Kruger State School

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

REVISED 2013
1. Purpose

Kruger 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 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

Kruger State School developed this plan in collaboration with our school community. Aspects of this plan have been discussed with parents, staff and students in various forums during 2013.

A review of the important data-sets for this school, relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents, including bullying and cyber-bullying has been undertaken. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Kruger State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide organisational and management framework is based on a school-wide approach to Positive Behaviour Support. Our resource tool to further support this is our Management and Operational Framework Folder.

Our Responsible Behaviour Plan outlines our system for teaching and scaffolding positive behaviours, preventing problem behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are accessible to everyone, assisting Kruger 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 expectations to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Respectful
- Best Effort

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Positive Behaviour Support (School-wide)
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Kruger State School we emphasise the importance of explicitly teaching students the learning and social behaviours we want them to demonstrate at school through our focused school-wide Positive Behaviour Support lessons every week. These lessons are developed from our ongoing and targeted data collection and analysis of student behaviour, hot spots and key social skills. We also develop and provide booster sessions twice a year to ensure students and teachers are given time to teach/learn academic/social routines/procedures before engaging in academic learning. Communicating our Kruger Team expectations is a form of universal behaviour support - a strategy designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour, for every student every day.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The school-wide “Kruger Team” Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in our targeted school settings.

<table>
<thead>
<tr>
<th>Everywhere</th>
<th>Classroom</th>
<th>Playground</th>
<th>Transition</th>
<th>Out of School</th>
</tr>
</thead>
</table>
| BE SAFE    | • Right place at the right time  
• Use hands, feet and objects appropriately  
  “Kind Hands, Rough Hands”  
• Follow the expectations  
• Sit safely  
• Walk safely  
• Use ‘Stop, Walk, Talk’ or ‘Enough, Time-out, Talk’  
• Stay in supervised areas | • Move around the room safely  
• Keep table and chair legs on the floor  
  “Four on the floor”  
• Take notice of what is happening around you  
• Wear a hat and sun-safe clothing  
• Walk on concrete | • Use paths, when possible  
• Walk at a sensible pace | • Follow road rules  
• Avoid danger – walk directly to and from school/car/bus |
| BEST EFFORT | • Be prepared for school activities  
• Have a go  
• Be brave  
• Set attainable goals  
• Ignore distractions | • Take responsibility for your learning  
• Ask appropriate questions | • Be a team player  
• Strive to improve | • Avoid detours  
• Line up on the bell  
• Stay in line | • Represent the school with pride at all times |
| BE RESPECTFUL | • Follow adult instructions immediately  
• Listen to others  
• Speak politely  
• Use manners (please & thankyou)  
• Avoid disrupting others  
• Knock and wait before entering a room | • Help the teacher and peers when required or necessary  
• Use an inside voice (Spy Talk/Whisper) | • Be a good sport  
• Play fair  
• Encourage others  
• Share play areas and equipment  
• Use toilets appropriately | • Walk quietly and sensibly around school grounds  
• Wait patiently and quietly when lining-up for class, specialists or tuckshop |
These expectations are communicated to students via a number of strategies, including:

- Positive Behaviour Support lessons conducted by classroom teachers every week;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Modelling of expectations by all staff: teaching, office, grounds, tuckshop, cleaning, administration and crossing supervisors.
- The ongoing development of visual reminders – murals around our school grounds.
- In class visits from administration
- Classroom Visual Resources:
  - Kruger Team Poster
  - Expectation Posters
  - Teaching Expectation Matrix Poster
  - Classroom Behaviour Posters
  - Traffic Light Posters and Process Posters
  - Break Space Posters
  - Focus of the week Posters
  - Gotcha Displays and trackers
- PBS resources on G:Drive – videos, lessons, teacher developed resources, readings
- The school community is made aware of these aspects of the Responsible Behaviour Plan through various means of communication: parent meetings, enrolment meetings, enrolment packages, parent handbook, school website and school newsletters
Kruger State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Wide Positive Behaviour Support Committee meets regularly to discuss and action pertinent school-based behaviour issues, analysis school data, develop specific programs and responses to challenges within our school and provide regular feedback to staff.
- Comprehensive ongoing Staff Induction existing staff and new staff members are informed about the school’s Kruger Team Expectations, Student Management practices and Responsible Behaviour Plan for Students.
- Professional Development in behaviour strategies, PBS understanding and alignment to policy across the school.
- Individual learning plans are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Chaplaincy Program
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1)
  - procedures for preventing and responding to incidents of bullying (including cyber-bullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3)
  - procedures regarding the use of social media in school (Appendix 4).

