



Talara Primary College

Behaviour Management

Responsible Behaviour Plan for Students

D1: Purpose

Talara Primary College, with the support of Education Queensland, is committed to provisions that ensure all young Queenslanders have a right to receive a quality education in a safe and supportive environment. The *Responsible Behaviour Management Plan for Students* has been developed over time and in consultation with the many stakeholders. Our student *Code of Conduct* is aligned with Education Queensland's *Code of Behaviour* and applies to all students from Prep through to Year 6.

D2: Consultation and Data Review

The *Responsible Behaviour Management Plan for Students* has been developed over time and in consultation with many stakeholders. This policy is an evolving document as it remains responsive to continuous improvement and effectiveness. It is accountable to our stakeholders to ensure learning outcomes are maximised and a supportive environment is nurtured.

Our whole-school approach was originally negotiated between teaching staff and a representative body of parents. Similarly, changes that have been indicated from the annual review process, have been ratified by the staff and P&C. Thus we have a consistent, known and fair process for all. Ongoing induction and training for all staff is made available. Parents are also inducted at the enrolment interview.

Our school's behaviour management is overseen by our School Welfare Team, comprising of representatives from each of the teaching teams. This group meets through a rotating staff meeting timetable where student behaviour is reviewed, the effectiveness of our Responsible Behaviour Management Plan for Students is constantly referred to with revised interpretations of policy to maintain consistency. Student behaviour data is also analysed, discussed and responded to using Oneschool behaviour statistical reports to determine priorities, implement proactive strategies and influence whole school strategic planning.

D3: Learning and Behaviour

At Talara Primary College, our *Responsible Behaviour Management Plan for Students* does not exist in isolation; rather it is an integral part of every aspect of school life.

The policy has five levels of behaviour which covers two approaches.

The first is a proactive and positive approach, our Universal Green Zone that ensures all students receive a curriculum and learning environment that meets their needs, values them and engenders success, pride and a feeling of belonging. We strive for a partnership approach for the *Responsible Behaviour Management Plan for Students* and celebrate good behaviour through initiatives such as student Gold Passes, Gold Pass Day, Good Ones, Student of the Week and Behaviour Reports. As

well as behaviour incentives, good attendance is acknowledged in weekly Awesome Attendance awards.

An agreed set of Rights and Responsibilities and *Code of Conduct* set the expectations. Level 1 of the *Responsible Behaviour Management Plan for Students* is active when these expectations are being met and Level 2 signals to the students that they are at risk of not meeting these expectations. At this point they need to refocus on achieving Level 1 behaviour and school support to do this is supplied.

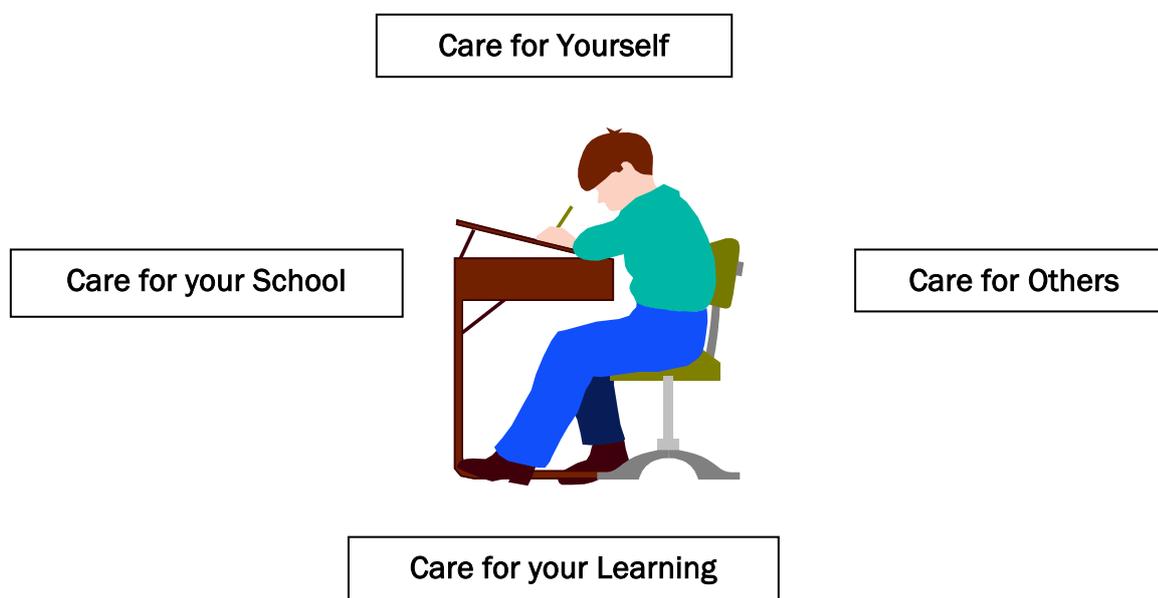
The second approach is the reactive approach which is activated when these expectations are not met. This area is divided into two zones, with Levels 3 and 4 our Targetted Yellow Zone and Level 5 our Intensive Red Zone. The strategies within this approach range from least to most intrusive, i.e. Levels 3 to 5, and are aligned with a range of support options. Levels 3, 4 and 5 involve support from parents to help students choose more socially acceptable behaviour. If a child's behaviour sits within the Intensive Red Zone, they would be accessing behaviour support through a variety of networks as listed later in this policy.

