Burnside State School
Responsible Behaviour Plan for Students

1. Purpose

Burnside 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.

- Burnside State School recognises that appropriate and meaningful relationships form the basis for positive interactions between students, staff and community. Our Plan and Procedures acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered Framework of Well-being and Supportive Environment. (Appendix 1).
- A Curriculum Framework which promotes Safety, Learning and Respect supports students to see the correlation between better behaviour and better learning.
- School Wide Positive Behaviour Support and Learning (SWPBL) and School Wide Positive Behaviour Support (SWPBS) which as well as identifying and reinforcing existing positive behaviours, focuses on teaching students to use positive behaviours and supporting them as they learn these skills. These skills form the basis for clear expectations at our school.
- Restorative Practices which focus on repairing the damage done and planning ways to avoid further issues. These discussions address the breach of expectation and works together with the SWPBS programme (See Appendix 2)
- Whole school Relationships Unit based on fostering positive interactions and setting clear expectations within the school community at the beginning of the school year.

2. Consultation and data review

Burnside State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings, newsletters and website. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. The first version was developed between 2008 and 2009. Burnside State School Responsible Behaviour Plan was reviewed in 2015 as required by legislation.
3. Learning and behaviour statement

All areas of Burnside State School are learning and teaching environments. Burnside State School staff support wellbeing by promoting a positive learning culture – providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their school and community. Burnside State School is committed to developing a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement. We embed social and emotional capabilities in the general curriculum and are committed to improving educational outcomes for all students. This is aligned to ASOT (The Art & Science of Teaching) in particular questions 6, 7, 8 and 9 which relate directly to Relationships, Routines and High Expectations. This alignment ensures these values are embedded within our teaching/learning framework.

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 Burnside 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 three school expectations to teach and promote our high standards of responsible behaviour:

**Safety** - I will act safely in all settings.

**Learning** - I will make the most of all learning opportunities and allow others to do the same.

**Respect** - I will treat all members of the Burnside Community with respect.

Burnside’s Responsible Behaviour Plan is based on Restorative Practices where students and their respective communities of care are active participants in processes that ensure equality justice and fairness. Victims are empowered to have their needs met and to have their experience validated. Offenders are able to tell their stories and be given the chance to make amends. And finally, the community of care can seek ways to ensure the incident does not happen again.

When an incident occurs, we are concerned with answers to the following questions:

- What happened?
- Who has been harmed and affected?
- What needs to happen to repair the harm?
- How do we ensure there is no recurrence?

Burnside’s Responsible Behaviour Plan outlines three rights that are essential for a safe, supportive and disciplined environment:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe
It is expected all members of the school community uphold these rights by modelling our expected behaviours of **Safety**, **Learning** and **Respect**.

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

Burnside State School recognises the range of support required to cater for the individual needs of each student. A whole school approach shapes, supports and recognises appropriate behaviours in all students.

Approximately 80% to 90% of students will have little or no difficulties in being self-managed.

Approximately 10 to 15% of students may need additional support and timely intervention on some occasions.

For a variety of reasons, some 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning.

This range is best depicted in the diagram below:
Effective behaviour support at Burnside State School includes:

- creation of a positive whole school culture,
- quality learning and teaching practices,
- a balanced, relevant and engaging curriculum,
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of a school community,
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices,
- a continuum from whole school positive preventative action for all students, through to intensive intervention for specific individuals or groups.

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**Universal behaviour support**

The Framework of Well-being and Supportive Learning Environment lays the foundation for the establishment of a supportive learning environment. The three foundations of being safe, be a learner, being respectful support the Five Pillar of Positivity at Burnside:

- be kind
- be honest
- be open
- be real be engaged

The pillars support the Five Keys to Success: Confidence, Getting Along, Organisation, Persistence and Resilience.

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

Burnside promotes positive relationships across the school by providing:

- Quality teaching and learning.
- Relevant and engaging curriculum.
- Supportive programs and procedures.
- Positive relationships.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The SWDPS Teaching Matrix *(Appendix 3)* outlines our agreed and specific behavioural expectations in all school settings.

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 Parade and during active supervision by staff during classroom and non-classroom activities.
Burnside State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Training of staff and a commitment to the SWPBS process (all staff includes ancillary staff).
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Wide Positive Behaviour Learning team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Burnside State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices Burnside State School (Appendix 4)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5).

Student Leadership Program
The school student leadership program, recognising the potential of our students to be great leaders and encouraging them to take on leadership responsibilities within our school community. The underlying philosophy is one of participative decision making with the aim of stirring student involvement and participation in setting the direction of the school. Student Leaders drive the development and implementation of school initiatives and special events within the spheres of community, cultural pursuits, sport, the environment, student and staff welfare and the enrichment of school life.

