1. Purpose

Goodwood State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Responsible Behaviour Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community. Our school plan is aligned with The Code of School Behaviour by setting expectations of behaviour for all stakeholders of the school, including students, parents and staff. Our school has a code of its own, which is aligned with The Code of School Behaviour and has four main areas:

- Respect
- Effort
- Safety and
- Self-Responsibility

Upon enrolment of each child, an agreement is entered into that binds staff, students and parents to abide by the code. This code is the basis of our Behaviour Management Plan. Benchmarks for each of the code areas have been established that move along a continuum from beginning, developing, competent and excelling, which are used to map out each child’s behaviour.

A key concept of our plan is to focus predominantly on encouraging children to make positive and constructive choices through acknowledgement. Consequences for negative behaviour is within our plan and is available should it be needed. Considering that our students will be future citizens in our society, it is important to engender the characteristics of self-responsibility, helping them to make positive decisions for themselves.

2. Consultation and data review

Goodwood State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings (of community and ‘at the gate’ conversations) held throughout the latter part of 2015. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process. A team of 5 trained staff leads the development of the Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning (SWPBS/PBL) approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.
This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement

A key ingredient to maximising a child’s learning potential is to provide a learning environment that is safe, supportive and positive.

It is important to recognise the good behaviour of those children who, day in day out make sensible and responsible choices and apply themselves diligently. It is also important to recognise and acknowledge the efforts of children to improve their behaviour. In addition, it is vital to have consequences for those children who make inappropriate choices in relation to behaviour.

Optimum performance is achieved through constructive motivation (you want to do it), as opposed to restrictive motivation (you have to do it). Consequently it is important that the behaviour management plan focuses on acknowledging and encouraging children in a constructive manner.

All areas of Goodwood State School are teaching and learning 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.

We are implementing the research validated ‘Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning’ framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school’s learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our ‘Behaviour Curriculum’ in the form of a matrix) are plain to everyone. This assists Goodwood 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 broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- Be Respectful (RESPECT)
- apply Effort (EFFORT)
- Be Safe (SAFETY)
- Be Self-Responsible (SELF-RESPONSIBILITY)

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

Our Behaviour Management Plan encompasses the whole school and is applicable to behaviour at all times – in class, at break times, before school, after
school, and while on school grounds or on excursions. All staff work to the plan to acknowledge good behaviour and correct inappropriate behaviour. Respect, Effort, Safety and Self-Responsibility are the four expectations / rules for behaviour in our school. Each of these rules has a set of behaviour descriptors in four different phases of development: Beginning, Developing, Competent, and Excelling. These rules, descriptors and phases are organised into a continuum, which is used to monitor student progress and attainment.

