Regents Park
State School

Responsible Behaviour Plan
for Students

2013 - 2016
1. Purpose

Regents Park SS 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 for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and Data Review

Regents Park SS developed this plan in collaboration with our school community. To address the area of consultation and response to data Regents Park SS uses a number of approaches. Our consultation and data review process includes:

- Parent survey
- Student survey
- Staff survey
- Review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents

The data gathered provided valuable insight into parent, student and staff priorities and expectations regarding Behaviour Management at Regents Park State School. The Plan was endorsed by the Principal, the President of the P&C, and the Principal’s Supervisor.

3. Learning and Behaviour Statement

All areas of Regents Park SS 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 Regents Park SS 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:
Regents Park School Wide Expectations

- **Safety**
  @regentspark.we... demonstrate safety when we conduct ourselves with care and responsibility

- **Teamwork**
  @regentspark.we... demonstrate teamwork when we work and play cooperatively

- **Achievement**
  @regentspark.we... demonstrate achievement when we are prepared and willing to participate in all areas of schooling

- **Respect**
  @regentspark.we... demonstrate respect when we speak and behave in a considerate and well-mannered way

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 Regents Park SS 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.

The School-Wide Behaviour Support system at Regents Park SS was designed to achieve the following:

- Set high expectations for the behaviour of all students.
- To establish a positive behaviour culture valued across the school and the community.
- To provide all students with a system that demonstrates consistency, equity, and transparency for all classes and year levels.
- Encourage and motivate students to strive for excellence with their behaviour.
- Acknowledge, reward and celebrate students who consistently follow the school rules.
- Set consistent and logical consequences for students who do not follow the school rules.
- Improve the communication between school and home to ensure parents and carers are informed regularly about both positive and negative behaviour.

As a school we facilitate this when we:

- Dedicate a section of the school newsletter, Platychat, to school wide behaviour expectations, enabling parents to be actively and positively involved.
- Prioritise and support the School Wide Positive Behaviour Support team members’ regular provision of information to staff and parents.
- Provide comprehensive induction sessions of the Regents Park SS STAR system for all new members of our school community.
- Encourage community involvement in a widening range of school activities.
• Mentor new staff to assist in the development of behaviour management techniques, knowledge of curriculum and resources to promote quality teaching and learning practices.
• Devise plans and programs to promote the school and enhance its reputation.
• Build positive partnerships with the whole school community and support agencies contributing to establishing and maintaining positive behaviour;
• Consider both the individual circumstances and actions of the student and the needs and rights of school community members in determining responses to inappropriate student behaviour.
• Develop specific policies to address:
  o The Use of Personal Technology Devices at school
    APPENDIX A
  o Procedures for Preventing and Responding to incidents of Bullying (including Cyberbullying)
    APPENDIX B

Specific school wide behaviours have been identified and linked to our four school-wide expectations.

APPENDIX C

These expectations are communicated to students via a number of strategies, including:
• Behaviour lessons conducted by classroom teachers;
• Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

The Regents Park SS STAR System delivered to all staff provides detailed lesson plans to support student capacity and ensure school wide clarity of expectation.

Explicit lessons taught and reinforced school wide:
• Do our job
• Use manners
• Are punctual
• Listen to others
• Follow all instructions and cues
• Take turns
• Share
• Ask for help / help others
• Keep hands and feet to self
• Include others
• Borrow appropriately
• Treat environment considerately
• Toilet responsibly

School wide routines taught and reinforced to students:
• Lining up
• Assembly
• Eating areas
• Tuckshop
• Supervised school movement
• Independent school movement
• Undercover play
• Oval
• Gate
• Bus
Reinforcing expected school behaviour
At Regents Park SS, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Positive Reinforcement
Regents Park SS is an SWPBS school in implementation phase. Collaboratively with our school wide community we have developed a STAR System based on our school values. Student behaviour is acknowledged verbally and non-verbally throughout the school day in both classroom and non-classroom areas. The accumulation of ‘STARS’ is recorded and tracked for every student.