Special Events
Our school community embraces a range of special events and activities designed to enrich the life of students, staff and community members through learning and participation in a variety of events. Many events are focused on engaging students and enriching their lives through social, emotional, physical and academic learning opportunities, which help to shape them as positive and successful students.

Examples of special events include: Indigenous celebrations, supporting various Charity events, Open Nights and Parent Information sessions.

Lunch Clubs Program
Lunch Clubs are designed to provide students with a supportive school environment through:

- Engaging students in active and positive interaction.
- Providing greater structure to playground activities, thus reducing incidence of misbehaviour.
- Responding to student interests and providing opportunities for them to explore new ways of learning and playing.
- Engaging students with particular gifts and talents in enrichment programs to extend their skills and abilities.
Examples of lunch action activities include: Craft activities, Chess Club, Cross Country Training, Dance Club, Art Club, Knitting, Writers Club, Lunch Club, Touch Football and Drama.

Reinforcing expected school behaviour

At Burnside State School 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.

SWPBS Classroom Corner

There is an expectation that each classroom will have a corner designated to School Wide Positive Behaviour. On the wall will be the School Wide Matrix of Behavioural Expectations as well as any relevant positive schoolwork from the students such as posters or signs. Each classroom will display their class rules, consequences and rewards.

Bravos

Staff members hand Bravos out each day to students they observe following school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When a student is observed following the expectations they can choose to give them a Bravo. When students are given a Bravo they drop the Bravo in one of designated boxes in their classroom. Bravo draws take place on assembly each Friday. There are two separate boxes-one for P-3 students and one for Years 4-7 students. Students are rewarded by being able to choose something to keep from the Bravo box. At the end of each term there is a major draw for a major prize. Bravos are never removed as a consequence for problem behaviour.

Parade Awards

At Burnside State School we recognise the link between better behaviour and better learning hence our weekly assembly awards are linked to our three expectations of Safety, Learning and Respect. Each week teachers may nominate one student to receive a Parade Award- our Burnside Super Star. A Burnside Super Star has demonstrated Safety, Learning and Respect across the week. Teachers are to send a Parade Invitation letter home with the student on Thursday afternoon to encourage parents/carers attendance. The Burnside Super Star Award is recorded as a positive entry in OneSchool.

Go for Gold

At Burnside State School, student positive behaviour is recognised through the Go for Gold program. Go for Gold is designed to encourage 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.

Burnside State School recognises that appropriate and meaningful relationships form the basis for positive interactions between students, staff and community. Go for Gold acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a safe supportive learning environment. Go for Gold encourages students to follow Burnside State School’s SWPBS Behaviour Matrix and the Three Habits of Burnside being Safety, Learning and Respect.
Go for Gold Awards will be presented at the end of each term for students who meet the following criteria:

- Meet school minimum attendance of 92%
- One (minimum) positive behaviour entry in OneSchool
- All classroom work completed
- 100% completion of homework
- No in-class consequences for behaviour
- No OneSchool behaviour entries.

Class Meetings
Many classes meet regularly to discuss class matters. This provides students with the opportunity to evaluate, plan, self-reflect and problem solve. The meetings foster a sense of whole class ownership for both the achievements and challenges that are unique to that class.

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

Re-directing low-level and infrequent problem behaviour
When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them how they can change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. This also promotes our philosophy of building positive relationships and allows students to realise the impact their behaviour has on others- a restorative approach.

Staff are trained in classroom micro-skills and a range of techniques are used to respond. This range may include, but is not limited to, the following:

- Prompting student (Matrix referral)
- Developing clear and concise expectations and responsibilities
- Provide clear and concise redirection of instructional directions
- Verbal/visual cues
- Proximity
- Positive reinforcement to appropriate behaviours of peers
- Tactical ignoring
- Consistent classroom expectations across the school.
If staff believe a student is not responding to these on a regular basis, the matter is referred to Student Support Services, the Head of Special Education Services (HOSES) or the school leadership team.

- **Targeted behaviour support**

At times a small number of students at Burnside State School 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.

Students who fall into this category attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults (the Principal, Deputy Principal, HOSES, Chaplain, Guidance Officer, Behaviour Teacher or Buddy Teacher) through check-in/check-out processes and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

**Intensive behaviour support: Rebuilding Relationships**

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

The intensive level typically involves the participation of an even wider cross section of the school community, including parents, school support staff, social workers, and others who have been affected when a serious offence or incident occurs.