At Talara Primary College we believe that:

- students, parents and staff are all part of the Talara Team
- relationships are at the heart of all learning. Teachers modelling respect will have students also showing respect
- supporting students whose behaviour is in breach of the school's *Code of Conduct* must be fair and equitable and the process must be known and implemented by all
- staff and students have the right to teach and learn in an environment that is free from disruption and safe from bullying and harassment
- the right of an individual to develop differently in intellect, socially, emotionally and physically while maintaining that the rights of individuals must also contribute to a positive, safe learning community
- the best behaviour support is proactive with emphasis on the positive aspects of behaviour
- peaceful and responsible behaviours are expected to be used to resolve problems
- our *Responsible Behaviour Plan for Students* does not exist in isolation; rather it is an integral part of every aspect of school life.

D4: Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our school *Code of Conduct* informs all processes:



Expansion of our Code of Conduct

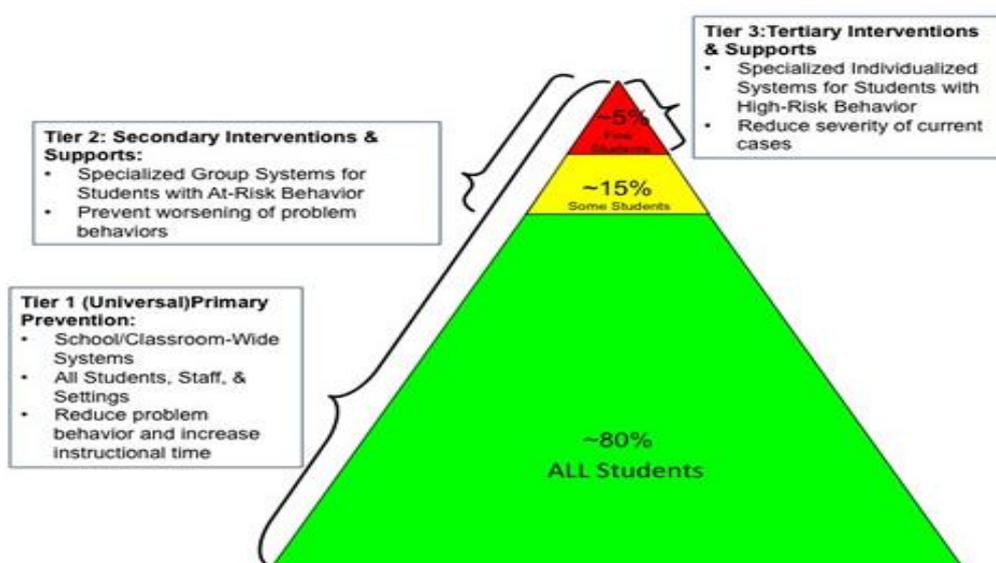
At Talara Primary College we have school rules known as the Code of Conduct. We constantly seek commitment to a *Code of Conduct* in the quest for self-management (Level 1- Universal Green Zone Behaviour).

Code of Conduct	Rules
<p>1. Care for yourself</p> <ul style="list-style-type: none"> • Maintain suitable dress standard (uniform) • Use toilets cleanly • Play where it is safe • Remain in school grounds unless permitted to leave • Protect yourself from the sun's harm • All movement in the school grounds is done with safety in mind • Use computers sensibly 	<p>1. Rules guiding you to care for yourself:</p> <ul style="list-style-type: none"> • The wearing of full uniform is expected at all times, especially for excursions. • Use the toilet block for its purpose, not as a playground • Bike and road safety must be practised at all times, this includes the correct wearing of a helmet • The climbing of trees, buildings and walkways is not permitted • No school hat, no outside play • Sit down to eat in the correct area at all times • No running in inappropriate areas eg. classrooms and paths • All use of ICTs will be done using school ICT policy guidelines
<p>2. Care for others</p> <ul style="list-style-type: none"> • Resolve conflict peacefully • Use polite and decent language • Exercise 'Stop, Think and Do' strategies where necessary 	<p>2. Rules guiding you to care for others:</p> <ul style="list-style-type: none"> • Harassment of any kind is not permitted. This includes bullying (including cyber bullying), name-calling, swearing, etc. • Line up quietly at bell time