The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (Tier 1 ‘Universal’; Tier 2 ‘Targeted’, and Tier 3 ‘Intensive’ levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.
<table>
<thead>
<tr>
<th>Strive To Achieve</th>
<th>GOODWOOD STATE SCHOOL</th>
<th>SCHOOLWIDE EXPECTATIONS MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
<td><strong>CLASSROOM</strong></td>
<td><strong>PLAYGROUND/WALKWAYS</strong></td>
</tr>
<tr>
<td>Respect</td>
<td><strong>BUS TIME</strong></td>
<td><strong>TOILETS</strong></td>
</tr>
<tr>
<td>Make a commitment</td>
<td>Play fairly, have a go</td>
<td>Sit quietly in set areas</td>
</tr>
<tr>
<td>• Value people’s rights and ideas</td>
<td>• Play fairly, take turns, and invite others</td>
<td>• Respect the privacy of others</td>
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<tr>
<td>• Speak kindly</td>
<td>• Be a good listener</td>
<td>• Keep voices low</td>
</tr>
<tr>
<td>• Follow instructions</td>
<td>• Wait your turn</td>
<td>• Keep the environment clean for others to use</td>
</tr>
<tr>
<td>• Care for equipment</td>
<td>• Respect others right to learn</td>
<td>• Keep voices low</td>
</tr>
<tr>
<td>• Be tolerant / understanding</td>
<td>• Be thoughtful of others in your words</td>
<td>• Care for our facilities</td>
</tr>
<tr>
<td>• Use your manners</td>
<td>• Keep the classroom work quiet</td>
<td><strong>EATING AREA</strong></td>
</tr>
<tr>
<td>• Look after the schools and other people’s property.</td>
<td>• Play in the correct areas</td>
<td><strong>BUS TIME</strong></td>
</tr>
<tr>
<td><strong>Burst</strong></td>
<td>• Raise your hand to speak</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td>• Make a commitment</td>
<td>• Be a good listener</td>
<td>• Wait patiently with hand up to be dismissed</td>
</tr>
<tr>
<td>• Set goals and have a go</td>
<td>• Wait your turn</td>
<td>• Keep noise level low</td>
</tr>
<tr>
<td>• Be organised and on time</td>
<td>• Respect others right to learn</td>
<td>• Eat your food</td>
</tr>
<tr>
<td>• Give it your best shot</td>
<td>• Be thoughtful of others in your words</td>
<td>• Eat your food – no swapping.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>• Take an active role in classroom activity</td>
<td>• Eat only your food</td>
</tr>
<tr>
<td>• Use equipment appropriately</td>
<td>• Play fairly-have a go</td>
<td>• Take turns to move towards the bus</td>
</tr>
<tr>
<td>• Keep hands and objects to yourself</td>
<td>• Be committed-don’t let a team down by leaving early</td>
<td>• Respect the privacy of others</td>
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<tr>
<td>• Be sun safe</td>
<td>• Be in the right place at the right time</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td>• Move safely in different areas</td>
<td>• Keep walkways clear not a play area</td>
<td>• Wait patiently with hand up to be dismissed</td>
</tr>
<tr>
<td>• Stay within approved areas</td>
<td>• Play in the correct areas</td>
<td>• Keep noise level low</td>
</tr>
<tr>
<td><strong>Self-Responsibility</strong></td>
<td>• Participate in school approved games</td>
<td>• Eat your food</td>
</tr>
<tr>
<td>• Ask permission before leaving an area</td>
<td>• Wear shoes and socks at all times</td>
<td>• Eat only your food</td>
</tr>
<tr>
<td>• Be punctual</td>
<td>• Walk on concrete areas</td>
<td>• Take turns to move towards the bus</td>
</tr>
<tr>
<td>• Accept outcomes for your behaviour</td>
<td>• Sticks stones and pine cones are to remain on the ground</td>
<td>• Respect the privacy of others</td>
</tr>
<tr>
<td>• Encourage others to do the right thing</td>
<td>• Keep stairways clear</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td>• Listen to and follow instructions</td>
<td>• Use equipment safely and appropriately</td>
<td>• Wait patiently with hand up to be dismissed</td>
</tr>
<tr>
<td><strong>Eating Area</strong></td>
<td>• Walk sensibly on stairways</td>
<td>• Leave area immediately after use</td>
</tr>
<tr>
<td>• Eat only your food</td>
<td>• Use toilets during breaks and before school</td>
<td>• Keep noise level low</td>
</tr>
<tr>
<td></td>
<td>• Use tissues when you need them</td>
<td>• Use healthy foods</td>
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<tr>
<td></td>
<td>• Use chair &amp; equipment appropriately</td>
<td>• Use healthy foods</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself</td>
<td>• Use healthy foods</td>
</tr>
<tr>
<td></td>
<td>• Keep stairways clear</td>
<td>• Take your turn to move towards the bus</td>
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<tr>
<td></td>
<td>• Use equipment safely and appropriately</td>
<td>• Respect the privacy of others</td>
</tr>
<tr>
<td></td>
<td>• Walk sensibly on stairways</td>
<td>• Share eating areas</td>
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<tr>
<td></td>
<td>• Ask permission to leave the classroom</td>
<td>• Eat only your food</td>
</tr>
<tr>
<td></td>
<td>• Get permission to leave the classroom</td>
<td>• Take turns to move towards the bus</td>
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<tr>
<td></td>
<td>• Sit still</td>
<td>• Respect the privacy of others</td>
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<tr>
<td></td>
<td>• Enter and exit room in an orderly manner</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td></td>
<td>• Use tissues when you need them</td>
<td>• Wait patiently with hand up to be dismissed</td>
</tr>
<tr>
<td></td>
<td>• Hand over mouth when coughing</td>
<td>• Keep noise level low</td>
</tr>
<tr>
<td></td>
<td>• Ask for other tasks when you have finished work early</td>
<td>• Eat your food – no swapping.</td>
</tr>
<tr>
<td></td>
<td>• Do something that helps your learning while you wait</td>
<td>• Eat only your food</td>
</tr>
<tr>
<td></td>
<td>• Listen to and follow instructions</td>
<td>• Take turns to move towards the bus</td>
</tr>
<tr>
<td></td>
<td>• Be prepared and punctual</td>
<td>• Respect the privacy of others</td>
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<tr>
<td></td>
<td>• Complete set tasks</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td></td>
<td>• Keep work space tidy</td>
<td>• Wait patiently with hand up to be dismissed</td>
</tr>
<tr>
<td></td>
<td>• Be honest</td>
<td>• Keep noise level low</td>
</tr>
<tr>
<td></td>
<td>• Do your best</td>
<td>• Eat only your food</td>
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<td></td>
<td>• Ask for other tasks when you have finished work early</td>
<td>• Take turns to move towards the bus</td>
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<td>• Do something that helps your learning while you wait</td>
<td>• Respect the privacy of others</td>
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<td></td>
<td>• Listen to and follow instructions</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td></td>
<td>• Play in the correct areas</td>
<td>• Wait patiently with hand up to be dismissed</td>
</tr>
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<td></td>
<td>• Share with others</td>
<td>• Keep noise level low</td>
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<tr>
<td></td>
<td>• Be a problem solver</td>
<td>• Eat only your food</td>
</tr>
<tr>
<td></td>
<td>• Return equipment at end of playtimes</td>
<td>• Take turns to move towards the bus</td>
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<tr>
<td></td>
<td>• Report concerns to the duty teacher</td>
<td>• Respect the privacy of others</td>
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<tr>
<td></td>
<td>• Listen to and follow instructions</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td></td>
<td>• Move to your approved areas straight away and sit down</td>
<td>• Wait patiently with hand up to be dismissed</td>
</tr>
<tr>
<td></td>
<td>• Encourage others to do the right thing</td>
<td>• Keep noise level low</td>
</tr>
<tr>
<td></td>
<td>• Bring quiet activities (reading books, colouring, homework) for you to do while you wait</td>
<td>• Eat only your food</td>
</tr>
<tr>
<td></td>
<td>• Listen to and follow instructions</td>
<td>• Take turns to move towards the bus</td>
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<td></td>
<td>• Use toilets during breaks and before school</td>
<td>• Respect the privacy of others</td>
</tr>
<tr>
<td></td>
<td>• Sit in your own area to eat</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td></td>
<td>• Pack healthy foods</td>
<td>• Eat only your food</td>
</tr>
<tr>
<td></td>
<td>• Listen to and follow instructions</td>
<td>• Take turns to move towards the bus</td>
</tr>
<tr>
<td></td>
<td>• Take home uneaten food</td>
<td>• Respect the privacy of others</td>
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<tr>
<td></td>
<td>• Keep your food to yourself</td>
<td>• Share eating areas</td>
</tr>
<tr>
<td></td>
<td>• Sit in your own area to eat</td>
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<tr>
<td></td>
<td>• Take home uneaten food</td>
<td>• Respect the privacy of others</td>
</tr>
</tbody>
</table>
Tier 1 ‘Universal’ Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Goodwood 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 prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Lessons and reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Leadership / SWPBS team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Goodwood State School’s 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.