Some of the strategies used are:

- Individual or small group mentoring is generally facilitated by the school support staff (G.O., Youth Support).
- Coordinator, Health Nurse, and Behaviour Support Coordinator) or outside agencies. This process is used when the student is disengaged with school and/or their peers for many different reasons.
- Mediation occurs when an ongoing dispute between two or more people cannot be resolved.
- The school uses restorative process to identify the key issues that are causing the dispute and to establish methods to resolve the problem.
- Behaviour Monitoring Card: A short term reflection tool designed to meet and support the needs of the student to allow them to meet the expectations of the school's code of behaviour.
- Individual Behaviour Support Plans (IBSP) are designed to meet and support the needs of the student to allow them to meet the expectations of the school's code of behaviour. IBSPs developed at Burnside State School align with the standards suggested by Regional Behaviour Support Staff and focus on maintaining a supportive school environment for the identified student. Mandatory information contained within the IBSP (See Appendix Individual Behaviour Support Plan)
The Student Support Services Team:

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

The Student Support Services Team has a simple and quick referral system in place. Following referral, a team member contacts 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 other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff. An Individual Behaviour Support Plan may be devised if necessary.

A Functional Behavioural Assessment is integrated, as appropriate, throughout the process of developing, reviewing and revising the student’s Individual Behaviour Support Plan. The Functional Behavioural Assessment is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, and Neighbourhood Centre.

Following the Functional Behavioural Assessment and interagency input, the following supports may be put in place in the Individual Support Plan:

- Work with the Behaviour Teacher
- Counselling with the school Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Invitation to parents/caregivers to attend support programs
- Recommendation to parents to access outside agencies such as a Child Youth Mental Health Service or their General Practitioner;
- Use of the Restorative Justice process to repair the damage to relationships. Restorative Practices allow the team to talk with the wrongdoers and not to them. It means that all affected parties have equal opportunity to:
  - Voice their perspective and be involved in solving the problem
  - Minimise further harm
  - Repair the harm done
  - Seek and access required support.
- Students at this level of support have their incidents reported in OneSchool.

Support programs have been developed and implemented to help students who are ‘at risk’ of disengaging from their education or with their peers. The programs have a wide range of aims and strategies that target particular groups of students with similar concerns, areas of interest and goals.

Examples of programs that have been delivered at Burnside State School are:
• Hope Mentors
• Smith Family Homework Afternoons
• Yoga and Mindfulness Meditation
• Teens Take Control
• Unlimited
• Rock and Water
• Mixed Martial Arts.

**Intensive behaviour support**

Burnside State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A behaviour referral form *(Appendices 7)* is used to record all minor and major problem behaviour.

**Minor and major behaviours**

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

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 Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the behaviour referral form and escorts the student to Administration.

The Minor/Major Behaviour Matrix is designed to assist teachers to place student behaviour on a continuum from Minor (Classroom Managed) to Major (Office Managed). Under each section, the level of behaviour is defined with examples for each level of the continuum.

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**Please refer to Appendix 6 for table of minor and major behaviours.**

### Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members 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 problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### Ensuring consistent responses to problem behaviour

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

Students also receive training 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.

Strategies for managing unacceptable behaviour at Burnside State School are listed below. Please note this list is not exhaustive but merely a guide:-
Classroom Management –
- Prompting student (SWPBS Matrix Display)
- Developing clear and concise expectations and responsibilities
- Provide clear and concise redirection of instructional directions
- Verbal/visual cues
- Proximity
- Positive reinforcement to appropriate behaviours of peers
- Tactical ignoring
- Consistent classroom expectations across the school.

Restatement/Rule Reminders –
- Reminding student of the three guidelines
- Restate rules
- Restate specific direction
- Give directed choice (When you ....... Then you........)

Time Away/Time Out –
- Self-withdrawal to designated area in classroom
- Time out in designated area
- Time out in supportive classroom
- Time Out with Administration
- Supported Play

Recording, Analysing and Reporting Inappropriate Behaviour Data –
- Anecdotal notes
- Administration Behaviour Referrals
- One School data
- Functional Behaviour Analysis and other data collection

Communication –
- Communication book
- Parent, Student and Teacher meeting
- Parent, Student, Teacher and Administration meeting

Teacher and Student Plan of Action –
- Restorative Chats
- Development of clearly understood targeted behaviour goals, rewards and consequences
- Check in Check out sheets
- Development and implementation of Behaviour Improvement Plans

School Intervention –
- Conflict resolution/mediation sessions
- Restorative Chats/Conferences
- Development of Individual Behaviour Support Plans
- Individual Behaviour Contracts
- Student Support Services referral

Effective use of these strategies is underpinned by the quality of the re-entry for the student. Re-entry provides the platform to develop the knowledge and skills of appropriate behaviours/replacement behaviours that will reduce the need for future exiting.
- Classroom support (Guidance Officer, Learning Support Teacher, Teacher Aide, SWD Teacher Aide, Special Education Teachers, Chaplain)
- Targeted behaviour support (G.O. Teacher Aide, S.E.P., playground support)
- Targeted Skill sessions (Anti-bullying school productions, Whole school Relationships Unit Rock and Water Programmes, cyber bullying talks etc.)