<ul style="list-style-type: none"> • Leave dangerous items alone • Observe the rights of others to learn • Play sensibly • Be aware of and actively stop cyber bullying. 	<ul style="list-style-type: none"> • Rough play is not permitted. Tackling, fighting, kicking, wrestling and contact games are banned. • Move quietly around the school at all times
<p>3. Care for your school</p> <ul style="list-style-type: none"> • Protect our gardens, trees and buildings • Protect all furnishings, buildings and learning resources. • Adhere to the school uniform policy • Represent your school well on excursions and camps 	<p>3. Rules guiding you to care for your school:</p> <ul style="list-style-type: none"> • Students are only to enter classrooms with a teacher present • Found items are to be handed into the teacher or office • All school property must be cared for and used properly • Gardens are to be cared for and respected • All litter is to be placed in a bin • Walk on concrete paths
<p>4. Care for your learning</p> <ul style="list-style-type: none"> • Be on time for class with school beginning at 8.45am when the roll is marked. • Complete homework neatly and on time • Come to school prepared with all necessary items • Keep your work area and classroom tidy • Observe the rules of your classroom • Take pride in your work and strive for excellence 	<p>4. Rules guiding you to care for your learning:</p> <ul style="list-style-type: none"> • Bring a note explaining your absence • Observe classroom rules - as defined in individual rooms • If arriving to school after 8.45am ensure a late slip is collected from the front office.

Behaviour Triangle

The behaviour triangle forms the basis for the following 'Universal Zones of Support'.



Universal (Green Zone) Behaviour Support

Our school has adopted the tenets of the 'You Can Do It' program to build capabilities that promote achievement, positive relationships and emotional well being of young people. These 'Keys to Success' are modelled and explicitly taught by staff, as well as by our older students through a peer support program. Specific lessons are taught by the classroom teacher that focus on the school's *Code of Conduct* and the 'You Can Do It' program. Appropriate charts are then displayed in the classroom.

In addition, other school strategies include:

- Each family attends an enrolment interview where school expectations about behaviour and partnerships are made explicit and processes are described.
- Teachers are encouraged to make contact with parents as soon as unacceptable behaviour becomes evident.
- Classroom rules and expectations:
 - reflect the values of the wider school community
 - are developed at the beginning of each year by each class and their teacher/s
 - link directly to the procedures related to Gold Passes and Blue Slips

Anti-Bullying Lessons

Lessons are conducted on an 'as needs' basis by classroom teachers, chaplain, deputy principals and our guidance officer. One strategy used is to get groups of children together to negotiate better ways of co-operating. Since 2008, whole school Positive Behaviour Performances, have been accessed to teach and promote antibullying in a variety of formats, including cyber tools.

Extra Curricula Groups

A number of extra curricula groups and clubs are available at Talara from year to year. These may include clubs such as the TOMS, Infinity Maths Club, Tech groups, Robotics Club, Choirs, Dance Groups, Chess Club, TEAK, Skipping Squad, Art Club, Drama Group, Kilometre Club etc.

Student Awards

We have an array of awards related to positive aspects of school life. These are:

- **Gold Passes** Each student has their gold pass displayed in the classroom at the beginning of each term. The Gold Pass enables the holder to attend Gold Pass Day activities held at the end of each term.
- **Good Ones** When students are "caught" following the Code of School Behaviour they receive a Good One. A certificate is available for every 25 received, therefore tallies are required. The Good Ones can be placed in the weekly draw box on Parade. One winner is drawn for the P-1, 2/3, 4-5-6 groups per parade. The winner receives a certificate for a treat from the Tuckshop.
- **Attendance:** A variety of strategies are implemented to monitor and respond to attendance issues. Awesome Attendance Awards are used as a point in time reward system. When a child has attended school for an entire week, they are given an Awesome Attendance award to enter a draw for free entry to the disco.
- **Student of the Week** Each week the class teacher nominates a student whose behaviours and attitudes have been exemplary or shown pleasing improvements. This award is presented at Parade. The Italian teachers run a similar program using Bravissimos.
- **Tidy Classroom** Our Cleaning Team have a points system to recognise the care that classes put into maintaining their classroom in a clean and tidy manner. This is awarded per Tribe each week. Scores are tallied and a prize is awarded for the best class for that month/term.

