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 positive learning environment for all students and staff, where every day, in every classroom, all students have opportunities to engage in quality learning experiences and develop 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 staff, students, parents and the wider school community. Focused analysis of data relating to attendance, absenteeism, behaviour incidents, including positive data and school disciplinary absences regularly occurs.

This current plan was endorsed by the Principal, President and Executive members of our P&C and the Assistant Regional Director. The plan will be reviewed again in 2020 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, responding to unacceptable behaviours and promoting restorative practices including student and staff wellbeing, resilience and connectedness. 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.

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’- Learn, Care, Play 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>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>We demonstrate respect by listening to, caring about and recognising difference of individuals and groups.</td>
</tr>
<tr>
<td>Honesty</td>
<td>We value honesty and act with integrity towards others.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>We take responsibility for our behaviour and are accountable for our actions.</td>
</tr>
<tr>
<td>Creativity</td>
<td>We foster creativity as an essential element of personal development.</td>
</tr>
<tr>
<td>Relationships</td>
<td>We build supportive relationships that promote cooperation and a sense of belonging.</td>
</tr>
<tr>
<td>Optimism</td>
<td>We think positively and strive to achieve our potential.</td>
</tr>
</tbody>
</table>

Our school expectations 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 the Department of Education’s ‘Code of School Behaviour.’

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

At Heatley State School we use an evidence based, whole school framework to establish a positive culture for learning, using the Positive Behaviour for Learning framework. Communicating behavioural expectations is a form of universal behaviour support- a strategy directed towards all students to encourage high expectations for positive behaviour and schooling success.

Positive Culture for Learning (PCL) – We lead the way – we learn, care, play

In cooperation with parents and community, Heatley State School provides a safe and supportive learning environment that recognises and respects the uniqueness of all our students focusing on academic, social and personal success. We value respect, creativity, optimism, honesty, personal responsibility and positive relationships.

PCL is about:

- proactive school-wide systems of support for defining, teaching and supporting appropriate student behaviours to create positive learning environments
- a behaviourally-based systems approach to improving the link between research-validated practices and the environments in which teaching and learning occurs
- creating and sustaining school-wide, classroom and individual systems of support
- building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved.
- Positive Culture for Learning assists in an integrated delivery of the curriculum and through classroom strategies that reflect a proactive whole-school learning and teaching focus for all students and that develops effective student safety and wellbeing policies and practices.

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;
- implementation of PCL through explicit PCL lessons conducted by classroom teachers regularly
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities
- 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 students with specific behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- Positive culture for learning schoolwide behaviour focus each week of each term;
- 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)

Encouraging 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 displayed;
- ‘Encouragement Awards’ which reflect the positive weekly behaviour focus 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 classroom and/or the playground.
  - Classroom GOTCHAs – Students pick from a Year level agreed menu of rewards weekly
- Playground GOTCHA - Students can post their Play 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;

- Classroom Profiling [Essential Skills for Classroom Management Program](#) is offered to every teacher in the school for individualised feedback to improve their teaching practice;
Discouraging 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 Behaviour Matrix (expected behaviours)
- reteach the behaviour expectations

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

Calming space
When a student continues to exhibit inappropriate behaviour, students are given the opportunity to go to an allocated calming space within the classroom where they can reflect on their behaviour choices, this allows students to remain within the classroom environment while reflecting on the school expectations. Students access the calming space for a specified period of time.

Buddy Class Referral (Blue sad gram)
If the behaviour continues and teaching and learning is interrupted the student may be sent to Buddy Class to allow them time away from the classroom environment to reflect on their behaviour choice. The student attends Buddy Class for a specified amount of time.

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, PCL framework, 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.

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. 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.

These behaviours may result in suspension or exclusion from Heatley State School.

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, 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
- 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, 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. The following records must be maintained:
- incident report on OneSchool
- Health and Safety Incident record; and
- debriefing report (for student and staff)

6. 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 - state and explain expected school behaviour if necessary
- practise of the rule give positive verbal acknowledgement for expected school behaviour
- discussion with student(s) - name the behaviour that student is displaying
- monitoring of students involved
- restitution to affected person/s
- class meeting
- calming space in class or during play
- buddy class (blue sad gram needs to be sent home)
- verbal or written apology
- confiscation (Appendix 1)
- loss of privileges
- lost learning time made up at lunch
- 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
- require involvement of Duty Office and/or the Leadership Team

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/duty officer 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 ‘Back on Track’, 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.

