



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

1. Purpose

Mount Surprise State School community (including students, parents, staff and volunteers and outside agencies) is committed to working together to create and maintain a safe and supportive learning environment that promotes Indigenous identity and quality teaching and learning for all students. The school's supportive school environment policy in conjunction with the responsible behaviour plans for students provides the framework for interactions and relationships for all parties to nurture student behaviours which facilitate quality learning and teaching.

2. Consultation and data review

Mount Surprise State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and parent meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director of Schools) and will be reviewed in 2014 as required.

3. Learning and behaviour statement

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

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 plain to everyone, assisting Mount Surprise 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 school rules to teach and promote our high standards of responsible behaviour:

- **Be Respectful**
- **Be Responsible**
- **Be Safe and Fair**
- **Protect Property**
- **Do Your Best**

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

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

Universal Behaviour Support

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

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	USING STAIRS	TOILETS	TUCKSHOP/LIBRARY
BE RESPECT-FUL	Keep hands, feet and objects to yourself Speak politely	Enter and exit room in an orderly manner Sit in your chair Raise your hand to speak Follow staff directions	Participate in school activities Wear shoes and socks at all times Co-operate with others	Walk one step at a time Keep passage ways clear at all times	Respect privacy of others Leave toilets clean and tidy	Walk sensibly Wait patiently in a line Use manners Be quiet
BE RESPONSIBLE	Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away Do not arrive until after 8 a.m.	Be prepared for learning Complete set tasks Take an active role in classroom activities Keep work space tidy Cooperate Be honest Be ready to learn by 8.50 a.m.	Be a problem solver Return equipment to appropriate place after sports	Move peacefully in single file	Use toilets during breaks Turn taps off properly	Help younger students Remind others of the rules
BE SAFE AND FAIR	Respect others' personal space and property Walk Clean up after yourself Use polite language Wait your turn	Respect others' right to learn Talk in turns Be a good listener Allow others to learn	Be sun safe; wear a broad brimmed hat and shoes Play in appropriate areas Take turns, invite others to join in and follow rules Play safe approved games	Walk quietly and orderly so that others are not disturbed or injured	Wash hands Walk	Wait your turn
PROTECT PROPERTY	Use equipment properly Care for facilities and equipment	Keep the room neat & tidy Return things to their place	Keep areas neat and tidy Care for the environment Play in the appropriate areas	Rails are for hands only Carry items carefully	Report problems or damage Remind others to care for our school	Use property with permission Look after books and equipment Return things correctly
DO YOUR BEST	Try your best in all things Follow directions to the best of your ability	Make your best effort before asking others to help Complete tasks	Be a good sport	Protect and help others	Use toilets appropriately	Follow directions to the best of your ability

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

- Behaviour lessons and Human Values Education conducted by teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by all staff during class and non-classroom activities.

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

- School behaviour expectations appear in the school newsletter, enabling parents to be actively and positively involved.
- Behaviour and Academic team members meet and provide information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Mt Surprise State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

Rewarding positive behaviour is the key component to establishing and maintaining a safe, respectful community of learners. Everyone at Mt Surprise accepts responsibility for their own behaviour and its effect on others. They also reward and congratulate those members who display positive and caring behaviours, in their classroom, on excursions and in the playground. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Classroom reward system

Teachers include a positive reward system, for positive behaviours within their classroom e.g. sticker rewards, points etc.

Letter of Recognition

When students have been consistently displaying appropriate behaviours, teachers may give that student a Letter of Recognition. This letter will be a personal acknowledgement that the student consistently displays appropriate classroom behaviours.

Being Ultra Good (BUG Awards)

Raffle tickets are awarded during lunch times by duty teachers for positive behaviours e.g. helping others, picking up rubbish, walking on concrete, resolving a conflict etc. A prize draw is then held on Parade Winning students receive a free lunch.

Weekly Parade Awards: Principals Award, Student of the Week, Attendance Awards

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. After asking students to redirect their low-level behaviour staff will employ a range of "essential skills" to encourage expected school behaviours.

Targeted behaviour support: Respond Program

At times a student at Mt Surprise State School is identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem 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.

