1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Bluewater 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 expectations and high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and Data Review

Bluewater State School developed this plan in collaboration with our school community. Ongoing consultation with parents, staff and students is being undertaken with the community. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents from 2015 - 2016 and our commitment to implementing the School Wide Positive Behaviour System (SWPBS) also informed the development process.

The Plan was endorsed by the Principal, the School Wide Positive Behaviour Support Team, the President of the P&C in November 2016, and will be reviewed in 2019 as required in legislation.

3. Learning and Behaviour Statement

All areas of Bluewater State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our 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 Bluewater 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.

School Rules
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Follow staff directions.
- Be Respectful.
- Be Responsible.
- Be Resilient.

Our school rules and values 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.
At Bluewater State School
We expect every opportunity is given to students to make positive and informed choices.
- It is the right of students and parents to expect that the school has supported the student.
- Parents are informed early that intervention is sought; together we can make a difference.
- Students and staff can expect a safe, supportive environment. All students have a right to learn. All teachers have the right to teach.

Students
At Bluewater State School students are expected to:
- Follow staff directions and the directions of others in authority.
- Actively participate in the Australian Curriculum Education Program.
- Make Responsible decisions about their own behaviour and learning.
- Demonstrate Respect and pride for themselves, the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn and the right for teachers to teach.
- Demonstrate Resilience towards challenging and changing environments.

Parents/Caregivers:
At Bluewater State School, Parents/Caregivers are expected to:
- Show an active interest in their child’s schooling and social and academic progress.
- Co-operate with Bluewater State School to achieve the best social and academic outcomes for their child/children.
- Support school staff in maintaining a safe and Respectful learning environment for all students.
- Maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour.
- Contribute positively to school programs and support plans that concern their child.
- Accept and support Education Queensland State Schools’ provisions that ensure all Bluewater students have a right to and receive a quality education.

Bluewater State School
Bluewater State School is expected to:
- Facilitate the opportunity for every student to actively participate in the Australian Curriculum Education Program.
- Provide a safe and supportive learning environment.
- Support teachers and teaching practices that are tailored to meet the unique needs of students from Preparatory to Year 6.
- Initiate and maintain constructive and Respectful communication and relationships with students, parents/carers and the larger community.
- Promote the skills of responsible self-management for students and staff.
- Model the school values of Respect, Responsibility and Resilience.

The Principal
At Bluewater State School, The Principal is expected to:
- Maintain and communicate the expectations of Responsible behaviour in the school community.
- Ensure equality, consistency and fairness in implementing Bluewater State School Responsible Behaviour Plan for Students.
- Communicate high expectations for individual achievement and behaviour.
- Review and monitor the effectiveness of school practices and their impact on students learning.
- Support staff in ensuring compliance with the Code of School Behaviour and facilitate Professional Development to improve the skills of staff to promote Responsible behaviour and quality teaching and learning.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
Bluewater State School is a School Wide Positive Behaviour for Learning (SWPBL) School as it is an evidence based approach. Positive Behaviour Support is defined as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour (OSEP Centre on PBIS). It consists of four elements that work together to support social competence and academic achievement.
Positive behaviour support is the redesign of environments, not the individual.

At Bluewater State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching Behavioural Expectations.
- Academic Restructuring.
- Behavioural Interventions.


Bluewater State School and the SWPBL team recognise the link between behaviour and learning through the Continuum of School-Wide Instructional and Positive Behaviour Support data, and strategies are put in place to encourage high expectations for positive behaviour and therefore academic success. The Continuum visually represents that although all students at Bluewater are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.

Investing in SWPBL results in:

- Change in school discipline systems.
- Reduction in problem behaviour.
- Improved academic performance.
- Savings in staff and student time.
- Improved effectiveness of individual interventions.
- Improved perception of school safety and mental health.

WHOLE SCHOOL BEHAVIOUR SUPPORT

A whole school approach means everybody in the school’s community is committed to a safe and supportive environment. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bluewater State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and in the Bluewater community as an informed social citizen. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to create positive behaviour and prevent problem behaviours.
Our whole school approach provides a supportive and positive learning environment through:

- Open communication with the school community on ‘The Code of School Behaviour’ the school’s ‘Responsible Behaviour Plan for Students’ and the School Wide Positive Behaviour Support matrix.
- Emphasising the use of assessment and behavioural data to guide intervention and management decisions.
- Shared school values and positive reinforcement of the school rules.
- Establishment of agreed programs and procedures that are known and understood by all members of the school community.
- Staff, student and parent access to professional development, education or training.
- Managing of incidents through clear and well-understood processes.
- Supporting students and building strong community relationships.

At Bluewater State School:

- Appropriate student behaviour is taught.
- Positive behaviours are publicly acknowledged.
- Problem behaviours have clear consequences.
- Student behaviour is monitored and staff receive regular feedback.
- Effective behaviour support strategies are implemented consistently at the school wide, specific, classroom and individual student level by staff and administration.
- Effective behavioural support strategies are designed to meet the needs of all students.

Expectations for student behaviour are designed by a school based team informed by the latest research on Positive Behaviour Support, professional development, school data, and an intrinsic knowledge of Bluewater State School.

A set of behavioural expectations in specific settings has been attached to each of our three school values. The School Wide Positive Behaviour Support Expectations below outlines our agreed rules and specific behavioural expectations in all school settings.