Suspensions may be short or long term. Short suspensions can be from one to ten school days, long term suspensions are from eleven to twenty school days. Suspension may occur to respond to conduct occurring outside of the school grounds, for example, criminal behaviour or cyber bullying.

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.

Consequences could include the confiscation of student property. Property that has been confiscated will be made available for collection from the 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 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.
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Major Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying / harassment</td>
<td>Repeated, deliberate actions involving an imbalance of power (i.e., social network, physical stature, age). Repeated oppression, psychological or physical harm, of a less powerful person by a more powerful person or group of persons</td>
<td>Repeated physical behaviours (hitting, kicking), verbal and physical threats/intimidation, teasing/name calling, social exclusion</td>
<td>'one-off altercation, physical misconduct that is not repeated, not talking to someone due to conflict, one-off 'name-calling'</td>
</tr>
<tr>
<td>Defiant/threats to adults</td>
<td>Defiant – persistent refusal to follow directions, threatening verbal, physical or gestural interactions directed towards staff – indicating the intent to injure or cause physical, psychological or emotional harm</td>
<td>Explicit language directed at staff, making threats to the safety of staff, repeated refusal to respond to re-directions</td>
<td>'one-off' refusal to follow directions, raising voice, challenging direction</td>
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<tr>
<td>Disruptive</td>
<td>Repeated behaviours that cause ongoing significant interruption in a class activity (other students are visibly distracted / interrupted / prevented from engaging in learning activities) where the student is not responsive to repeated encouragements and after a menu of classroom strategies has been utilised. Disruption is so severe that the teacher is unable to continue instruction effectively.</td>
<td>Persistent calling out, interruption to class learning, getting out of seat</td>
<td>Making noises that are related to a disability, calling out answers to questions out of enthusiasm</td>
</tr>
<tr>
<td>Dress code</td>
<td>Repeated instances of not wearing school uniform or part of school uniform, despite appropriate and sustained support being offered/provided</td>
<td>Continuing pattern of not wearing the correct uniform despite persistent direction to do so, actively refusing to changing into school-provided uniform</td>
<td>Not wearing an item of clothing due to wet weather if accompanied by a parental note</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Deliberate inappropriate use of school technology.</td>
<td>Repeated access/distribution of pornographic material via email, persistent misuse of computer for off-task purposes, tampering with hardware, changing computer settings, filming members of the school community without permission, inappropriate use of social media.</td>
<td>Forgetting student log-on, not saving work so as it make it irretrievable (unless deliberate and ongoing)</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Persistent, deliberate and inappropriate use of equipment, causing other students to be distracted from learning and/or interrupting teaching, using an object with the intent to cause harm to others or themselves</td>
<td>Use of computer/technology for off-task purposes</td>
<td>Doodling on own belongings</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Continual and intentional refusal to follow standard school routines</td>
<td>Damaging others or school property</td>
<td>Persistent engaging in those behaviours listed below</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not walking in line, being in an out-of-bounds area, deliberate refusal to follow directions/routine</td>
<td></td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Deliberate physical interactions or rough play which continues despite reiteration of expectations</td>
<td>Major</td>
<td>Hitting (including with an object), kicking, spitting at, headlocks, hair-pulls, wrestling, dacking</td>
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</tr>
<tr>
<td>Possess prohibited items</td>
<td>Deliberate possession of weapons or other objects capable of causing bodily harm (including look-alike knives or fake guns) or pornographic material</td>
<td>Minor</td>
<td>Horseplay that has continued after the initial redirection, incidental pushing</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Deliberate and/or persistent Activities that result in destruction or disfigurement of property belonging to the school, staff members or another student</td>
<td>Major</td>
<td>Significant substantial vandalism, graffiti, deliberate misuse of equipment in an unsafe manner</td>
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<tr>
<td></td>
<td></td>
<td>Minor</td>
<td>Drawing on school equipment, deliberately destroying stationery</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Continued and active refusal to participate in school/teacher-led tasks (despite reiteration of expectations)</td>
<td>Major</td>
<td>Persistently refusing to attempt or complete set tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minor</td>
<td>Delayed compliance, reluctance to begin work as directed</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Possession, use, distribution or consumption of an illicit substance.</td>
<td>Major</td>
<td>Using, buying, selling, holding, storing, or being under the influence of drugs, alcohol, tobacco or any other prohibited substance</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Possession, use, distribution or use of cigarettes, tobacco or other legally-obtained but dangerous products</td>
<td>Major</td>
<td>Smoking, distributing or selling cigarettes/other medications, being in the possession of cigarettes/other medications</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Verbal, physical or gestural interactions directed toward peers or staff - indicating the deliberate intent to injure or cause physical, psychological or emotional harm</td>
<td>Major</td>
<td>Comments accompanying a potentially physical conflict, comments signalling a genuine desire to cause harm, making a throat-slit gesture, threatening harm to others, intimidation</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Deliberately refusing to be in a time-tabled class and/or not under the direct supervision of an attending adult for an extended period</td>
<td>Major</td>
<td>Skipping classes, unauthorised attendance at school events</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Persistent inappropriate language that is non-threatening and used within peer-to-peer conversations, abusive language / obscenities directed at adults or peers with intent to cause distress</td>
<td>Major</td>
<td>Repeated name calling, abusive personal attacks, racial slurs, aggressive comments of a threatening nature, derogatory comments, verbal threats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minor</td>
<td>Swearing, muttering under breath, inappropriate/disrespectful language (ceases after redirection)</td>
</tr>
</tbody>
</table>
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: DP &amp; Principal</td>
<td>Senior Guidance Officer</td>
</tr>
<tr>
<td>Parents, carers and guardians</td>
<td>Advisory Visiting Teachers</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>Adopt-a-Cop, Police Liaison Officer, PCYC</td>
</tr>
<tr>
<td>Support Teacher Literacy &amp; Numeracy</td>
<td>Stanton Lodge Staff</td>
</tr>
<tr>
<td>School Guidance Officer</td>
<td></td>
</tr>
</tbody>
</table>