**BLAST**

- Burnside is committed to learning and managing behaviour in a positive and proactive way. The BLAST (Behaviour, Learning and Social Skills Training) program is an explicit teaching model where students are engaged with specific Learning Support in a low ratio setting. Specially selected students work for block sessions in each day with a focus on Reading, Writing, Grammar, Punctuation, Spelling and Numeracy skills.
- During the sessions students are given the opportunity to learn core skills that they may have missed and provided with practice for using strategies to solve problems and work through difficulties in learning in appropriate ways. They are provided with explicit modelling of learning strategies and then given the opportunity to apply this learning in a range of activities including games that require co-operation and turn taking.
- Each week the students work on their personal learning diaries and reflect on the application of the Habits of Mind. The group looks at inspirational stories and reflect on the personal virtues that each story inspires. The group celebrates achievements and progress and monitor their personal learning goals.
- Within the two BLAST classes there are 13 students from grades 3-6 who between them have 57 behaviour incidents recorded currently for 2016. These students average a reading levels that are as far as ten reading levels below the expected level of their peers. Two of our students have already celebrated shifting their reading level by 4 levels.
- The BLAST room also targets positive social skillling for the lower school with co-operative games for learning used to engage students who are having difficulty working together in teams and small groups. These activities occur in the afternoons.

**External Assistance**
- Referral and intervention from Behaviour Support Consultant, AVT
- Internal and external formal observation, assessment and analysis by external agency
- KIDSHOPE mentoring programme
- Sunny Kids
- Salvation Army
- Interagency Referral (CYMHS, C.D.U., Paediatrician, DOCS, Youth Justice, etc.)

**Monitoring and Review –**
- Student Support Services Meetings
- Fortnightly SWPBS meetings
- Leadership meetings
- Case Conferences with stakeholders
- Student self-reflection and goal setting
- Adjustments to Individual Behaviour Support Plan
5. Emergency responses or critical incidents

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.

Burnside Critical Incident Response Plan (CIRP) includes:
- Welfare and safety of staff and students as the main priority at all times.
- Identifies what minor and major critical incidents are.
- Contingencies for critical incident inside and outside of the school grounds and school operations.
- Procedures that allow for a return to normal operations as soon as possible.
- Access to ongoing support and resources to ensure that the school recovery is as effective and efficient as possible.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

**Record keeping**

Each instance involving the use of physical intervention must be formally documented in OneSchool.

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6. **Consequences for unacceptable behaviour**

**Suspension Procedures** —
- suspension in line with Education Queensland Policy SMS –PR 021 Safe Supportive Disciplined School Environment

**Recommendation for Exclusion –**
- recommendation for exclusion in line with Education Queensland Policy SM -16 Student Disciplinary Absences.

**School Disciplinary Absences**
School Disciplinary Absences including suspensions (1-5 day and 6-20 day), proposal/recommendation the sanctioned options for addressing serious behaviour difficulties. *Suspensions and Exclusions will be implemented only when all other avenues have been exhausted.*

The key reasons for implementation of suspension include:

**Reasons for Suspension (1–5 days or 6–20 days)**
- Persistently disruptive behaviour adversely affecting others
- Refusal to participate in the program of instruction
- Verbal or Non Verbal Misconduct
  - Involving Adults
  - Involving Students
- Physical Misconduct
  - Involving Adults
  - Involving Students
- Property Misconduct
  - Involving Own Property
  - Involving Other’s Property

A student may be suspended on the following grounds:
- a) Disobedience
- b) Misconduct
- c) Conduct of the student that is prejudicial to the good order and management of the school or state schools.

Principals have the authority to suspend students for up to twenty days, suspend students with a proposal/recommendation to exclude or cancel the enrolment of post compulsory age students. In line with Education Queensland Guidelines, students receiving a suspension of greater than 5 days will be provided with a program of study which they access while not attending school, access to an alternative education site or regular contact from a member of the school administration team. All students will also engage in a formal re-entry process upon returning from suspension, which aims to minimise recurrence e.g. unacceptable behaviour and involves development of a plan and commitment to acceptable behaviour.

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**7. Network of student support**
Students at Burnside 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

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*Burnside State School*  
*Go for Gold- promoting positive behaviour to support student success*  
*SAFETY  LEARNING  RESPECT*
- Senior Guidance Officer
- School Chaplain.