Strategies used for targeted behaviour support include:

- opportunities for specialist staff input
- increased positive attention
- communication with the parents and school community
- class or school-wide implementation of adjustments or support strategies
- adjustments to class and curriculum programs if necessary

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Mt Surprise State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Principal

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with all staff to achieve continuity and consistency.

There is a referral system in place. Parents and relevant staff form a support team and begin the assessment and support process. In many cases the support team may also include individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Mt Surprise State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used for referrals and monitoring behaviour data. The recording of three minor behaviours in a short time frame constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Principal

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the Principal.

Major behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then escorts the student to the Principal.

Major problem behaviours may result in the following consequences:

- Time in office, withdrawal to another room, alternate lunchtime activities, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to ongoing behaviour support
AND/OR
- Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

	Area	Minor	Major
Being Safe	Movement around school	Running on concrete or around buildings Bikes etc in school grounds Sliding down stair rails	Continuously out of bounds or class after redirections Walking on rooftops
	Play	Incorrect use of equipment Playing rough or unsafe games Playing in toilets	Throwing objects to cause harm or damage Possession of weapons
	Physical contact	Minor physical contact (eg: pushing and shoving)	Serious physical aggression/ threatening abuse Fighting
	Correct Attire	Not wearing a hat or shoes in playground	
	Other	Swinging on chairs	Possession or selling of drugs or substances
Being Responsible Do your Best	Class tasks	Not completing set tasks that are at an appropriate level Refusing to work or participate	Refusing staff members directive after 2 interventions
	Being in the right place	Not being punctual (eg: lateness after breaks) Not in the right place at the right time.	Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	Low intensity failure to respond to adult request Non compliance Unco-operative behaviour	Verbally abusing staff on redirection
	Own up Be honest	Minor dishonesty Minor breaking of class/school rules	Major dishonesty
	Rubbish	Littering	Throwing Stones/Pinking animals, others
	Electronic. Digital property	Students are not to bring mobile phones, i-pods, game-boys or any electronic, digital devices to school.	Refusing to hand over devices to be returned to parents
Being Respectful	Language	Inappropriate language (written/verbal) Calling out or continual talking Poor attitude / Disrespectful tone	Offensive, abusive language/ directed profanity Threats or bullying language
	Others	Not playing fairly Minor disruption to class or others Minor defiance /Answering back Minor bullying / harassment Chewing gum Moving around room without permission	Major bullying / harassment/ gang behaviour Major disruption to class Blatant disrespect / Major defiance Racial or sexual comments Assaulting staff/student: <ul style="list-style-type: none"> • Punching • Pushing • Kicking • Biting • Spitting Threatening students/staff
Protect Property		Petty theft Lack of care for the environment Scribbling in books or on furniture	Stealing, major theft Wilful property damage or vandalism Throwing furniture

Relate problem behaviours to expected school behaviours

Use of Essential Skills assists students in maintaining positive on task behaviour. Staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour explicitly
- 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 Mt Surprise State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through school based professional development we work to ensure consistent responses to problem behaviour across the school.

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

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

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

Any physical intervention made must:

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

Record keeping

When appropriate staff will formally document the following records.

- [Health and Safety incident record](#) (link)
- incident report (Appendix 4)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain if available
- Police Officer
- School Based Health Team

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Non-Government Agencies.

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.

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

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

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

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

Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: 1 January 2012 – 31 December 2014

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras, games consoles, i-pods or MP3 players to school as there is a risk of damage or theft. Parents will be required to come to school and remove the item from school. Breaches of this prohibition may result in disciplinary action.

Confiscation

Parents will be required to come to school and remove the item from students, unless required to be kept for purposes of disciplinary investigation. 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.

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.