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 Deputy Principal (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 Service
- 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.


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:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, ability, cultural background or socio-economic situation
  - receive adjustments appropriate to their educational needs

When an incident occurs between students, it is important that it is understood that staff will endeavour to find out the most likely event. To ensure consistency and equity in the decision making process, the student/s are debriefed.

The following questions are considered:

- What happened?
- What were you thinking at the time? Or What were you hoping would happen?
- What was going on for you when you ....?
Who has been affected by what you did? In what way?

What do you think that was like for ...?

Questions for those harmed:
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**Repair and rebuild-Restorative Practices**

Restorative practices work to address the needs of those harmed (e.g., other students, teachers, all staff, community members), and they work to heal the harm through a balance of appropriate accountability, restitution, and restorative processes, such as peacemaking circles, conferences and mediation. The person who caused the harm is held accountable and the practices allow him/her to be “restored” to the school community. Restorative practices:

- focus on repairing the harm done rather than only on who’s at fault for breaking rules
- give voice to the person/s harmed
- use collective problem solving methods
- enhance responsibility and
- reintegrate the offending student into the school community

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**The restorative chat (informal conference)**

| To the person responsible ... | To the person harmed ...
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We’re here to talk about ...</td>
<td>What did you think when that happened? <strong>OR</strong></td>
</tr>
<tr>
<td>What happened?</td>
<td>What was that like for you?</td>
</tr>
<tr>
<td>What were you thinking at the time? <strong>OR</strong></td>
<td>What was the worst of it?</td>
</tr>
<tr>
<td>What were you hoping would happen? <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>What was going on for you when you ....?</td>
<td></td>
</tr>
<tr>
<td>Who has been affected by what you did?</td>
<td></td>
</tr>
<tr>
<td>In what way?</td>
<td></td>
</tr>
<tr>
<td>What do you think it was like for ...?</td>
<td></td>
</tr>
</tbody>
</table>

**What can you say to .... about what you did that will being to make things right? **OR**

<table>
<thead>
<tr>
<th>Was what you did fair or unfair? Helpful or unhelpful? Good choice of poor choice? <strong>OR</strong></th>
<th>Will you accept the apology?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What exactly are you sorry for?</td>
<td>Is there anything else ... could do to fix things for you?</td>
</tr>
</tbody>
</table>

| Is that fair? Can you do that? Is there anything else you can think of that might help? | |

**So this is what we agreed... Do either of you need any help with this?**

How would you both like me to check up on this?