Support is also available through:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council Neighbourhood Centre.
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.

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

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

9. Building a culture of improvement

To ensure ‘Best Practice’ in the development and implementation of the Responsible Behaviour Plan, Burnside has adopted the following Professional Development Model that involves four main strategies for continual improvement.

Collection and analysis of behaviour data

It is the responsibility of all staff to accurately record student behaviour data into One School

- Data is collected and analysed regularly. The data would consist of:
- Number of student behaviour incidents by year level, form class, teacher.
- Staff names that are recording incidents
- Nature of Incidents
- Location and times of incidents
- Students referred frequently.
- Student attendance and unexplained absentees
- Student suspension data
- Analysis of data is discussed during Student Welfare, Administration and Behaviour Support Meetings.
- Information is forwarded to teaching staff and relevant stakeholders
- Behaviour Support Plan and strategies are reviewed
- Quadrennial School Review of school wide data
- Annual review and action plan of Burnside’s Learning and Wellbeing Framework.

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BURNSIDE STATE SCHOOL

Go for Gold - promoting positive behaviour to support student success

SAFETY

LEARNING

RESPECT
Continual Professional Development
Teachers are supported and encouraged to access both internal and external forms of all behaviour related Professional Development including school priorities such as Restorative Processes, Essential Skills of Classroom Management and ASOT. Class teachers are supported and mentored by members of the Administration and Student Welfare Teams who are accessible to help facilitate all forms of appropriate behaviour support.

Continual Communication
School Staff discuss student behaviour regularly:
- Open feedback is provided on individual and class strategies to employ for students and their behaviour.
- Support Staff or Admin representative follows up on students when necessary.
- Feedback provided to relevant staff on the outcomes of referred students.
- All students are regularly informed of sections of the Behaviour Support Plan that affects them during weekly parades and daily messages.
- Members of the community are informed of important information relating to the Behaviour Support Plan via the
  School Website, Newsletters, P & C, regular contact from the children’s class teacher
- Positive outcomes are celebrated.

Induction Program
As new staff are employed throughout the year it is important to develop their knowledge of the schools Responsible Behaviour Plan for Students. Professional Development is organised by Administration on Restorative processes used at Burnside:
- Why it is employed?
- How it used in the classroom?
- Case management study
- Student referral system
- Referral Flowchart
- New staff are included in continual communication through team meetings and peer support
- High expectations are clearly articulated
- SWBPS is an overt component of the Induction Program.

Network of student support
Burnside State School has a network of Support staff operating on site. The following information highlights the staff on both campuses and their support roles.

Staff Support Role
Principal
- Provide leadership and support to the personnel implementing the Responsible Behaviour Code and associated student support
- Review and monitor the effectiveness of school practices.
- Accurately record events into OneSchool
- Provide support to staff, students and parents with high educational, social and emotional needs
- Referrals to Department of Child Safety
- Re-entry processes.
Deputy Principal
- Provide behaviour, social and emotional support to pre-determined year levels.
- Monitor the implementation of the Code by staff, parents and students.
- Monitor the use of the Behaviour Management Database.
- Provide Professional Development for Staff on Behaviour Management.
- Lead restorative conferences for students requiring intensive behaviour support.
- Manage the Support Programs designed to assist students that require targeted or intensive behaviour support. (IBSP's)
- Access support and inter-agencies
- Engage Parents in partnership to create success for student
- Accurately record events into OneSchool
- Lead Indigenous Education Program
- Re-entry processes.

Student Support Services Team
- Provide behaviour, social and emotional support to pre-determined year levels
- Monitor the implementation of the Code by staff, parents and students through weekly meetings
- Monitor the use of the Behaviour Management Database
- Provide Professional Development of Staff on Behaviour Management
- Lead restorative conferences for students requiring intensive behaviour support
- Manage caseloads of Student Welfare Support staff
- Manage the Support Programs designed to assist students that require targeted or intensive behaviour support. (IBSP's)
- Access support and inter-agencies
- Enter incidents into One School
- Engage Parents in partnership to create success for student.

Curriculum HOC's
- Monitor the implementation of the Code by staff, parents and students
- Provide behaviour support for teachers through differentiation of curriculum
- Enter incidents into One School
- Engage Parents in partnership to create success for student.

Guidance Officer
- Provide support for students disengaged from learning or “at risk”
- Provide family, and individual support for students requiring either social or emotional support or career guidance
- Develops and implements programs designed to assist students that require targeted or intensive behaviour support
- Provide individual and group counselling for behavioural, attitudinal modification
- Referrals to External Agencies
- Accurately record events into OneSchool.

Health Nurse
- Provide students with health, social and emotional support and information
- Develop and implements Support Programs designed to assist students who require targeted or intensive support
• Accurately record events into OneSchool.