@regentspark.we...are STARS
The STAR System operates on acknowledgement of desired behaviours on a series of STAR cards. (APPENDIX D) Each term all students commence the term on STAR card 1. Regents Park staff acknowledge desired behaviours when verbally labelling the desired demonstrated behaviours and by placing a stamp in a box on the student’s STAR card.
In the playground, during specialist lessons and during transition, staff acknowledge students demonstrating desired behaviours when they verbally label the demonstrated desired behaviours and distribute laminated stars. (APPENDIX D) Students exchange the laminated cards in the classroom for a STAR stamped onto their STAR card.
Printed on the back of each STAR card is a certificate of achievement. Upon completion of each STAR card the certificate on the back is completed, the student achievement is recorded on the STAR ‘tracking’ document (APPENDIX E) in each classroom and the card is then sent home to allow students to share and celebrate their achievements with their families.

Throughout the term every student progresses through the STAR cards. Upon completion of STAR Card 3, this positive behaviour acknowledgment is recorded on OneSchool and the students are awarded a STAR Certificate generated from OneSchool. When students complete their 4th STAR card their details are scribed onto a shining cardboard star and displayed in the foyer of the Administration. The Shining STARS remain on the display board for the remainder of the term and are sent home at end of term.

If a student completes all 5 STAR cards within the term they progress onto a Shooting STAR Card. This card has 100 opportunities for acknowledgement. If not completed within a term the teacher holds it until the following term. When Shooting STAR Cards are completed students receive a RPSS STAR pin. There are 3 STAR pins for students to earn: bronze, silver and gold. Pins are awarded on assembly and parents are invited to attend and celebrate their child’s success. A Principal’s morning tea is held for recipients of the pins awarded on assembly.
Visual process of system – APPENDIX G
Targeted Behaviour Support

Each year a number of students at Regents Park SS are 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.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Regents Park SS we follow a Response to Inappropriate Behaviour flow chart. APPENDIX H

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 use the Essential Skills for Classroom Management. Staff are encouraged to use a range of least to most intrusive management strategies to assist students to demonstrate expected school behaviour. It is designed to facilitate a change in their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to guide the student to identify how they might demonstrate STAR behaviour. 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.

Intensive Behaviour Support

Regents Park SS is committed to educating all students, including those with the highest behavioural support needs. Each year students can be identified through data analysis as students who may require 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.

We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. At Regents Park SS we;

- Are implementing a pilot learning engagement and behaviour support role – Behaviour Enhancing Learning Leader
- Work with all staff members to develop appropriate behaviour support strategies.
- Monitor the impact of support for individual students through continuous data collection
- Make informed adjustments as required for the student,
- Utilise the skill and expertise of the school based staff and
- Work with the Behaviour Advisory Team to achieve continuity and consistency.

Following the school’s referral process a child can be identified with behaviour support needs, the Behaviour Enhancing Learning Leader will contact and coordinate parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from agencies already working with the student and their family, a representative from the school’s administration team, possibly the Guidance Officer and/or the school’s allocated Behaviour Enhancing Learning Leader. Collaboratively a plan will be written to support the student with the aim of facilitating behavioural change and maximising student learning engagement.
5. Consequences for unacceptable behaviour

Regents Park SS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When acceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form is used to record demonstration of all ongoing minor behaviours and incidents of major problem behaviour.

APPENDIX I

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem 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 Administration team

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 the pattern of problem behaviours
- do not require involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences:
- 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 meetings with the student, apology, restitution or make up time for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour the student is displaying,
  2. asks the student to name the expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgment for expected school behaviour
- an office discipline referral for ongoing demonstration of minor problem behaviours

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When a major problem occurs, staff members calmly state the major problem behaviours and remind the student of expected school behaviour. The staff member then fills out the office referral form and escort the student to Administration.

Major problem behaviours may result in the following consequences:
- Level One: Time in office, removal to planning room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to alternate school based programs.
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school

- **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.