Thanks for being prepared to sort this out. Have a good day!
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
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together
- Safe Schools Hub
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal
(Schools)

P&C President or
Chair, School Council

Assistant Regional Director

Effective Date: November 2019- November 2020
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, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, Smart watches, 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. 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 social media sites.

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

Heasley 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.

Heasley State School identifies the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.

ASAT: Additional Strategies and Advice Team

Heasley 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: Collaboration
- Class teachers seek advice from cohort teachers, including Additional Support Staff.
- Cohort teachers implement and document differentiation strategies and collect progress data.

Step 2: Meeting
- Discussion with Line Manager and formal referral forms completed and tabled at weekly ASAT meeting.
- OR
- Discussion at designated Cohort Meeting (once per term) where evidence of little or no progress is presented.

Step 3: Additional Strategies and Advice
- ASA Team/Cohort meeting to collate and formalise responses.
- Additional strategies and advice documented and provided to class teacher(s) including referrals to specialists or outside agencies.

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 area of concern/need for the student.
Appendix 5
Playground Incident Report

Playground Incident Report (to be given to the classroom teacher)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>□ Before School</th>
<th>□ Morning Break</th>
<th>□ Lunchtime</th>
<th>□ After School</th>
<th>□ Classroom</th>
<th>□ Library</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Witness to incident:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Behaviour Category - only 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Bullying/intimidation</td>
</tr>
<tr>
<td>□ Defiant/threats to adults</td>
</tr>
<tr>
<td>□ Disruptive</td>
</tr>
<tr>
<td>□ Dress code</td>
</tr>
<tr>
<td>□ IT misconduct</td>
</tr>
<tr>
<td>□ Lie</td>
</tr>
<tr>
<td>□ Lying/cheating</td>
</tr>
<tr>
<td>□ Misconduct involving object</td>
</tr>
<tr>
<td>□ Non compliant with routine</td>
</tr>
<tr>
<td>□ Other conduct prejudicial to the good order and management of school</td>
</tr>
<tr>
<td>□ Physical misconduct</td>
</tr>
<tr>
<td>□ Possession of prohibited arms</td>
</tr>
<tr>
<td>□ Property misconduct</td>
</tr>
<tr>
<td>□ Substance misconduct involving illicit substance</td>
</tr>
<tr>
<td>□ Substance misconduct involving tobacco and other illegal substances</td>
</tr>
<tr>
<td>□ Threats to others</td>
</tr>
<tr>
<td>□ Verbal misconduct</td>
</tr>
</tbody>
</table>

| □ Lack of Duty |
| □ Sit out |
| □ Verbal apology |
| □ Verbal warning |
| □ Natural consequences |
| □ Restorative justice |
| □ Time out in own class |
| □ Time Out - lunchtime |
| □ Time out in buddy class |
| □ Supervision play |
| □ Before school detention |
| □ Sent to Duty Office |
| □ Written apology |
| □ School based community service |
| □ Further investigation required |

<table>
<thead>
<tr>
<th>Motivation for the behaviour - only 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Obtain peer attention</td>
</tr>
<tr>
<td>□ Obtain adult attention</td>
</tr>
<tr>
<td>□ Relate to tangible object</td>
</tr>
<tr>
<td>□ Obtain activity on ward</td>
</tr>
<tr>
<td>□ Obtain sensory stimulation</td>
</tr>
<tr>
<td>□ Escape/Avoid activity or event</td>
</tr>
<tr>
<td>□ Escape/Avoid instructional task</td>
</tr>
<tr>
<td>□ Escape/Avoid adult attention</td>
</tr>
<tr>
<td>□ Escape/Avoid peer attention</td>
</tr>
<tr>
<td>□ Escape/Avoid sensory stimulation</td>
</tr>
<tr>
<td>□ Don't know</td>
</tr>
</tbody>
</table>

Summary of Incident - include information about all contributing factors:

If warranted, incident entered onto Onschool by teacher.