Reinforcing expected school behaviour
At Kruger State School communication of our key messages about behaviour is supported through our reinforcement systems, which provides students with feedback for engaging in expected school behaviour. School wide 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. Kruger State School engages with a number of Tiered strategies for recognising and reinforcing students following the Kruger Team expectations:

### P-3 Positive Behaviour Rewards/ Certificates

<table>
<thead>
<tr>
<th>Parade/Admin</th>
<th>Group Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase Parade Certificates</td>
<td>Whole class Gotchas</td>
</tr>
<tr>
<td>Pride of Kruger – Kruger Team</td>
<td>Whole Class Awards</td>
</tr>
<tr>
<td>Pride of Kruger – Academic</td>
<td>Supply Teacher Double Gotchas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Playground</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gotchas</td>
<td>Early Birds /Teacher of the Day</td>
</tr>
<tr>
<td></td>
<td>Class certificates/Positive Notes home</td>
</tr>
<tr>
<td></td>
<td>Gotchas</td>
</tr>
<tr>
<td></td>
<td>Group Points</td>
</tr>
<tr>
<td></td>
<td>Whole class Gotchas</td>
</tr>
<tr>
<td></td>
<td>Whole Class Awards</td>
</tr>
<tr>
<td></td>
<td>Supply Teacher Double Gotchas</td>
</tr>
</tbody>
</table>

School Wide Recognition:
Each term end in a Celebration Day – based on achieving Gotcha goal of 50 for the term informs attendance to this event. Celebration Days are currently designed by year levels for their students and may include (but not limited to):

- Movie Day
- Discos
- Themed activities from C2C units
- Art workshops
- Obstacle course/games rotations
4-7 Positive Behaviour Rewards/ Certificates

Parade/ Admin
- Phase Parade Certificates
- Pride of Kruger – Kruger Team
- Pride of Kruger – Academic
- Super Gotchas Deputy Stars (Yrs4/5 trial)
- Deputy Awards – Super stars
- Deputy Awards – Brilliant Bystanders

Playground
- Gotchas

Classroom
- Gotchas
- Group Points
- Whole class Gotchas
- Whole Class Awards
- Supply Teacher Double Gotchas

Kruger State School’s Gotcha System

Gotchas are used to support, reinforce and reward students positive behaviour with a consistent system throughout the school that involves all staff in the classroom and non-classroom areas. Gotchas are given to students meeting Kruger Team Expectations at a high level. When Gotchas are given the behaviour being rewarded needs to be very explicitly stated and praised.

- Students earn ‘Gotchas’ in both the classroom and the playground for positive behaviours. They collect mini Gotcha tokens which accumulate and are tallied at different junctures.
- For every 25 Gotchas earned, the student receives a certificate (school produced), which is given out during class time by the class teacher. This is then entered on Positive Behaviours One School.
- They also receive (for every 25 Gotchas) 1 SUPER GOTCHA ticket into a raffle that is drawn at a Phase, Year Level or Whole School Parade for a redeemable tuckshop prize.
- EACH TERM –Students aim to collect 50 Gotchas to gain entry into the “GOTCHA” celebration session.

Each term the Gotcha colour changes
**Responding to unacceptable behaviour:**
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**a. Active Supervision – SCAN PROMPT PRAISE**

<table>
<thead>
<tr>
<th>Prevention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Supervision</td>
</tr>
<tr>
<td>Explicit Teaching</td>
</tr>
<tr>
<td>Physical Environment</td>
</tr>
<tr>
<td>Consistent Practices/routines</td>
</tr>
</tbody>
</table>

Our first response for supporting and reducing inappropriate behaviour is PREVENTION. Staff have been given training and specific strategies in ensuring that inappropriate behaviour are kept small and manageable via the use of the Active Supervision and Essential Skills for Classroom Management.