School Chaplain
• Provide support and spiritual guidance for students seeking assistance
• Provide family, and individual support
• Develops and implements Support Programs designed to assist students who require targeted or intensive support
• Accurately record events into OneSchool.

Teachers
• Facilitate proactive curriculum and non-curriculum programs
• Provide parents with feedback on students' progress and maintain communication with home
• Monitor student well-being and provide support to students within their class
• Enter behaviour incidents in the database and referred to relevant support staff when require
• Engage Parents in partnership to create success for student
• Accurately record events into OneSchool.

Students
• Student Leadership program provides opportunities for groups of students to help and support others through peer support programs, running lunchtime activities and special events.

Parents
• Assist in the monitoring of student well-being
• Maintain positive communication with the school.
• Sign off on the Responsible Behaviour Plan as part of enrolment.
10. 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

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

12. Some related resources
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or Chair, School Council

Date effective: from 9 FEBRUARY 2016 to 9 FEBRUARY 2017
Appendix 1- Burnside Framework of Wellbeing and Supportive Learning Environment

FRAMEWORK OF WELLBEING AND SUPPORTIVE LEARNING ENVIRONMENT

THIS IS THE UNDERPINNING SUPPORT STRUCTURES THAT HELP MAINTAIN EACH HOUSE (CLASS) IN THEIR NEIGHBOURHOOD (YEAR LEVEL) WITHIN OUR VILLAGE (SCHOOL COMMUNITY)

5 KEYS OF SUCCESS
- CONFIDENCE
- GETTING ALONG
- ORGANISATION
- PERSISTENCE
- RESILIENCE

BE A LEARNER
BE RESPECTFUL
BE ENGAGED

FOUNDATION

BURNSIDE STATE SCHOOL
Go for Gold promoting positive behaviour to support student success
SAFETY
LEARNING
RESPECT
Appendix 2- Restorative Practice

What happened?
What were you thinking at the time?
What have you thought about since?
Who do you think has been affected by what you did?
In what way?

What did you think when it happened?
What have you thought about since?
How has this affected you?
What's been the worst of it?
What's needed to make things right?

What do you need to do to make things right?
How can we make sure this doesn't happen again?
What can I do to help you?

How can we make sure this doesn't happen again?
<table>
<thead>
<tr>
<th>All settings</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>keeping hands, feet and objects to myself</td>
<td>keeping noise at a reasonable level</td>
<td>setting a good example for others</td>
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</tr>
<tr>
<td>looking after myself and others</td>
<td>being punctual</td>
<td>being honest</td>
<td></td>
</tr>
<tr>
<td>walking safely on the concrete always</td>
<td>acknowledging the bell</td>
<td>using positive and respectful language</td>
<td></td>
</tr>
<tr>
<td>adhering to the uniform policy</td>
<td>using equipment as intended</td>
<td>caring for myself and others</td>
<td></td>
</tr>
<tr>
<td>being hygienic</td>
<td>trying my best</td>
<td>caring for belongings and those of others</td>
<td></td>
</tr>
<tr>
<td>reporting incidents to an adult</td>
<td>encouraging others to do their best</td>
<td>showing courtesy and manners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accepting ownership of my behaviour</td>
<td>placing litter in the bin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>being patient and waiting my turn</td>
<td>co-operating with others and accepting differences of opinion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All settings</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>asking permission to leave the room</td>
<td>being prepared and ready for learning</td>
<td>using 'hushed' tones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>being a problem solver</td>
<td>focussing on my own work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>taking pride in my work</td>
<td>not disrupting others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Play areas</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>wearing sun smart hat and closed shoes</td>
<td>playing fairly</td>
<td>caring for school play equipment</td>
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</tr>
<tr>
<td>playing only in supervised areas with an adult</td>
<td></td>
<td>taking care to avoid injuring others</td>
<td></td>
</tr>
<tr>
<td>playing school approved games</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
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</thead>
<tbody>
<tr>
<td>sitting quietly in lines waiting for the adult</td>
<td>being punctual</td>
<td>being in the right place at the right time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>moving on pathways in an orderly manner</td>
<td>moving in orderly lines</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eating areas</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>sitting in the eating area until given instructions</td>
<td>making healthy food choices</td>
<td>responding to the bell by being quiet</td>
<td></td>
</tr>
<tr>
<td>eating my own food while seated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>being responsible for my rubbish and belongings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuckshop</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>waiting in line only if i am buying</td>
<td>using manners</td>
<td>ordering my lunch before school</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Before and after school</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>reporting immediately to undercover area and sitting down before school</td>
<td>arriving promptly at school</td>
<td>following the instructions of the crossing supervisor</td>
<td></td>
</tr>
<tr>
<td>walking bikes to the bike area</td>
<td>reporting to the office if i am late</td>
<td>Using the internet and electronic device respectfully</td>
<td></td>
</tr>
<tr>
<td>lodging phones and personal devices in the office</td>
<td>using digital technology appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>using supervised crossing</td>
<td>protecting the privacy of others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Toilets</th>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>going into the cubicle by myself</td>
<td>Using the toilet appropriately in break times</td>
<td>respecting other's privacy</td>
<td></td>
</tr>
<tr>
<td>washing my hands and flushing the toilet</td>
<td>returning quickly to the classroom</td>
<td>being water wise</td>
<td></td>
</tr>
<tr>
<td>taking a buddy with me</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4 Use of Personal technology Devices at Burnside State 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 discipline.