NOTE: THIS REPORT IS GIVEN TO THE CLASSROOM TEACHER

Class Teacher Initials
### Playground Incident Report (to be given to the classroom teacher)

#### Major/Military (circle)

**Student Name**: 
**Duty Teacher**: 
**Witness/es to incident**: 
**Date of incident**: 

<table>
<thead>
<tr>
<th>Before School</th>
<th>Morning Break</th>
<th>Lunch Time</th>
<th>After School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area</strong></td>
<td><strong>Time</strong></td>
<td><strong>Event</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Behaviour Category - Only 1
- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- PE misconduct
- Late
- Lying/cheating
- Misconduct involving object
- Non-compliant with routine
- Other conduct prejudicial to the good order and management of school
  - Physical misconduct
  - Possesses prohibited items
  - Prohibited items
  - Property misconduct
  - Substance misconduct involving illicit substances
  - Substance misconduct involving tobacco and other illegal substances
  - Threat/s to others
  - Verbal misconduct

#### TTC Immediate Consequence/Strategy
- Letter Duty
- Sit out
- Verbal apology
- Verbal warning
- Natural consequences
- Restorative justice
- Time out in own class
- Time Out - Lunch time
- Time out in buddy class
- Supervised play
- Before school detention
- Send to Duty Office
- Written apology
- School based community service
- Further investigation required

#### Motivation for Behaviour - only 1
- Obtain peer attention
- Obtain adult attention
- Obtain tangible object
- Obtain activity or event
- Obtain sensory stimulation
- Escape/Avoid activity or Event
- Escape/Avoid Instructional Task
- Escape/Avoid Adult Attention
- Escape/Avoid Peer Attention
- Escape/Avoid Sensory Stimulation
- Don't know

### Summary of Incident - Include information about off graph/blue/phase

### If warranted, incident entered onto OIS record by teacher.

**Note**: This report is given to the classroom teacher.  
Class Teacher initials.
Encouragement Award and Gotcha's

Classroom

Playground

We lead the way!
Appendix 7

Re-entry Behaviour Support Plan

Heatley State Primary School

Learning to Play

RE-ENTRY FROM SUSPENSION - BEHAVIOUR 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 teachers will support you with feedback, including praise and encouragement and you may receive an “Encouragement Award”. They will also explicitly teach you how to behave in both the classroom and the playground.
- In the playground you can receive a “Gotcha Award”.
- [DELETE if not applicable] You will be provided with a mentor who will help you in class and in the playground. His name is ...
- [DELETE if not applicable] You have a Negotiated Attendance Plan and/or access to a self-development program at [i.e. Stanton Lodge].
- You can talk with any of the following people who can help you better manage you behaviour:
  - Mrs Wilkinson, the principal
  - Deputy Principals, Mrs Letizia & Mrs Burton
  - Miss Patty, our Community Education Counsellor
  - Chappy Ado, our school chaplain
  - Our school Guidance Officer
  - Other

What your parents or carers can do:

- Stay in contact with the school principal/Duty Officer/DP/class teacher about any changes to your personal circumstances at home.
- 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 the Heatley Way and this plan
- Listen and follow staff instructions at all times.
- Respect other people - treat others how I would like to be treated, including speaking politely to people and using manners.
- When feeling angry – you can choose these strategies; walk away, get a drink, count to ten, go to duty office.
- Other?

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 from class at Duty Office and parent contact
5. Given timeout from 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: ______________________________

417 Fulham Road, Heatley QLD 4814 - PO Box 263, Allkenvale QLD 4814
Phone: 07 47 395 235 - Fax: 07 47 395 300 - Special Education Program: 07 4759 5319
Email: principal@heatleyes.eq.edu.au - Web: www.heatleyes.eq.edu.au - ABN: 69 675 504 214

25 | Heatley State School RPBS 2020
Appendix 8

Date: _____________________

Dear Parent(s/Carer(s) of _____________________,

I am writing to advise you that your child has made a Behaviour Choice in the classroom/specialist lesson that was in breach of "The Heathly Way".

Description of Behaviour:

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Appendix 9

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).