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

<table>
<thead>
<tr>
<th>Area</th>
<th><strong>Minor</strong></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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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Serious physical weapons</td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Fighting</td>
</tr>
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<td></td>
<td>• Not playing school approved games</td>
<td></td>
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<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
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<tr>
<td>Physical contact</td>
<td>• Minor physical contact (e.g., pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Leaving class without permission (out of sight)</td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (e.g., lateness after breaks)</td>
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</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td></td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
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<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time without</td>
<td>• Use of a mobile phone in any part of the school for voice</td>
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<td></td>
<td>authorisation (written permission from an authorised staff member)</td>
<td>mail, email, text messaging or filming purposes without</td>
</tr>
<tr>
<td></td>
<td>• Petty theft</td>
<td>authorisation</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td></td>
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<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
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<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
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<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>

NB: * Note that on some occasions the minor incidents may be dealt with by class teachers, or Administration – depending on the severity, or number of occurrences.
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour – STAR Behaviour
- explain how their behaviour differs from expected STAR 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 STAR behaviour.

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

At Regents Park SS staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or 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 Regents Park SS’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
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- One School
- Incident Report –APPENDIX J
- Debriefing report – APPENDIX K
7. Network of student support

Students at Regents Park SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Behaviour Enhancing Learning Leader
- Guidance Officer
- Behaviour Advisory Team
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

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

- Disability Services Queensland
- Early Years Centre – Benevolent Society
- Child Youth and Mental Health
- SPOT 4 Kids
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

At Regents Park SS, consideration will always be given to the circumstances of individual students in special situations, e.g. Students with special needs (pursuant to Individual Education Plans, Education Adjustment Plans and/or Multi-elemental Behaviour Support Plans), Students in Care of the State and Refugee Students who attend our school.

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.

Regents Park SS considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment, responsive to the diverse needs of all 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 socioeconomic 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
**Endorsement**

<table>
<thead>
<tr>
<th>Principal</th>
<th>P &amp;C President</th>
<th>Principal’s Supervisor</th>
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<td>Or Chair, Student Council</td>
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**Date effective:**

1 January 2013 – 31 December 2015
APPENDIX A

The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the office in the morning and collected at 3:00pm.

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 Regents Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students who require the use of a personal assistive 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.

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
APPENDIX B

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

Purpose

 Regents Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

 There is no place for bullying in Regents Park 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.

 Bullying behaviours that will not be tolerated at Regents 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
- young carers or children in care.

 At Regents Park 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

- 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.

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

Prevention

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

- Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Regents Park 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’.
Bullying...Just stop it!

- Regents Park have identified 5 types of bullying – verbal, physical, psychological, social and cyber.
- Every year we participate in the National Day of Action Against Bullying and Violence. We embrace the key theme to complement our ongoing work to counter bullying.
- We take this opportunity to conduct schoolwide lessons using resources developed through the initiative to raise student awareness. We educate students about the types of bullying and assist individuals to identify strategies to manage potential situations in both the victim and bystander roles.
- It is the long term aim of Regents Park State School to foster a school culture based on positive values and supportive relationships. We use a shared language and understanding to instil confidence and trust necessary to approach bullying.

@regents.park.we...do the high 5

<table>
<thead>
<tr>
<th>Ignore</th>
<th>Walk away</th>
<th>Talk friendly</th>
<th>Talk firmly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretend you didn’t hear</td>
<td>Stand tall</td>
<td>Use a calm voice</td>
<td>Use a firm voice</td>
</tr>
<tr>
<td>Avoid eye contact</td>
<td>Hold your head up high</td>
<td>Maintain eye contact</td>
<td>Tell them to ‘Stop’</td>
</tr>
<tr>
<td>Think positive statements</td>
<td>Avoid eye contact</td>
<td>Look confident</td>
<td>Repeat ‘I’ statement</td>
</tr>
<tr>
<td>Keep busy doing something</td>
<td>Look ahead</td>
<td>Maintain close body proximity</td>
<td>e.g. ‘Stop it, I don’t like it’</td>
</tr>
<tr>
<td>Count to 5 in your head</td>
<td>Walk confidently</td>
<td>Use ‘I’ statements</td>
<td>Tell them you are going to tell</td>
</tr>
<tr>
<td>Take 3 calming breaths</td>
<td>Walk to a crowded place</td>
<td>e.g. ‘I feel...when you...because...’</td>
<td>someone</td>
</tr>
</tbody>
</table>

Tell...tell, tell, tell until somebody listens!