Targeted (Yellow Zone) Behaviour Support

Teachers, while planning units, ensure the inclusion of explicit teaching of effective work habits and the opportunity to practise social skills in group work. Material used comes from the 'You Can Do It' program. Minor breaches of behaviour are dealt with in the classroom as needed. Targeted behaviour support occurs where students breach the *Code of Conduct* after several warnings. The first indication of moving to this level is an entry on a 'blue slip'.

When a 'blue slip' has three entries, dated within a five school day period (which is not necessarily a calendar week), it is considered "full" and that requires attendance at the 'Reflection Room'. Individual interaction with a Deputy Principal and assigned Senior Teacher enables the student to reflect on their behaviour and decide on what plans need to be put in place to effect the necessary changes.

Targeted behaviour support is also provided for instances of bullying. Specific lessons on "Safe 5 and High 5" may be conducted for each class.

The Student Services Committee meets each week to discuss referrals from teachers and support staff. The team will comprise a Deputy Principal, Support Teachers Literacy and Numeracy and the Guidance Officer as permanent members of the committee. In addition there will be a teacher representative from the lower, middle and upper sectors of the school. The Positive School Engagement Teacher will also attend when the referral has behavioural implications.

Deputy Principals and teachers will hold discussions regarding identified children in the 'Yellow Zone' with the Positive School Engagement Teacher to construct some targeted alternate approaches to assist with any identified behaviour issues. This may involve some direct intervention from the Positive School Engagement Teacher depending upon what is considered the best approach.

Intensive (Red Zone) Behaviour Support

Depending on the severity of the breach of the *Code of Conduct* the following options are available:

Kids Club

Students who are referred by a member of Administration may attend Kids Club. This is a quiet playroom where games are supervised and the 'rules' of playing well with friends may be discussed. It is supervised and available both breaks each day.

Reflection Room

The Reflection Room is a whole school facility provided at first break each day. A Deputy Principal or Senior Teacher is on duty in the designated room and students are required to work on a reflection sheet and develop a plan to improve their behaviour. The purpose of the Reflection Room is to provide an opportunity for students to reflect on the management of their behaviour, plan alternative ways to behave in the future, and to act as a deterrent for inappropriate behaviours. Students will only attend the Reflection Room as a result of a decision of the Administration Team. Data is collected through OneSchool on the frequency and nature of inappropriate behaviours displayed per student. This data is analysed regularly by the School Welfare Team.

Buddy Class

When the teacher has utilised the steps of the classroom behaviour policy, another opportunity for the child to reflect is provided with the option of sending them to a prearranged 'Buddy Class' with some work to complete. The Buddy Class is used for a short period of time (15-20 minutes) and the

child will return to their room when the time is completed. They are then expected to re-engage with the normal behavioural expectations of the class.

Office Withdrawal

When the teacher has exhausted all classroom strategies to manage the student's behaviour within the class or they display behaviour of a serious nature, students may be referred to the office, via an "Immediate Assistance Required" card. Cooling off time in the office is not a punishment, rather a natural consequence for showing a lack of respect for the rights of others to learn. A child will be returned to the classroom when he/she indicates that he/she is ready to behave more reasonably and when the relevant administrator believes this to be the case. A student exhibiting very inappropriate behaviour may be withdrawn from the classroom for a day or two and be required to complete supervised schoolwork in the office. On each of these occasions, parents will be notified.

Positive School Engagement Teacher

The PSET will engage in a variety of roles to assist with behaviour across the school. They will engage with complex case management through the SWELL Committee. They will coordinate the IBSPs required by individual students. They will conduct parent education programs such as the delivery and promotion of 123 Magic and Engaging Adolescence. They will offer and conduct Classroom Profiling and teacher Professional Development support. The PSET may also work in class with teachers to assist with complex students or coordinate and conduct other programs as determined to be most appropriate.

Daily Behaviour Contract

Students who find it difficult to self-manage expected behaviours are assisted to do so through behaviour contracts. The behaviour contract is divided into the 3 classroom sessions of the day and two play breaks. A student is expected to self evaluate at the end of each section of time and have this verified with the supervising teacher's signature. A deputy principal checks this each afternoon and it is taken home each evening.

Individual Behaviour Support Plan (IBSP)

The IBSP is prepared when behaviour necessitates a team being involved. The plan follows a Region endorsed proforma and is negotiated amongst the adult stakeholders.

Student Welfare for Emotional Lifelong Learning (SWELL Committee)

Talara's SWELL Committee case manages complex cases that require intensive, multifaceted supports for behaviour. This behaviour could be for a variety of reasons including (but not limited to) aggression, anxiety and depression. The SWELL Committee is chaired by a deputy principal with committee members from the Intensive Behaviour Support Team, Child and Youth Mental Health Services, school principal and school guidance officer.