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

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 into the front office on arrival at school and collected on departure from school. Parents who need to contact their children urgently through the school day may contact the school reception. Thereafter staff can relay the message to the student.

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 Burnside State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students 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 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 QPS.

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

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

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

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

**Special Circumstances Arrangement**

---

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 5 Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

**Purpose**

1. Burnside State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - Ensuring the safety and well-being of all members of the school community.

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

3. Bullying behaviours that will not be tolerated at Burnside State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Burnside State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Burnside 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. Burnside State School addresses the anti-bullying message through the You Can Do It programme and whole school relationships unit.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 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.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Burnside State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Burnside 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.
## Appendix 6 Outline of Minor and Major Behaviours

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school| • Running on concrete or around buildings  
• Running in stairwells  
• Not walking bike in school grounds | • Throwing objects  
• Possession of weapons |
| Play                  | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets | • Serious physical aggression  
• Fighting |
| Physical contact      | • Minor physical contact (e.g.: pushing and shoving) | • Serious physical aggression  
• Fighting |
| Correct Attire        | • Not wearing a hat in playground  
• Not wearing shoes outside | • Possessor or selling of drugs |
| Other                 | | |
| Class tasks           | • Not completing set tasks that are at an appropriate level  
• Refusing to work | |
| Being in the right place | • Not being punctual (e.g.: lateness after breaks)  
• Not in the right place at the right time. | • Leaving class without permission (out of sight)  
• Leaving school without permission |
| Follow instructions   | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour | |
| Accept outcomes for behaviour | • Minor dishonesty | • Major dishonesty |
| Rubbish               | • Littering | • Use of a mobile phone in any part of the school and not handed in to front office at beginning of day as per school policy |
| Mobile Phone          | | |
| Language              | • Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone | • Offensive language  
• Aggressive language  
• Verbal abuse / directed profanity |
| Property              | • Petty theft  
• Lack of care for the environment | • Stealing / major theft  
• Wilful property damage  
• Vandalism |
| Others                | • Not playing fairly  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment | • Major bullying / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance |
Appendix 7 Behaviour Referral for Social Skills

### BURNSIDE STATE SCHOOL
**BEHAVIOUR REFERRAL FORM**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>YEAR LEVEL</th>
<th>DATE</th>
<th>STAFF MEMBER</th>
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<table>
<thead>
<tr>
<th>TIME OF INCIDENT</th>
<th>LOCATION</th>
<th>WITNESSES</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>KLA</th>
<th>ACTIVITY AT TIME OF INCIDENT</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

#### BEHAVIOUR CATEGORY

- **VERBAL**
  - VERBAL MISCONDUCT
  - CRUDE GESTURES
  - TEASING/NAMES CALLING

- **DISRUPTIVE**
  - PERSISTENT AND WILFUL DISRUPTION
  - NON COMPLIANT WITH ROUTINE
  - REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION
  - INCITING OTHERS TO DISOBEDIENCE
  - PERSISTENT FAILURE TO FOLLOW TEACHER DIRECTION

- **PROPERTY**
  - VANDALISM
  - GRAFFITI
  - PROPERTY DAMAGE
  - ENVIRONMENTAL DAMAGE
  - LITTERING

- **PHYSICAL**
  - PHYSICAL FIGHTING
  - LOW LEVEL AGGRESSION
  - UNSAFE BEHAVIOUR
  - INCITING OTHERS TO VIOLENCE

- **ANTI-SOCIAL BEHAVIOUR**
  - INAPPROPRIATE PHYSICAL CONTACT
  - SPITTING
  - DISRESPECT TO ADULTS
  - THEFT

- **OTHER**

#### DESCRIPTION OF INCIDENT (USE BACK OF FORM IF NECESSARY)


#### STAFF MEMBER RESPONSE TO INCIDENT

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<thead>
<tr>
<th>STRATEGIES USED</th>
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<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESTORATIVE</td>
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<td></td>
</tr>
<tr>
<td>REDIRECTING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIVING CHOICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROXIMITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELECTIVE ATTENDING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATURAL CONSEQUENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDITIONAL SUPPORT/ MODIFICATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FURTHER ACTION REQUIRED BY ADMIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADMINISTRATION TEAM RESPONSE TO INCIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR □</td>
</tr>
</tbody>
</table>