REMEMBER: Nothing is so bad you cannot talk about it!
How?

<table>
<thead>
<tr>
<th>Stay calm</th>
<th>Keep yourself safe</th>
<th>Talk firmly</th>
<th>Get help</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take deep breaths</td>
<td>• Keep hands and feet to yourself</td>
<td>• Use a firm calm voice</td>
<td>• Tell, tell until someone listens</td>
</tr>
<tr>
<td>• Relax</td>
<td>• Avoid language that may encourage the bully</td>
<td>• Only talk about the inappropriate behavior</td>
<td>e.g. teacher on duty or class teacher</td>
</tr>
<tr>
<td>• Refuse to join in bully behavior</td>
<td>• Stand clear of danger</td>
<td>• Think about what you will say</td>
<td>• Have all the information…</td>
</tr>
<tr>
<td>• Keep your comments to yourself</td>
<td>•</td>
<td>• Only say what you need to</td>
<td>WHERE did it happen?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use the language</td>
<td>WHO is involved, names,</td>
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<td></td>
<td>e.g. ‘You need to … I need to tell…’</td>
<td>grades, witnesses?</td>
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<td>WHAT happened?</td>
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<td></td>
<td>WHEN did it happen?</td>
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</tbody>
</table>

**Befriend the victim**

- Ask – are you OK?
- Assist the victim to access a teacher / first aid
- Check on them regularly to see if there have been any further incidents

**REMEMBER:** Nothing is so bad you cannot tell somebody about it!

- Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Regents Park State School will investigate and respond to any incident of cyberbullying.

- Regents Park State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
<table>
<thead>
<tr>
<th>SCHOOL SETTINGS</th>
<th>SCHOOL WIDE EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SAFETY</td>
</tr>
<tr>
<td></td>
<td>We demonstrate safety when we conduct ourselves with care and responsibility.</td>
</tr>
<tr>
<td>All Settings</td>
<td>Be in the right place at the right time doing the right thing – Follow instructions Walk on all pathways around the school Walk directly to and from destination Mobile phones to be checked in at the office before school Use all school equipment in a safe and appropriate way Keep hands, feet, bodies and fluids to self School movement – lanyards / late slips / early departures</td>
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<tr>
<td>Learning</td>
<td>Follow the classroom routines Share school equipment Listen and accept opinions of others Encourage all learners Have a go Share leadership roles – taking turns Actively listen</td>
</tr>
<tr>
<td>Environments</td>
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<tr>
<td>Playground</td>
<td>Wear appropriate &amp; sun safe attire – hats / shoes Students share school equipment during lunch break Follow safety routines on play equipment Follow all instructions and cues promptly</td>
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<tr>
<td>Transitioning</td>
<td>Messages Lining up to transition Bus area Gate</td>
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<tr>
<td>Eating Areas</td>
<td>Eating sensibly Remain seated while eating Eat own food Sit in class rows / lines Put rubbish in the bin Leave when dismissed by duty teacher</td>
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<tr>
<td>Tuckshop</td>
<td>Line up sensibly Line up quietly Purchase food only for self - allergies</td>
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<tr>
<td>Administration</td>
<td>Wash and dry hands Use soap Lock doors Flush toilet</td>
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<tr>
<td>Toilets</td>
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<tr>
<td>Off Site</td>
<td>Follow instructions given by all supervisors Be easily identifiable in appropriate uniform Wear appropriate school approved non uniform attire Be aware of surroundings</td>
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</table>
## STAR Tracker

### Term 1

@regentspark.we ... reach for the stars!