Suspension and Exclusions

Students may be suspended or excluded as a result of repeated failure to correct inappropriate behaviours and adhere to behaviour plans. Additionally they may have committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons or other items accessed with the intent to cause harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse. Departmental guidelines are followed.

D5: Rights and Responsibilities

At Talara Primary College, students have certain rights and responsibilities.

Rights	Responsibilities	In other words
Students have the right to be happy and to be treated with understanding, respect, politeness and trust.	Students have the responsibility to treat others with understanding, respect and politeness, not to tease others or to hurt their feelings. Students also have the responsibility to be honest, sincere and to seek the truth.	I will be polite. I will take notice of others' rights and wishes. I will be caring towards other people's feelings.
Students have the right to feel secure and safe.	Students have the responsibility to make the school safe by not threatening, bullying or hurting anyone in any way. They have the responsibility to observe the safe working and playing requirements which apply.	I will be kind to others at work and play. I will remember to work and play safely. I will use appropriate language.
Students have the right to expect their property to be safe.	Students have the responsibility to safeguard and treat with respect property with which they have been provided. They have the responsibility not to damage, destroy or steal the property of the school or of others.	I will look after the property of the school and of others. I will only use property that is mine or that I have been given permission to use.
Students have the right to learn. (Other students will not deprive them of this by their behaviour.)	Students have the responsibility to cooperate with teachers and other students, to make sure that lessons proceed smoothly, that they keep up-to-date with required work and pursue excellence in all areas of school life. They have the responsibility not to behave in a manner which interferes with other students' right to learn. They also have the responsibility to be punctual, to attend school regularly and to take part in activities.	I will complete work on time. I will work with my teachers and classmates. I will behave in an acceptable manner. I will come to school regularly and on time. I will join in activities. I will abide by the decisions made by the school.
Students have the right to a healthy lifestyle and environment.	Students have the responsibility to care for their school environment, to keep it neat and clean and to be prepared to remove litter. They have the responsibility not to take harmful substances or encourage other students to do so, both within the school and on trips outside the school.	I will think and act in a healthy way. I will keep the school neat, clean and tidy.

Rights	Responsibilities	In other words
Students have the right to earn the respect, support and pride of the local community.	Students have the responsibility to behave and dress in a manner which will bring credit to themselves and to the school.	I will behave in a reasonable way. I will dress suitably for school by wearing my full school uniform.
Students have the right to guidance in developing self-discipline.	Students have the responsibility to learn, and to model self-discipline.	I will develop my ability to manage my behaviour. If I abuse others' rights there will be a consequence. If my rights are abused I should report it to a teacher who will discuss further action.
Students have the right to medical attention when injured or unwell at school.	Students have the responsibility to report and care for others who are injured or unwell.	I will immediately report to a teacher if I or others are sick or injured.
Students have the right to be taught the school's <i>Code of Conduct</i> .	Students have the responsibility to obey the school rules at all times.	I will behave appropriately and follow the rules. I will try to help others to do the same.

At Talara Primary College, parents and carers have certain rights and responsibilities.

Rights	Responsibilities
Parents have the right to have their children educated in a non-aggressive environment.	Parents have the responsibility to be good role models and teach acceptable behaviour.
Parents have the right not to have their children exposed to bad language.	Parents have the responsibility to use acceptable language in front of children.
Parents have the right to talk to teachers about their child's progress.	Parents have the responsibility to arrange a mutually acceptable time for parent/teacher conferences and to act on the information received.
Parents have the right to be informed about the curriculum and extra-curricular activities.	Parents have the responsibility to take an interest in these activities and to take note of school correspondence.
Parents have the right to have a say on school policies and procedures.	Parents have the responsibility to promote and support the school and its policies and follow its procedures.

At Talara Primary College, staff have certain rights and responsibilities

Rights	Responsibilities
Teachers have the right to perform their duties without undue disruption.	Teachers have the responsibility to advise parents of any concerns with student behaviour or school work.
Teachers have the right to use their preferred method of teaching.	Teachers have the responsibility to endeavour to achieve maximum learning outcomes for each student while planning, teaching and assessing according to departmental and school based syllabuses and policies.
Teachers have the right and a duty to discipline students.	Teachers have the responsibility to discipline according to the School's Responsible Behaviour Plan.
Teachers have the right to expect respect from students.	Teachers have the responsibility to be good role models in their conduct.
Teachers have the right not to be abused by parents, students and other staff members.	Teachers have the responsibility to conduct themselves in a very professional and orderly manner which reflects the <i>Education Queensland Code of Conduct</i> and <i>Code of Ethics</i> .