Reinforcing expected school behaviour

At Goodwood State School communication of our key messages about behaviour is backed up through reinforcing ‘instructional feedback’ for students engaging in expected school behaviour. The system of ‘instructional feedback’ includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

On a day to day basis, good behaviour of students can be acknowledged by praise and verbal positive feedback. By giving stickers / stamps / tickets / points or other reward systems. As situations arise, acknowledgement may be made by giving a worthy student a desirable task, e.g.: prepare the oval for a game.

Weekly Acknowledgement such as prizes, earned free time and computer time are offered to acknowledge the efforts/behaviour of individual students or groups. Weekly meritorious awards are presented at school parade to acknowledge the achievements of individual students. Sharing of accomplished work to acknowledge the success of students at school weekly parade and through inter-class presentations.

Semester Acknowledgement such as outings, excursions and end of term class celebrations reward and celebrate commitment to school work and behaviours.
Annually the Principal Star Awards are presented at the end of year for the most consistent students in a year level for each of the following:

- Consistent application of all school rules (respect, effort, safety, self-responsibility)
- Kind, polite and caring to everyone
- Always cooperative and seeks opportunities to help others

**Responding to unacceptable behaviour**

**Tier 1 ‘Universal’ behaviour support:**

*Re-directing low-level (minor) and infrequent problem behaviour*

Staff at Goodwood State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. ‘Pre-correction’ and ‘prompts’ are examples of preventative strategies. ‘Least intrusive’ strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. ‘Most intrusive’ strategies include redirections, giving choices and following through, and removal to time out / reflection area for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Respectfully, with more Effort, with more Safety, and with more Self-Responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Major problem behaviours are referred to the Principal.