- Staff are always on duty – and using Active Supervision to ensure problems are managed effectively and efficiently
- Constantly moving and scanning when walking in the school environment
- Reinforcing and rewarding appropriate Kruger Team behaviours

**b. Re-directing MINOR and INFREQUENT problem behaviour**

If a student exhibits minor and infrequent problem behaviour, the first response of school staff members is to remind the student of the Kruger Team expectation, then monitor the student in using this direction/feedback. As part of the prevention process teachers can offer students the opportunity to practice this with teacher support, using the language “show me” to reinforce the students understanding of the expectation. Students are also provided the opportunity to change their behaviour through the use of Break Space and Buddy Class.

An office referral form, the Orange Card, (Appendix 5) is used to record all major problem behaviour in the classroom. Behaviour incidents in the playground are also reported through Blue Cards (Appendix 5). Both Orange and Blue Card incidences are recorded on OneSchool.

By providing the students with an opportunity to understand the expectation and show their meaning (if required) encourages students to reflect on their behaviour and how this aligns with school expectations.

**c. Junior & Senior Withdrawal Rooms (Blue Rooms)**

In alignment with our school-wide Positive Behaviour Support philosophy Kruger State School has a Blue Room that runs every day during first break and second break. Students who visit the Blue Room are provided with one-on-one support by a teacher so that they can reflect on their behaviour, ensuring that their time in the room is a learning and teaching experience.

Each student completes a reflection task that reinforces Kruger Team acceptable behaviour which helps them to recognise their inappropriate behaviour and understand why it is not acceptable at Kruger State School. Discussion always takes place to allow students to understand other choices they may have made, and
what needs to change to ensure better success at Kruger State School. In our explicit school-wide PBS weekly lessons students are taught strategies to assist them within the playground and classroom environment to reduce conflict. These are based on PBIS anti-bullying lessons of STOP, WALK, TALK (P-3) and ENOUGH, TIME OUT, TALK (4-7). The short sharp specific language and non-verbal hand signals provide students and teachers with clues that the behaviour that is currently occurring is unacceptable and may need support. Another key element to this strategy is BYSTANDER behaviour and how this language can support offenders to disengage from the inappropriate behaviours.

2. Targeted behaviour support: Monitoring Programs

Each year a small number of students at Kruger State School are identified through our data and regular parent contacts 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.

Students identified as requiring Monitoring Programs attend their normal scheduled classes and activities with appropriate adjustments. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out processes and increased opportunities to receive positive reinforcement. Where required, adjustments can be made to the student’s academic support and learning activities.

The Monitoring Program is driven by class teacher and leadership team with some assistance from parents. All staff members are provided with training in the areas of monitoring programs – Green Tracker (Appendix 6), Class Monitoring Sheets (Appendix 7). During this time teachers and leadership team members provide daily/session by session feedback to students and where negotiated to parents about student progress and success.

Students whose behaviour does not improve after participation in the Monitoring Program, or whose previous behaviour indicates a need for specialised intervention, will be identified for more intensive behaviour support.

3. Intensive behaviour support: Student Services

Kruger 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 may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

Some students display difficulty in responding positively to the range of Behaviour Management strategies that are practiced at a school or class level. In these instances, a more specific “Individual Behaviour Plans” may need to be developed, in conjunction with their classroom teacher and/or other school personnel as well as their parents/caregivers.

The Student Services Team or Stakeholder Team can:

- facilitate a Behaviour Assessment for appropriate students – using trackers, data from One School and some basic observational tools;
- work with staff members to develop appropriate behaviour support strategies – specific to the identified reason for inappropriate behaviour;
• monitor the impact of support for the student through ongoing data collection – trackers, observations and parent discussions;
• make and suggest adjustments for the student; and
• work with the teams to achieve continuity and consistency.

The Student Services Team has a referral system in place that is based on data and understanding of current teacher practices. Following a referral, teachers are requested to present their student case, a team member (identified as Case Manager) contacts parents and any relevant staff members to form a Stakeholder Support Team and begin the assessment and support process. In many cases the Stakeholder Support Team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff (if required or available).