D6: Managing Communication Technologies

Communication technologies such as mobile phones, email, internet instant messaging programs such as messenger, web blogs and social networking websites are now an indispensable part of social life for many young people. These communication technologies are generally positive in nature and provide further options for connecting people and friends through networks. Occasionally though, the use of these communication technologies can be disruptive and potentially unsafe.

Mobile phones and the internet have become an issue in escalating the risk of bullying as their use by young people increases. Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Access to the internet within schools is carefully managed, with inappropriate sites blocked, either locally or centrally. Additionally, schools can request changes to blocked or unblocked sites (either temporarily or permanently) to ensure these filters are appropriate for each setting.

We encourage parents to discuss the use of communications technology regularly with their children. At Talara we support parents to discuss issues of safety with their children through forums such as parent information nights. It is important for parents to know who their child talks to online and find out if they ever speak with strangers.

A number of excellent resources exist to support parents and provide advice. These include:

- Australian Communications and Media Authority Cybersmart website www.cybersmart.gov.au
- Queensland Police Surf Safely www.police.qld.gov.au/programs/personalSafety/surfsafely.htm
- Bullying, No Way! <http://www.bullyingnoway.com.au/talkout/spotlight/cyberbullyingmain.shtml>
- eSafety Office website <https://www.esafety.gov.au>
- ThinkUKnow Federal Police Website <http://thinkuknow.org.au/>

Additionally, teachers play an important role in improving internet safety through equipping students with a range of skills through the curriculum. We also run cybersafety presentations for our parents & students annually.

The school's ICT Acceptable Use Agreement, which are signed by students and parent upon enrolment, are used as a means of ensuring students are aware that they:

- accept the consequences of breaching the agreement
- know what constitutes inappropriate sites and do not visit them
- do not publish personal information on the Internet and
- report all unacceptable material, conduct or behaviour they encounter on the Internet to their teacher.

Management of Students Mobile Phones

It is assumed that any child bringing a mobile phone to school needs it for safety in travelling to and from home but not during the school day. Therefore:

- Phones are to be delivered, turned to off, to the office on arrival at school where they are checked in via a register.
- They are to be collected and signed out at the end of the school day.
- No student mobile phones are permitted to camp or on excursion as the children are in the direct care of the teachers.

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.

Personal Technology Devices include, but are not limited to, game devices (such as portable gaming devices, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® , smart watches and devices of a similar nature.

Certain Personal Technology Devices Banned from School

Students must not bring valuable personal technology devices like smart watches, 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, as part of the BYOx program including signed **Acceptable Use Agreement for use at school**, 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

Permitted personal technology devices, as part of the Talara Primary College BYOx program must be used in accordance with the Terms of Agreement for use at school, Bringing personal technology devices, such as mobile phones, iPods or gaming devices to school is not encouraged 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 signed in via the register in the Administration Office, before classes commence in the morning; all devices must be signed out at the end of the day.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Text Communication

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

Special Circumstances Arrangement

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

D7: Emergency responses or critical incidents

In order to effectively manage a critical incident, the Principal or senior staff member present on the day will determine the magnitude and intensity of the situation so that appropriate action can be taken. The following will be considered:

- degree of life danger or threat
- amount of loss to family, friends or classmates
- immediacy of crisis
- duration of trauma
- amount of damage or destruction to possessions, homes or community
- potential for further crisis
- exposure to death and destruction
- amount of moral conflict (e.g. controversial issues)
- individuals affected (victim, perpetrator, witnesses)
- number affected by trauma
- possible long-term effects
- degree of rumour potential

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 Talara Primary College'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 personal safety is at risk in which case, Non-Violent Crisis Intervention strategies are used to prevent injury.

Physical intervention may 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.

When there is a concern about a student possibly having unsafe items at school, Administration Staff reserve the right to inspect a student's property e.g. school bag.

It is important that all staff and members of our community understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Following any use of Physical Restraint in a school setting the Principal and School Staff must prepare an incident report using the template provided in the SSDSE procedure link (incident report: <http://education.qld.gov.au/health/safety/managing/accidents.html>)
- Where a student has an individual plan that includes physical restraint as a planned response this plan should have been developed with a multidisciplinary team including: Relevant school staff, Allied service personnel e.g. psychologist, AVT, Disability Services and Parent/guardian. The plan should set out the way in which uses of restraint will be recorded, reviewed and their frequency reduced.
- Reports of the use of physical restraint need to be provided to the parents of the student(s) involved as well as being uploaded to OneSchool and attached to the student(s) profile.
- If the use of physical restraint has resulted in serious injury to the student(s) or staff involved in the incident the report must be uploaded as a File Attachment to the MyHR Workplace Health and Safety on-line reporting system.

