activities and routines</td>
</tr>
<tr>
<td>Stimulus satiation</td>
<td>teach and practice appropriate replacement responses</td>
<td>attention – privately pre-correct teach self-monitoring</td>
<td>high rates of attention/praise for student compliance give student choice and disengage</td>
<td>sensitivity is priority open body language calm voice personal space</td>
<td>no excessive attention to target student around problem</td>
<td>no excessive attention to target student around problem</td>
<td></td>
</tr>
<tr>
<td>Remove unnecessary demands</td>
<td>explicit taught expectation explicit consequences be aware of triggers</td>
<td>prompt to problem solve praise if refocused on task</td>
<td>give a short break and allow to engage in preferred or independent activity important student must still complete original task</td>
<td>open body language calm voice personal space</td>
<td>reassure rest of the class</td>
<td>reinforce use of problem solving and re-visit plan</td>
<td></td>
</tr>
<tr>
<td>Rearrange environment</td>
<td></td>
<td>escape provide alternative tasks – break into smaller parts</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Eliminate provocative statements &amp; actions</td>
<td></td>
<td>step by step instructions</td>
<td></td>
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<td></td>
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<tr>
<td>Change location/time of activity</td>
<td></td>
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<tr>
<td>Re-deploy people</td>
<td></td>
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</tr>
<tr>
<td>Introduce objects/people/statement</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Routine awareness</td>
<td>DE-Clutter environment lesson structure space material for student reward system</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Heatley State School RPBS 2016-2019
<table>
<thead>
<tr>
<th>Contributors</th>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal/Line Manager</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Deputy Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent/Carer</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Class teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Education Counsellor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td></td>
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</tbody>
</table>
HEATLEY STATE SCHOOL
WEEKLY RESPONSIBLE BEHAVIOUR CARD
LEARN CARE PLAY

STUDENT CONTRACT
I intend to improve my behaviour by:

Signed: ____________________ Date: __________

<table>
<thead>
<tr>
<th>PARENT/GUARDIAN COMMENTS</th>
<th>TEACHER COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
</tr>
</tbody>
</table>

NAME: ______________________________________
CLASS: ______________________________________
TEACHER: _____________________________________
CONTACT TIME/S: Before School / Break 1 / Break 2 / After School
DATE ISSUED: _________________________________

INSTRUCTIONS:
1. This sheet must be signed by the classroom teacher on a daily basis. Unsatisfactory comments will result in lunch / after school detention / withdrawal from class / community service;
2. Parent / Guardians must sign on a daily basis.
# Behaviour Incident Report

## Name of student/s involved in incident:

### Person Completing Form: ____________________________  Date: ____________________________

<table>
<thead>
<tr>
<th>Problem behaviour (name):</th>
</tr>
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<tbody>
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<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Where was staff when the incident occurred?</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Who was next to the student when the incident occurred?</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
</tr>
</thead>
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</table>

<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What occurred immediately before the incident? Describe the activity, task, event.</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe what the student did during the incident.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe who or what the incident was directed at.</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What action was taken to de-escalate or re-direct the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

| 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). |
Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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