**Tier 2 ‘Targeted’ behaviour support:**

Each year a number of students at Goodwood State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.
**Tier 3 ‘Intensive’ behaviour support:**

Goodwood 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. School staff:

- work with other staff members to develop appropriate behaviour support strategies;
- seek support of Guidance Officer Intensive Behaviour Support to develop an Individual Behaviour Plan
- monitor the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student;
- work with the SWPBS / PBL Leadership Team to achieve continuity and consistency;
- facilitate a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan if needed;
- identify flexible / alternative learning options;
- organise referrals to regional behaviour support resources.

If necessary, the school Leadership team also includes individuals from other agencies already working with the student and their family, the Teaching Principal and regional behavioural support staff.

**Physical Restraints: (Individual Plan)**

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
  - use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
• complete the required documentation following a physical restraint
• employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
• establish a regular review process to monitor effectiveness of planned strategies and procedures.

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.

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 responding emotionally.

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 unacceptable behaviour.

5. 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 and Restraints – Immediate or Emergency Response

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; or
• posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Goodwood 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.

Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student’s physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

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 and the underlying function of the behaviour.

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

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless severe; and
- 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.

Debriefing
Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

**Record Keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx) online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report (*Appendix 5*)
- Debriefing Report (*Appendix 6*)

### 6. Consequences for unacceptable behaviour

Goodwood 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. Behaviours are monitored through the use of *One School* where incidences are recorded. A copy of the parent notification letter is kept to record all multiple minor and major problem behaviours (*Appendix 4*).

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (*Appendix 1*);
- Procedures for Preventing and Responding to Incidents of Bullying (*Appendix 2*); and
- Appropriate Use of Social Media (*Appendix 3*).
- Work together to keep knives out of school (*Appendix 7*)

**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 the Teaching Principal.

**Minor** behaviours are those that:

- are minor breeches 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; and
• do not require involvement of specialist support staff or the Teaching Principal.

Minor problem behaviours may result in the following consequences:

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

Major behaviours – Multiple Incidents of Minor Behaviour are those that:
• follow the recording of three minor behaviours.

Major behaviours – Single Incident - are those that:
• significantly violate the rights of others;
• put others / self at risk of harm; and
• require the involvement of school the Teaching Principal.

Major behaviours – Levels One and Two

When major problem behaviours (either level 1 or 2) occur, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour and consequences.

**Time Out:** Loss of play time

Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviour
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These include:

- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:
- developmental stage of the student
- any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students ‘out of class’
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

**Major behaviours – Levels Two and Three**

**Major** behaviours may result in an immediate referral to the Teaching Principal because of their seriousness. The staff member completes escorts the student to the Teaching Principal or calls for assistance. The staff member completes a time out or internal suspension letter which is sent home and a copy is kept for school records.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in Teaching Principal’s classroom, alternate lunchtime activities, Time Out, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 ‘Targeted’ behaviour supports
  
  AND/OR

- **Level Two:** Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school:

  AND/OR

- **Level Three:** 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.

Detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

**Student Disciplinary Absences** are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

The following table outlines examples of minor and major problem behaviours: *(ALIGN WITH MATRIX – major and minor Oneschool behaviour definitions and examples)*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
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<td></td>
<td>• Not walking bike in school grounds</td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
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<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
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<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (for example, pushing and shoving)</td>
<td></td>
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<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Possession or selling of drugs</td>
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<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td>• Weapons including knives and any other items</td>
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<td></td>
<td></td>
<td>which could be considered a weapon being taken</td>
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<tr>
<td></td>
<td></td>
<td>to school</td>
</tr>
<tr>
<td>Other</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and</td>
</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members 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 Goodwood State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
7. **Network of student support**

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

- Parents
- Teachers
- Support Staff
- Teaching Principal
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain/Student welfare worker

External 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

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.

Goodwood 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
10. Related policies and procedures

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

11. Some related resources

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

Endorsement

Principal  P&C President  / School Council President

Effective Date: 1 January 2016 – 31 December 2018
Appendix 1

The use of personal technology devices* at school

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

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Students who use devices on the bus must present them to the Teaching Principal immediately on arrival at school. Otherwise devices will be confiscated by school staff. Items may be collected at the end of the day from the Teaching Principal. 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 Teaching Principal at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

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 Goodwood 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 Teaching Principal.

*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, IPods® and devices of a similar nature.*

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### Appendix 2

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

**Purpose**
Goodwood 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 at Goodwood 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 Goodwood 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 Goodwood 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
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 Goodwood 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 4 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.