Debriefing Guidelines

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

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

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

- Debriefing should provide information on:

- Who was involved
 - What happened
 - Where it happened
 - Why it happened
 - What we learned
- The specific questions we want to answer through the debriefing process are:
 - FACTS: what do we know happened?
 - FEELINGS: how do you feel about the event that happened?
 - PLANNING: what can/should we do next?

Questions for staff

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

Questions for student

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

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

Schools Safe: Knives and Weapons Policy

WORKING TOGETHER TO KEEP TALARA PRIMARY COLLEGE SAFE

We can work together to keep knives out of school. At Talara Primary College:

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

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

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

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined this may include: a proposal to suspend or exclude or recommendation to suspend or exclude
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Talara Primary College safe?

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

D8: Consequences for Unacceptable Behaviour

The following table provides details of the support that may be required to ensure the behaviours meet our school expectations.

Levels of Behaviour

Level 1 Universal Behaviour Support	One person is required to manage the student's behaviour	1. Student
<p>A Level 1 student has:</p> <ul style="list-style-type: none"> demonstrated a commitment to TPC's <i>Code of Conduct</i> and the school's Rights and Responsibilities. 		
<p>At Level 1:</p> <ul style="list-style-type: none"> students are permitted to participate in camps, excursions, interschool activities and other school functions; students are permitted to join the Gold Pass Day celebration of good behaviour in the last week of each term; upper school students requiring correction by the teacher may receive one warning regarding inappropriate behaviour. (Lower school varies from the upper school in that more warnings may be provided, especially early in the school year.) If these warnings are not heeded and inappropriate behaviour continues, a consequence deemed appropriate by the teacher will be applied. 		
Level 2 Universal Behaviour Support	Two people are required to manage the student's behaviour	1. Student 2. Teacher
<p>A Level 2 student has:</p> <ul style="list-style-type: none"> continued with inappropriate classroom behaviour following the warning and classroom consequence and/or; breached the school's <i>Code of Conduct</i> within the school grounds. 		
<p>At Level 2:</p> <p>In the classroom</p> <ul style="list-style-type: none"> a Blue Slip is started. Incident is recorded as the first of three possible incidents for the week (a week equals any five consecutive school days) if the first citation is followed by further inappropriate behaviour within the same week, a second citation is made on the Blue Slip and a consequence deemed appropriate by the teacher will also be applied. <p>In the playground</p> <ul style="list-style-type: none"> The record sheet at the back of the playground duty folder ('Record of Inappropriate Behaviours') is completed and the standard playground policy consequence is implemented. 		

Level 3 Targeted Behaviour Support	Three support mechanisms are required to manage the student's behaviour	1. Student 2. Teacher 3. Deputy Principal
<p>A Level 3 student has:</p> <ul style="list-style-type: none"> • continued to display inappropriate behaviours resulting in a third offence being entered onto their Blue Slip in a one week period, or • one serious incident entered onto a Blue Slip 		
<p>At Level 3:</p> <ul style="list-style-type: none"> • the student will lose their Gold Pass for one week and will be returned to Level 2 after one week if no further incidents are recorded during this week • first offence 1 – 3 days in Reflection Room • a letter or phone call may be forwarded to the student's parents/carers notifying them of the nature of the incident/s and the consequences • where applicable, the student is advised that they are in danger of losing a position of office e.g. School Captain, School Councillor, Sports Captain, if their behaviour does not return to Level 2 within one week. Student office bearers will lose their position of office if they reach behaviour Level 3 twice during the school year • if a first time Level 3 occurs for the term during the week leading up to the Gold Pass Activity, the student may attend a proportion of the Gold Pass Activities held at school • a second time Level 3 incident within the one term may mean the student loses their Gold Pass for the term and is therefore ineligible to attend Gold Pass Day for that term. 		