<table>
<thead>
<tr>
<th>Name</th>
<th>Star Card 1</th>
<th>Star Card 2</th>
<th>Star Card 3</th>
<th>Star Card 4</th>
<th>Star Card 5</th>
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</table>
We acknowledge students demonstrating expected behaviours verbally and non-verbally.

- In the classroom – we use a self-inking STAR stamp directly onto individual student STAR cards.
- In the playground – we issue STAR tokens.
- Tokens are then returned to the classroom teacher who then exchanges the playground STAR for a STAR onto the STAR card.

<table>
<thead>
<tr>
<th>Name</th>
<th>Star Card 1</th>
<th>Star Card 2</th>
<th>Star Card 3</th>
<th>Star Card 4</th>
<th>Star Card 5</th>
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</table>

Completion of individual STAR cards are monitored on the STAR Tracker.

- 3 completed STAR cards = **STAR Certificate**
- 4 completed STAR cards = **Shining STAR in office foyer**
- 5 completed STAR cards = **STAR Club + SHOOTING STAR CARD**

Completion of first of 5 STAR cards and 1st SHOOTING STAR CARD
= **Bronze STAR pin and Principal’s morning tea**

Completion of second set of 5 STAR cards and 2nd SHOOTING STAR CARD
= **Silver STAR pin and Principal’s morning tea**

Completion of third set of 5 STAR cards and 3rd SHOOTING STAR CARD
= **Gold STAR pin and Principal’s morning tea**
RPSS Response to inappropriate behaviour

**APPENDIX H**

**Level 1 - Infrequent Low Level Behaviour**
- Managed by class teacher using Essential Skills

**Level 2 - Repeated Low Level Behaviour**
- Managed by class teacher using Essential Skills
- Classroom Time Out 5 mins
- Teacher keeps Anecdotal records

**Level 3** **Repeated Low Level Behaviour**
- **Manage** - Classroom Time Out - 10 mins
- Class teacher records on OneSchool AND notifies parent via phone or note

**Level 4**
- Manage - Student goes to time class for 30 minutes - completes planning sheet and returns to class
  (Use 'Time Out Class' sheet to notify 'Time Out Teacher')
- Class teacher records on OneSchool AND notifies parent via phone or note

**Level 5**
- Complete Classroom Behaviour (blue form) & send to Admin OR enter incident on OneSchool & refer to Admin
- DP / Principal manages incident, records on OneSchool & notifies teacher & parent of response

**PROCESS IN BRIEF**
- Level 1, 2, 3 and 4 Behaviours: Class Teacher - MANAGE → RECORD → NOTIFY PARENTS
- Level 5: Behaviours: DP / PRINCIPAL - MANAGE → RECORD → NOTIFY PARENTS
## OFFICE DISCIPLINE REFERRAL

<table>
<thead>
<tr>
<th>Student name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher making report</td>
<td>Date</td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
</tbody>
</table>

- ☐ CLASSROOM
- ☐ PLAYGROUND
- ☐ Roll class
- ☐ English
- ☐ Specialist

Specify area___________________________

### STAR BEHAVIOUR CONCERN

- ☐ SAFETY
- ☐ TEAMWORK
- ☐ ACHIEVEMENT
- ☐ RESPECT

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>TEAMWORK</th>
<th>ACHIEVEMENT</th>
<th>RESPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td></td>
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</tbody>
</table>

Requiring immediate management

Provide factual details of incident

______________________________________________________________

______________________________________________________________

______________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
# APPENDIX J

## Incident Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

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

**Where was the student when the incident occurred?**

**Who was working with the student when the incident occurred?**

**Where was staff when the incident occurred?**

**Who was next to the student when the incident occurred?**

**Who else was in the immediate area when the incident occurred?**

**What was the general atmosphere like at the time of the incident?**

**What was the student doing at the time of the incident?**

**What occurred immediately before the incident? Describe the activity, task, event.**

**Describe what the student did during the incident.**

**Describe the level of severity of the incident. (e.g. damage, injury to self/others)**

**Describe who or what the incident was directed at.**

**What action was taken to de-escalate or re-direct the problem?**

**Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).**
Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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