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

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.

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.

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 Goodwood 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’.

Goodwood 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

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

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

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

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

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

Goodwood 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.

Goodwood 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, Goodwood State School expects its students to engage in positive online behaviours.
Date: ………………………….

Dear: ……………………………

Today ………………………………….  was placed on Time Out.

Time Out is one of the consequences in managing children’s behaviour at our school. Time Out is the loss for their break/free time during lunch period or morning tea. During Time Out students continue unfinished work or complete handwriting activities.

For the benefit of all children in our school we need to ensure that students demonstrate appropriate work and behaviour standards.

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Dear: ……………………………

Today ……………………………. has been placed on ………… days of Internal Suspension.

Internal Suspension is one of the consequences in managing children’s behaviour at our school. This means that the student attends school and participates in lessons as normal and has no free time. All break/free time is spent continuing activities like unfinished work or handwriting.

For the benefit of all children in our school we need to ensure that students demonstrate appropriate work and behaviour standards.

……………………. has been placed on Internal Suspension because ……………………

…………………………………………………………………………………………………

Time of incident……………………………..Location of incident…………...…………………

If you would like to discuss your child’s inappropriate behaviour, please contact the school to organise an appropriate meeting time. It would be appreciated if you could discuss this behaviour with your child to promote responsible and appropriate behaviour in the future.

Thank you for your support and commitment to ensuring our school is a safe and positive environment for all children.

Yours faithfully,

Steve Coleman
PRINCIPAL

_________________________

Confirmation of Receipt of Letter (please return to school)

Internal Suspension letter for (student name) …………….….. received (date) …………………
Signed: ……………………………….. Name: …………………………………………..

Appendix 5

Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date and Time Report Completed</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Details of Student / s</th>
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<tbody>
<tr>
<td>Name</td>
<td>Class</td>
</tr>
<tr>
<td>Name</td>
<td>Class</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of Staff involved in Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
</tbody>
</table>
### Reason for restraint
- To cease the physical assault of another student or staff member
- To avert an immediate danger to him/herself or to others
- To avoid serious property damage
- Other

### Details of Incident

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Initial Staff involved
- Behaviours preceding restraint
- Restraint Location
- Type and Duration of Restraint
- Student Removed to

### De-Escalation Strategies Used Prior to Restraint
- Distraction
- Change of face, place, activity
- Offer choices
- Cool down time, place
- Offer to talk
- Reassurance

### Physical Condition of Student Before Restraint

- Physical Condition of Student After Restraint

### Details of Any Injury

- Injury to Student: Yes ☐ No
- Incident Report Completed: Yes ☐ No

- Injury to Staff: Yes ☐ No
- Incident Report completed: Yes ☐ No

- Details of Injury

- Details of Damage

### Details of Trauma

### Notifying Procedures

- Incident Reported to

- Parent / Carer Contacted

- Name
- Time and Date

- Student/s: Post Incident Discussion / Debrief

- Location
- Time and Date

- Present

- Details

- Staff: Post Incident Discussion / Debrief

- Location
- Time and Date

- Present

- Details
### Follow Up Report – to be completed by Form Recipient

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Follow up Call</td>
<td>Made by:</td>
<td>Made to:</td>
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<td></td>
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<tr>
<td>2. Post Investigation</td>
<td>Necessary ○ Not</td>
<td>Completed by:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Damage Repair</td>
<td>Necessary ○ Not</td>
<td>Organised by:</td>
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<tr>
<td>4. Entered on MYHR / WHS</td>
<td>Necessary ○ Not</td>
<td>Completed by:</td>
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<tr>
<td>5. Entered on OneSchool</td>
<td>Necessary ○ Not</td>
<td>Completed by:</td>
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<tr>
<td></td>
<td>As Contact</td>
<td>Completed by:</td>
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<td></td>
<td>As single student incident</td>
<td>Completed by:</td>
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<td></td>
<td>As multiple student incident</td>
<td>Completed by:</td>
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<tr>
<td>6. Other Forms completed</td>
<td>Debrief Report</td>
<td>Physical restraint / Intervention record</td>
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<td>Signed:</td>
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**Appendix 6**

**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).

Appendix 7

Working together to keep Goodwood State School safe - possession / use of knives at school

We can work together to keep knives out of school. At Goodwood State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.
What kinds of knife are banned?

- You are not allowed to have type of knife at school including:
  - Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
  - Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Goodwood State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them

How can parents help to keep Goodwood State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.

Referenced at