The Individual Behaviour Plan will be specific and based on the student’s needs, stakeholder requirements and case managers area of expertise. Many Behaviour Plans would fit within the standard format (Appendix 8), but we are not limited by this format. At times, we may also use Risk Management Plan (Appendix 9).

5. Consequences for inappropriate or unacceptable behaviour

Kruger State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

MINOR and MAJOR behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate 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 inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal BREAK SPACE, individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

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

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. A report of the student’s behaviour is recorded on OneSchool.
### Minor Behaviours

<table>
<thead>
<tr>
<th>Minor Behaviours</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Misconduct</td>
<td>• Low intensity instance of inappropriate language, language such as unsuitable use of words</td>
<td>• Inappropriate tone when answering/ insistent response to instruction/ mated or inferred swearing</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>• Non-serious, but inappropriate physical contact/touching with the hands or feel which does not result in injury</td>
<td>• Pushing/shoving/ spitting/tripping others/horseplay</td>
</tr>
<tr>
<td>Non-compliance with routine</td>
<td>• Brief of low-intensity failure to respond to adult requests</td>
<td>• Talking back/ refusal to follow directions</td>
</tr>
<tr>
<td>Disrespect</td>
<td>• Behaviour which shows contempt for authority</td>
<td>• Rolling eyes/ ignoring instruction/ back chat</td>
</tr>
<tr>
<td>Disruptive</td>
<td>• Low-intensity, but inappropriate disruption/ interference that takes away from the learning environment</td>
<td>• Throwing objects/ repeated noise/ tapping pencils</td>
</tr>
<tr>
<td>Property Misconduct</td>
<td>• Low-intensity misuse of property in a way which it was not designed</td>
<td>• Yelling out/ talking to friends/ persistent talking</td>
</tr>
<tr>
<td>Teasing/ taunting</td>
<td>• Inappropriate comments and/or unwanted verbal, physical, or emotional advances</td>
<td>• Throwing rubbish on the floor/ hiding school equipment</td>
</tr>
</tbody>
</table>

### Major Behaviours

<table>
<thead>
<tr>
<th>Major Behaviours</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Misconduct</td>
<td>• Swearing or curse words directed towards others in a demeaning or provoking manner</td>
<td>• Swearing or cursing words directed toward another person, calling names/ racist remarks</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful messages including negative comments based on race, religion, gender, age, national origin, verbal attacks based on ethnic origin, disabilities or other personal matters</td>
<td>• Swearing directly at a teacher</td>
</tr>
<tr>
<td></td>
<td>• Low intensity misuse of property in a way which it was not designed</td>
<td>• Written or spoken</td>
</tr>
<tr>
<td></td>
<td>• Does not cause physical harm or injury to one’s self or others</td>
<td>• Abusive responses to classmates</td>
</tr>
<tr>
<td>Defiant/ threat to adults</td>
<td>• Constant/bold refusal to follow directions and/or rules combined with an attitude of rebelliousness that challenges/ resists authority/ engaging in a power struggle</td>
<td>• Yelling, verbal defiance, talking back to a teacher</td>
</tr>
<tr>
<td></td>
<td>• Does not cause physical harm or injury to one’s self or others</td>
<td>• Leaving class without permission</td>
</tr>
<tr>
<td>Disruptive</td>
<td>• Behaviour causing an interruption in a class or activity causing the teaching to cease for a prolonged period of time</td>
<td>• Consistent repetition of minor behaviour</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>• Actions involving serious physical contact where injury may occur</td>
<td>• Continue to persist with original misdemeanour</td>
</tr>
<tr>
<td></td>
<td>• Contact with the intent or outcome of causing injury or harm</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>• Students in possession of, having passed on, or being responsible for removing someone else’s property</td>
<td>• Taking money or other possessions</td>
</tr>
<tr>
<td></td>
<td>• Refusal to go to break space/buddy class</td>
<td>• Taking valuable property that belongs to the school</td>
</tr>
<tr>
<td>Bullying/ Harassment</td>
<td>• Student delivers disrespectful messages (verbal or gestured) to another person that includes threats and intimidation, obscene gestures, pictures or written notes</td>
<td>• Bullying/ verbal threats</td>
</tr>
<tr>
<td></td>
<td>• Student participates in an activity that results in substantial destruction or disfigurement and usefulness or property</td>
<td>• Repeated verbal abuse/ sexual comments</td>
</tr>
<tr>
<td></td>
<td>• Engaging in inappropriate physical touching</td>
<td>• Inappropriate touching/ gestures</td>
</tr>
<tr>
<td></td>
<td>• Defacing school property</td>
<td>• Exposing private parts</td>
</tr>
<tr>
<td></td>
<td>• Misuse of equipment (ie fire extinguisher)</td>
<td>• Engaging in inappropriate physical touching</td>
</tr>
</tbody>
</table>