---

BURNSIDE STATE SCHOOL
Go for Gold- promoting positive behaviour to support student success

SAFETY  LEARNING  RESPECT
Appendix 8 Student Support Services Referral Form

BURNSIDE STATE SCHOOL
Student Support Services Referral 2016
This form is to be completed and returned to the Deputy Principal

<table>
<thead>
<tr>
<th>Student name:</th>
<th>D.O.B</th>
<th>Parent/Guardian name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Teacher:</td>
<td>Personal background:</td>
<td></td>
</tr>
<tr>
<td>Referral Date:</td>
<td>Indigenous - Y/N</td>
<td>ESL - Y/N</td>
</tr>
<tr>
<td></td>
<td>SEP - Y/N</td>
<td>New student - Y/N</td>
</tr>
</tbody>
</table>

**BACKGROUND DATA:** select most suitable information linked to needs

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Assessment details</th>
<th>Numeracy</th>
<th>Assessment details</th>
</tr>
</thead>
<tbody>
<tr>
<td>F and P benchmark (last two)</td>
<td></td>
<td>Maths benchmark</td>
<td></td>
</tr>
<tr>
<td>PAT R</td>
<td></td>
<td>PAT M</td>
<td></td>
</tr>
<tr>
<td>NAPLAN</td>
<td></td>
<td>NAPLAN</td>
<td></td>
</tr>
<tr>
<td>Words Their Way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Such as writing sample</td>
<td></td>
</tr>
</tbody>
</table>

**Other considerations:** Factors that can be impacting on learning/extra information (attach reports):

<table>
<thead>
<tr>
<th>Medical: Y/N</th>
<th>Behaviour: Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing checked - Y/N</td>
<td>Receptive and Expressive need - Y/N</td>
</tr>
<tr>
<td>Vision checked - Y/N</td>
<td>Fine and Gross motor - Y/N</td>
</tr>
<tr>
<td>Sensory checked - Y/N</td>
<td>Social-Emotional - Y/N</td>
</tr>
<tr>
<td>Attendance rate:</td>
<td>Interests/strengths</td>
</tr>
</tbody>
</table>

**Agency and therapist support (attach reports):**

---

**Category for consideration:** (Please tick)
- Red level – ICP investigation and development
- Red level – circumstances significantly impacting on learning
- Yellow – requiring a ‘boost’ to meet expectations
- Blue – requiring boost for extension/G and T consideration

BURNSIDE STATE SCHOOL
Go for Gold- promoting positive behaviour to support student success
SAFETY
LEARNING
RESPECT
Appendix 9: Individual Behaviour Support Plan

Individual Behaviour Support Plan

(NOTE: This plan outlines interim support strategies applicable while the student transitions into the new school setting. This plan will need to be reviewed before the date noted below.)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Year level:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Case Manager:</td>
<td>Plan Review Date:</td>
</tr>
<tr>
<td>Plan Commencement Date: XXXXXXX</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goals for this plan:

| Environmental Adjustments: Reducing the likelihood of the problem behaviour |
|---------------------------------|-----------------|----------------|
| What                            | Who             | When           |
| Curriculum adjustments          |                 |                |
| Communication adjustments       |                 |                |
| Learning Environment adjustments|                 |                |
| Organisational adjustments      |                 |                |
| Other                           |                 |                |

| Replacement Behaviour Teaching: Increasing the student's range of acceptable behaviours |
|-----------------------------------------------|-----------------|----------------|
| What                                          | Who             | When           |
|                                               |                 |                |

<table>
<thead>
<tr>
<th>Response Adjustments: Staff responses to student problem behaviour and desired behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
</tr>
<tr>
<td>Problem Behaviour</td>
</tr>
<tr>
<td>Desired Behaviour</td>
</tr>
</tbody>
</table>
**Crisis Management Strategies:** *Bringing unsafe behaviour under safe and rapid control*

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>

**Measures of Success:** *How will we know the plan is working?*

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>

**Other Information:** *Relevant case issues not noted above*

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This Individual Behaviour Support Plan is aligned with the school’s Responsible Behaviour Plan for Students and meets the requirements of Education Queensland policy.

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**Principal**

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**Parent(s)**

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**Student (If appropriate)**

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**School Case Manager**

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Signature Date: ____________________