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 Mt Surprise 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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, , laptop computers, PDAs, smartphones, 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.*

Appendix 2

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

Purpose

1. Mt Surprise State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Mt Surprise State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Mt Surprise State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Mt Surprise State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Mt Surprise State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high

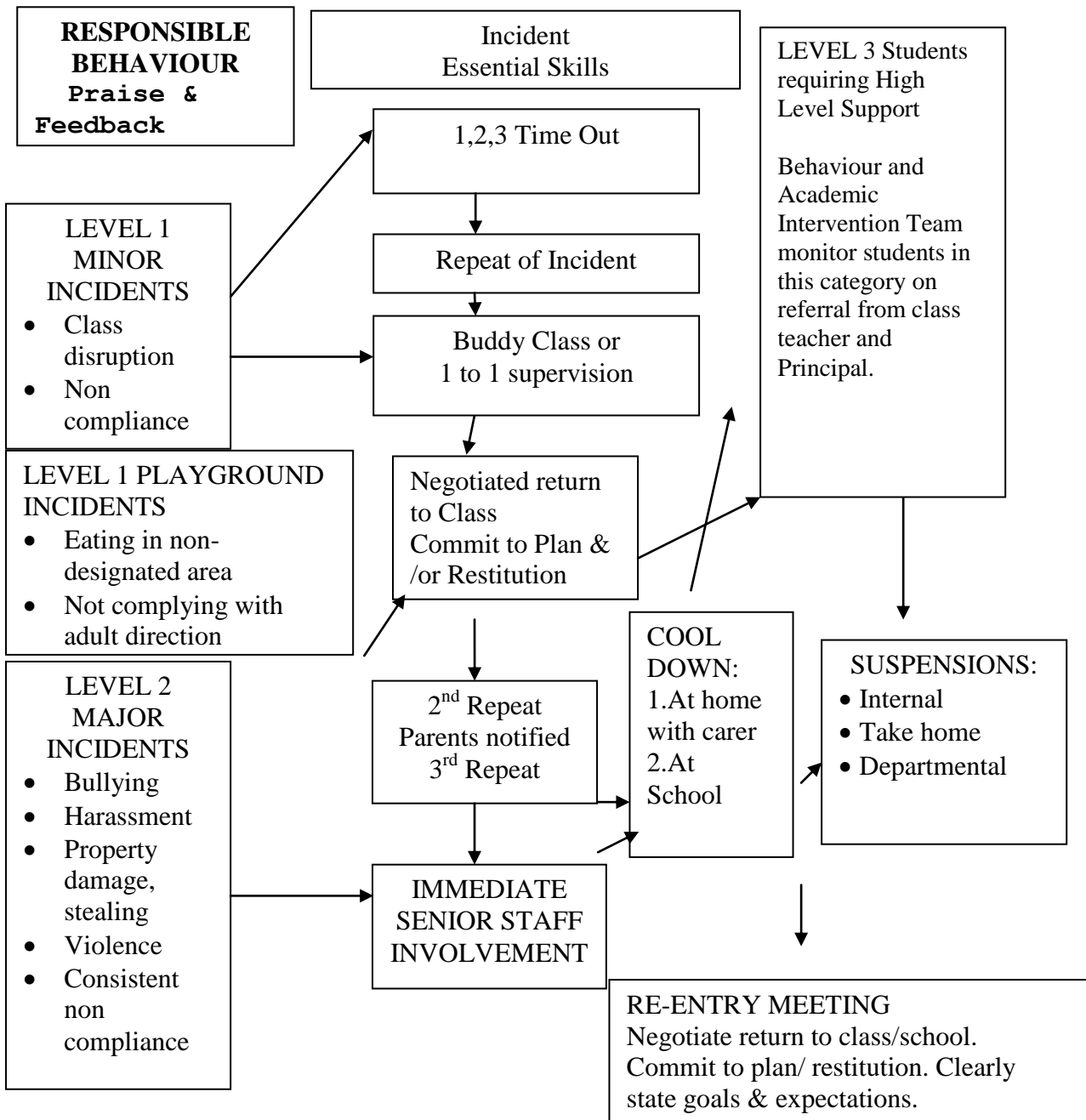
levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide 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 5 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the 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.
9. The student curriculum modules of the anti-bullying process consist of lessons taught in classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mt Surprise State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Mt Surprise State School uses behavioural data for decision-making. This data is entered regularly into our database 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

LIKELY BEHAVIOUR PROCESSES



Suspensions

Parents/ carers are responsible for the child once suspended and the child is not to be on the school grounds during the time of the suspension. School work may be provided for the students. Parents & carers must attend a meeting to assist the child with re-entry to the school at the end of the suspension.

Appendix 5

Debriefing Report

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

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

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

Questions for staff

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

Questions for student

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

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