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Administration may use Incident Investigation form to document incident. Students may also be asked to complete this document if they are able to.  (Appendix 10)
The following flowchart outlines the General Procedure for Dealing with Inappropriate Behaviours at Kruger State School. (see over)

**Kruger State School – General Procedure for Dealing with Inappropriate Behaviours: CLASSROOM**

- **MINOR**
  - **REMINDER:** Quiet talk – identify behaviour and reference expectation.
  - **RETEACH:** Quiet talk – re-teach check for understanding and ensure the student can “show you”
  - **PROBLEM SOLVE:** Assist student with expected behaviour through support discussion. “How can I help you?” “What is it that is stopping you from learning?”
  - **BREAKSPACE:** Student is requested to area and follow steps in the time out area – reflection activity. 5-10 MINS only.
  - **BUDDY CLASS:** Student is sent with appropriate card and work to be completed. De-briefed with CT on return. Escorted both ways. Student to transition through BREAK SPACE space and remain on YELLOW until behaviours improves.
    - MIN 15 mins – MAX 30 mins

- **MAJOR**
  - **Ensure safety of others**
  - **Student sent back to classroom**
  - **If student behaviour not improve office referral completed.**
  - **Write office referral & support student to office**
  - **Investigation by admin team**
  - **Administration complete Parent Contact/Meeting**
  - **Determine office consequence**
  - **Follow through with consequences**
  - **Office Referral form sent back to CT for entry onto One School**
  - **Monitor student within a week**

- **SUPER STAR/EARLY BIRD**

---

- **Prevention:**
  - Active Supervision
  - Explicit Teaching
  - Physical Environment
  - Consistent Practices routines
Kruger State School – DRAFT: General Procedure for Dealing with Inappropriate Behaviours: PLAYGROUND

MINOR

Observe inappropriate behavior

REMEMBER: Quiet talk – identify behaviour and refer to expectations

RETEACH: Quiet talk – re-teach and ensure the student can “show you” behaviour

PROBLEM SOLVE: Assist student with expected behaviour through support discussion. “What do you need to do?” “What are the expectations?” “What can you do instead?”

WALK WITH ME: Student is to walk with teacher, collect rubbish, assist teacher. 5-10 MINS only

Is students behaviour improving?

NO

Reinforce appropriate behaviour with Gotchas and Verbal Praise

Blue Room Referral for severe and persistent behaviours

YES

MAJOR

Is behavior major?

NO

Ensure safety of others

Write Blue Card & support student to Blue Room

Investigation by Blue Room

Completion of Blue Room Processes

Student conversations and reflection of inappropriate behaviours

If student does not complete Blue Room then further blue room days are required

Office Referral completed by Blue Room if further investigation is required

Student maybe placed on Green Playground Tracker for further monitoring

BLUE ROOM: Student is informed that they have been given Blue Card for their inappropriate behaviour.