Level 4 Moving from Targeted to Support Intensive	Four support mechanisms are required to manage the student's behaviour	1. Student 2. Teacher 3. Deputy Principal 4. Parents 5. PSET 6. SWELL Committee 7. Possibly Suspension Legislation
<p>A Level 4 student has:</p> <ul style="list-style-type: none"> • continued to display inappropriate behaviours • has received a third Blue Slip in the term 		
<p>At Level 4:</p> <ul style="list-style-type: none"> • the student may be ineligible to attend activities out of the school grounds. This includes such activities as excursions, some sporting activities, including Representative Sport out of school hours, and other specialised events. The reasons for this are: <ul style="list-style-type: none"> ○ students need to be able to demonstrate socially acceptable self discipline and behaviour in public; ○ student behaviour is expected to uphold the excellent name of Talara Primary College in the community; ○ the higher degree of risk management involved in activities outside of the school grounds. <p>Once the Student Returns to Level 3 they may be eligible to participate in activities outside of the school grounds.</p> • a meeting is arranged between the parents/student, an administrator and other relevant staff • the possibility of suspension or exclusion as a consequence of continued inappropriate activity is discussed • a student may be placed on a Class or Recess Monitoring Report to be signed by all 		

stakeholders for one or more weeks

- any position of office held by the student is forfeited for the year
- the student's Gold Pass is automatically lost for the term
- three or more days in Reflection Room and possible withdrawal from the playground during second break.

Level 5 Intensive Behaviour Support	Five support mechanisms are required to manage the student's behaviour	1. Student 2. Teacher 3. Deputy Principal 4. Parents 5. PSET 6. SWELL Committee 7. Police and/or Suspension Legislation
A Level 5 student has: <ul style="list-style-type: none">• repeatedly failed to correct their inappropriate behaviours and adhere to their behaviour plans• committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons or other items accessed with the intent to cause harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse.		
At Level 5: <ul style="list-style-type: none">• parents are advised by phone and are called to the school as a matter of urgency• the student is placed on suspension and parents are asked to escort their child from the school, following a suspension meeting• Advisory suspension letters per Education (General Provisions) Act are completed <p>Students will return from suspension and enter at Level 4 with either a revised behaviour plan or an Individual Management Plan. This choice will be at the discretion of the Principal or Principal's Delegate</p> <p>A recommendation for exclusion may be sought if serious incidents re-occur and/or Level 5 is reached on more than one occasion.</p> <p>The Police will be called for incidents of a significant illegal nature.</p>		

POINTS OF NOTE

- Teachers may move students between Levels 1 and 2 as a classroom management strategy.
- Levels 3 and 4 may only be applied by an Administrator.
- Level 5 may only be applied by the Principal or delegate.
- In cases of significant or serious incidents, the matter will be referred to the Principal or Deputy Principal who may:
 - assign Level 3, 4 or 5 as appropriate
 - take action according to the level assigned
 - refer to SWELL Committee for assistance with case management
 - contact the family by phone or letter on the same day where possible and deemed necessary
 - undertake suspension or exclusion as per legislation.
- Student behaviour outside of the school environment, which affects the good order and management of the school will be assessed and responded to in accordance with Talara's Code of Conduct. Responses may include support by relevant staff (eg. Guidance Officer) and/or suspension or exclusion.

D9: The Network of Student Support

At Talara Primary College we employ a team approach when supporting students, which include:

- The school's teaching and support staff
- Principal and Deputy Principals
- Parents
- School Guidance Officer
- Regional Senior Guidance Officer
- Regional Behaviour Support Coordinator and Team
- Special Needs Committee
- School Welfare Team
- SWELL Committee (including CYMHS Psychologist)
- School Chaplain
- Other support staff, such as teacher aides, Support Teachers
- Positive School Engagement Teacher

D10: Consideration of Individual Circumstances

All students are expected to adhere to our Code of Conduct. The individual circumstances and actions of the student will be considered alongside the needs and rights of the school community members, when deciding and applying consequences. Consistency will be achieved in responding to the behaviour, but not necessarily in the nature of the response.

Consequences for breaching our *Code of Conduct* may vary according to a number of factors:

- Age of the child
- Previous behaviour record for related incidents
- Quantity and reliability of evidence
- Intent of the action
- Honesty and remorse shown
- Emotional well being
- Context of the incident
- Family circumstances
- Socio-Economic situation
- Gender
- Culture
- Appraisal levels
- Disability, and within this, levels of need/category
- Safety of others

D11: Related Legislation

The following policies and legislation apply to the school's *Responsible Behaviour Management Plan for Students*.

Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Policies

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

For more information

- Bullying. No Way! (www.bullyingnoway.com.au)
- You Can Do IT! Education (www.youcandoiteducation.com)
- Cybersmart – Internet and mobile phone safety advice and activities (www.cybersmart.gov.au)
- Act Smart, Be Safe (<http://education.qld.gov.au/actsmartbesafe/index.html>)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- MindMatters (www.curriculum.edu.au/mindmatters)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/buscode>

Endorsement

Principal
Stephen Adams

P&C President
Andrea Sproston

Regional Executive Director or
Executive Director (Schools)

Date effective: October 2018 to June 2021