Student takes Blue Card to Blue room or teacher provides to Blue Room teachers.
### Definition of consequences*

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time out</strong></td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</td>
</tr>
<tr>
<td><strong>Break Space</strong></td>
<td>In Break Space, a student will be sent to the designated area in the classroom to reflect on their inappropriate behaviour and then be given an opportunity to re-join class.</td>
</tr>
<tr>
<td><strong>Buddy Class</strong></td>
<td>A student may be sent to a Buddy Class, if they have already been to Break Space but their behaviour, when they re-joined the class, has not improved.</td>
</tr>
<tr>
<td><strong>Office</strong></td>
<td>A student, who is sent to a Deputy from the classroom with an “Orange Card”, can have time-out in the office as part of his/her consequence.</td>
</tr>
<tr>
<td><strong>Detention</strong></td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</td>
</tr>
<tr>
<td></td>
<td>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td><strong>Blue Room</strong></td>
<td>A student may have a Blue Room detention for inappropriate behaviour during lunch breaks.</td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of Kruger State School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences (SDA)

<table>
<thead>
<tr>
<th>Absence Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suspension</strong></td>
<td>A principal may suspend a student from school under the following circumstances:</td>
</tr>
<tr>
<td></td>
<td>▪ disobedience by the student</td>
</tr>
<tr>
<td></td>
<td>▪ misconduct by the student</td>
</tr>
<tr>
<td></td>
<td>▪ other conduct that is prejudicial to the good order and management of the school.</td>
</tr>
<tr>
<td><strong>Behaviour Improvement Condition</strong></td>
<td>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</td>
</tr>
<tr>
<td></td>
<td>A <em>Behaviour Improvement Condition</em> requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:</td>
</tr>
<tr>
<td></td>
<td>▪ reasonably appropriate to the challenging behaviour</td>
</tr>
<tr>
<td></td>
<td>▪ conducted by an appropriately qualified person</td>
</tr>
<tr>
<td></td>
<td>▪ designed to help the student not to re-engage in the challenging behaviour</td>
</tr>
<tr>
<td></td>
<td>▪ no longer than three months.</td>
</tr>
<tr>
<td><strong>Proposed exclusion or recommended exclusion</strong></td>
<td>A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</td>
</tr>
<tr>
<td></td>
<td>▪ disobedience</td>
</tr>
<tr>
<td></td>
<td>▪ misconduct</td>
</tr>
<tr>
<td></td>
<td>▪ other conduct that is prejudicial to the good order and management of the school, or breach of Behaviour Improvement Conditions.</td>
</tr>
<tr>
<td><strong>Cancellation of enrolment</strong></td>
<td>The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.</td>
</tr>
</tbody>
</table>

*Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.
The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Barging/Pulling/Dragging another student into object to intentional hurt the student or causing harm</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects with intent to harm</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td>• Use of weapons</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• Leaving classroom without permission (in sight)</td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leaving classroom without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leaving School grounds without permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Persistently refusing to participate in the classroom activities/program</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Defiance</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<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 that impacts on others - stealing</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone or personal technology devices</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<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>• Willful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours
When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour
At Kruger State School staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training (PBS Lessons) about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Prevention Strategies:
- Avoid escalating the unacceptable 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, 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.
- Correction and reinforcement strategies
  If student continues to display inappropriate behaviour acknowledge their choice and identify consequence of unacceptable behaviour, re-direct other students’ attention towards their usual work/activity.
- Follow Up Strategies and Debrief
  Kruger State School main objective is to restore normal school operations and student learning as soon as possible.

Provide post incident opportunities that include:
- Assisting the individual 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. Kruger State School has a specific template that is completed by both staff and students and can be uploaded onto One School. This template allows students, teachers and parents to see key decision making errors and work on ways to resolve these in the future: SMALL PROBLEM BIG PROBLEM TEMPLATE (Appendix 11)
Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.
- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.

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 Kruger State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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:
- OneSchool Incident Investigation (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support
Students at Kruger State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
  - Guidance Officer
  - Advisory Visiting Teachers
  - Senior Guidance Officer
- School Chaplain
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

### 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.

Kruger 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 information relevant to the students’ age, gender, disability, cultural background, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

### 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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related procedures

- 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
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
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 turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Kruger 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\(^1\), 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.

---

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
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 cyber-bullying 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 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber-bullying)

Purpose

1. Kruger 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.

2. There is no place for bullying in Kruger State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. At Kruger State School, bullying is defined as: hurtful, aggressive behaviour directed by those more powerful against those who are less powerful. Bullying is repeated, enjoyed by the bully and is unjustified.

4. Bullying behaviours that will not be tolerated at Kruger 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.

5. 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.

6. At Kruger 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

7. 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.

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

Prevention

9. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school expectations 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.

10. Cyber-bullying often does not occur at school. Students are explicitly taught Cyber-safety: how to safely conduct an internet search, what cyber-bullying is and what they should do if they receive unwanted messages including:

- Not to respond to messages but keep them to report to parents/carers and/or teachers immediately
- Report any instances they see as a bystander of cyber-bullying to parents/carers and/or teachers immediately.

Kruger State School, if aware, will contact parents/carers and together discuss the cyber-bullying incident.
11. The SWPBS lessons on the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. In order to maintain consistency of skill acquisition across the school, specified lesson are taught.

12. During SMART START (the first 2 weeks of school), an intense series of lessons will be taught as an introduction to the Bullying Prevention Program at Kruger State School. The introductory lessons are followed by several shorter lessons, each of which focuses on bullying behaviours that the school has identified and defined. These lessons include instruction on how to respond to such behaviour.

13. Kruger State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. 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 Kruger 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’.

15. Kruger 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.
WORKING TOGETHER TO KEEP KRUGER STATE SCHOOL SAFE

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Kruger 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 3814 9333
Appendix 4

Appropriate use of social media

Kruger 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.

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

No student of (Kruger 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 (Kruger 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 (Kruger State School), whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at (Kruger 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 (Kruger 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, Kruger State School 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 (Kruger 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.

(Kruger 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.

(Kruger 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, (Kruger State School) expects its students to engage in positive online behaviours.
### Kruger State School – Orange Card (Classroom only)

**Student (full name):**

**Class:** ________________  **Date of incident:** ________________

**Time:** (Tick)

- 1st session
- 2nd session
- 3rd session

**Location:** (Tick)

- Classroom
- Office

**Referring staff member:**

**Witnessing staff member/student:**

**Office action required:** (Tick)

- Level 1: Discuss with child and send back to class
- Level 2: Discuss with child, short time in office and send back to class
- Level 3: Follow up and appropriate actions by admin

**Admin follow up:** (Tick)

- Investigation
- Time in Office
- Mediation
- Parents contacted
- Suspention
- Detention
- Community service
- Other

**Details of Incident:** (Tick)

- Verbal misconduct
- Ongoing obscene language
- Swearing at teacher/aide
- Sexual comments
- Racial remarks
- Repeated verbal

- Refusal to participate in program of instruction
- Back chatting/verbal defiance
- Consistently ignoring instructions
- Leaving class without permission

- Physical misconduct
- Striking/attempting to strike another object
- Aggressive outburst with intent to harm
- Throwing objects in a dangerous manner
- Inappropriate touching/gestures
- Striking with an
- Bringing weapons
- Exposing themselves
- Violent tantrum

- Bullying/harassment
- Bullying another student
- Repeated verbal abuse

- Property misconduct
- Defacing school property
- Misuse of equipment
- Destroying school property
- Deliberately destroying others property

- Disruptive
- Constant disruption of others learning
- Constantly making noises
- Not listening and constantly talking loudly

- Other

**Description of the incident:**
### PLAYGROUND REFERRAL – BLUE CARD

<table>
<thead>
<tr>
<th>Kruger State School – Blue Card (playground only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (full name): ______________________________</td>
</tr>
<tr>
<td>Class: __________________ Date of incident: ______________</td>
</tr>
</tbody>
</table>

#### Time: (Tick)

- [ ] Before school 10:30-10:50am
- [ ] Play time 10:50-11:20am
- [ ] 2nd break 1:00-1:20pm
- [ ] After school

#### Location: (Tick)

- [ ] Prep
- [ ] Junior toilets
- [ ] Sandpit
- [ ] Junior Fort
- [ ] Junior oval
- [ ] Lower Covered Area
- [ ] Middle Covered Area
- [ ] Multi-purpose Courts
- [ ] Upper Covered Area / Tuckshop
- [ ] Senior Bottom Oval
- [ ] Senior Top oval
- [ ] Senior Fort
- [ ] Senior toilets
- [ ] Yr 5 & nets
- [ ] Transition
- [ ] Out of bounds

#### Referring staff member:

#### Witnessing staff member/ student:

#### Details of Incident: (Tick)

- [ ] Verbal misconduct
  - Ongoing obscene language
  - Swearing at teacher/aide
  - Racism
  - Threats to others
- [ ] Non – Compliance with Routines
  - Repeated Back chatting
  - Mistreatment
  - Consistently ignoring instructions
  - Continued
- [ ] Property misconduct
  - Defacing school property
  - Destroying school property
  - Misuse of equipment
  - Theft
  - Deliberately destroying others property
- [ ] Physical misconduct
  - Striking/attempting to strike another
  - Aggressive outburst with intent to harm
  - Striking with an object
  - Throwing objects in a dangerous manner
  - Exposing themselves
- [ ] Bullying/ harassment
  - Bullying another student
  - Inappropriate touching/ gestures
  - Sexual comments
  - Repeated verbal abuse
  - Bystander to inappropriate behaviour/ misconduct
- [ ] Bystander
  - Encouraging fighting
  - Bystander to a fight
- [ ] Other
  - Prohibited Items
  - Possess Prohibited items
  - Substance Misconduct involving illicit substance
  - Substance Misconduct involving tobacco and other illegal substances

#### Other Information:

For Blue room use only

- Admin to follow up and further investigation required. Refer to ______________________________
## Appendix 6

### PLAYGROUND MONITORING SHEET

**STUDENT NAME:** ……………………………………………………………………………… **CLASS:** …………

**STARTING DATE:** ___________________  **LENGTH:** _____ WEEKS  **SUPERVISING DEPUTY PRINCIPAL:** __________________________________________

<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>M_____/_____</th>
<th>T_____/_____</th>
<th>W_____/_____</th>
<th>TH_____/_____</th>
<th>F_____/_____</th>
<th>M_____/_____</th>
<th>T_____/_____</th>
<th>W_____/_____</th>
<th>TH_____/_____</th>
<th>F_____/_____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st BREAK</strong></td>
<td>AREA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating (see below)</td>
<td>5</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

| **DUTY SUPERVISOR (USERNAME)** | | | | | | | | | | |

<table>
<thead>
<tr>
<th><strong>DAY/DATE</strong></th>
<th>M_____/_____</th>
<th>T_____/_____</th>
<th>W_____/_____</th>
<th>TH_____/_____</th>
<th>F_____/_____</th>
<th>M_____/_____</th>
<th>T_____/_____</th>
<th>W_____/_____</th>
<th>TH_____/_____</th>
<th>F_____/_____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd BREAK</strong></td>
<td>AREA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating (see below)</td>
<td>5</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

| **DUTY SUPERVISOR (USERNAME)** | | | | | | | | | | |

(5) Follows teacher instructions, appropriate play and interactions
(4) Following teacher instructions – Inappropriate play – Reminders required
(3) Following teacher instructions – Inappropriate play – Frequent reminders required
(2) Not following teacher instruction
(1) Out of designated area

G:\Coredata\Admin\STUDENT WELFARE\Forms\Playground Monitoring Sheet.doc
Appendix 7

CLASSROOM MONITORING SHEET??
BEHAVIOUR MANAGEMENT PLAN FORMAT
Appendix 9

RISK MANAGEMENT PLAN FORMAT
## INCIDENT INVESTIGATION

**Name:** _________________________________  **Class:** _______  **Date:** ____________

Where did the incident occur?  ______________________________________________________

Time: ____________________________

<table>
<thead>
<tr>
<th>First I said/did</th>
<th>They said/did</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THEN**

<table>
<thead>
<tr>
<th>I said/did</th>
<th>They said/did</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AFTER THAT**

<table>
<thead>
<tr>
<th>I said/did</th>
<th>They said/did</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINALLY**

<table>
<thead>
<tr>
<th>I said/did</th>
<th>They said/did</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Witnesses:** _______________________________________________

**Agreements/Consequences**
Debriefing Report: SMALL PROBLEM BIG PROBLEM

NO PROBLEM, SMALL PROBLEM, BIG PROBLEM

STUDENT NAME: _____________________     DATE: _______________

PLAN OF ACTION: Next time I need to......

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).