**Bus Travel**

Many Bluewater State School students travel to and from school on a bus provided by the Department of Transport. Whilst most of our students behave appropriately when travelling on buses, from time to time a small number behave inappropriately and this can affect the safety and comfort of the journey for fellow passengers. When travelling on a bus the Code of Conduct for School Students Travelling on Buses by the Department of Transport and Main Roads applies. The aim of this Code is to ensure safe and responsible school bus travel for all passengers, including bus drivers. Refer to the link below for further information:

**BLUEWATER STATE SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS MATRIX**

<table>
<thead>
<tr>
<th>WHOLE SCHOOL</th>
<th>CLASSROOM</th>
<th>LIBRARY</th>
<th>EATING AREAS</th>
<th>WALKWAYS / LINING UP</th>
<th>PLAY AREAS</th>
<th>TOILETS</th>
<th>TUCKSHOP</th>
<th>OFFICE</th>
<th>BUSLINE/ TRAVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I follow staff directions</td>
<td>I follow staff directions</td>
<td>I follow staff directions</td>
<td>I follow staff directions</td>
<td>I ‘Shine in Line’ when waiting for my teacher</td>
<td>I ‘Beat the Bell’ when lunch time is finished</td>
<td>I follow staff directions</td>
<td>I follow staff directions</td>
<td>I follow staff directions</td>
<td>I follow staff directions</td>
</tr>
<tr>
<td>I wear my full school uniform every day</td>
<td>I raise my hand and wait quietly for the teacher to acknowledge me</td>
<td>I move quietly and safely around the library</td>
<td>I actively use ‘Be Green, Be Clean’ to keep the area rubbish free</td>
<td>I sit in my assigned area to eat my lunch</td>
<td>I go to the toilet before school and during lunch breaks</td>
<td>I am patient and polite when borrowing equipment from the sports shed</td>
<td>I respect my own and other’s privacy</td>
<td>I say please and thankyou when speaking to staff</td>
<td>I move quickly and calmly to the toilet</td>
</tr>
<tr>
<td>I am polite and I use my manners when speaking with others</td>
<td>I wait for others to finish talking before I speak</td>
<td>I say please and thankyou when asking staff to help me</td>
<td>I stay seated in my area until staff release me</td>
<td>I always bring a healthy lunch</td>
<td>I line up and wait my turn when it is busy</td>
<td>I encourage others to join in</td>
<td>I close the door</td>
<td>I ‘Play Safely and Fairly’ in the playground</td>
<td>I play electronic devices appropriately</td>
</tr>
<tr>
<td>I am kind, helpful, thoughtful and honest with others</td>
<td>I inform others that ‘I have the right to learn, thankyou!’</td>
<td>I borrow books to improve my reading goal</td>
<td>I always eat my lunch if required</td>
<td>I pack up my lunchbox before I go to play</td>
<td>I I ‘Play Safely and Fairly’ in the playground</td>
<td>I I ‘Recognise, React and Report’ to keep myself and others safe</td>
<td>I I ‘Cybersmart’</td>
<td>I I ‘Shine in Line’ when waiting for my teacher</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
</tr>
<tr>
<td>I know the school rules</td>
<td>I set Personalised Learning Goals to help me achieve success</td>
<td>I return my borrowed books on time</td>
<td>I I ‘Beat the Bell’ when lunch time is finished</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
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<td>I I ‘Shine in Line’ when the bus arrives</td>
</tr>
<tr>
<td>I ‘Do the Five’ to solve my problems</td>
<td>I am an ‘Active Learner’ and always try my best</td>
<td>I look after all equipment and books</td>
<td>I I ‘Beat the Bell’ when lunch time is finished</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
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</tr>
<tr>
<td>I stay inside the school grounds</td>
<td>I I ‘Recognise, React and Report’ to keep myself and others safe</td>
<td>I use computers appropriately</td>
<td>I I ‘Beat the Bell’ when lunch time is finished</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
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<td>I I ‘Shine in Line’ when the bus arrives</td>
</tr>
<tr>
<td>I look after all property, equipment and the environment</td>
<td>I I ‘Cybersmart’</td>
<td>I I ‘Beat the Bell’ when lunch time is finished</td>
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<td>I I ‘Shine in Line’ when the bus arrives</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
</tr>
<tr>
<td>I keep my hands and feet to myself</td>
<td>I I ‘Cybersmart’</td>
<td>I ‘Shine in Line’ when the bus arrives</td>
<td>I I ‘Beat the Bell’ when lunch time is finished</td>
<td>I I ‘Shine in Line’ when the bus arrives</td>
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</tr>
</tbody>
</table>

**Responsible Behaviour Plan for Students**

Based on the Code of School Behaviour
| BE RESILIENT | I talk with staff and parents about how I solve my problems | I work hard to achieve my goals | I always clean up the library when I have finished | I bring enough food to eat | I am patient when walking near others | I ‘Do the Five’ to solve my problems | I ‘Take Care of Business’ and always use the toilet paper to keep myself clean | I am patient while I wait my turn to be served | I am patient while I wait for my bus to arrive |
| | I strive to be a positive role model across all areas of the school | I am always focused on completing my work to a high standard | I actively share lunchtime ‘Library Activities’ with other students | I eat at every eating time | I ‘Do the Five’ to solve my problems | I ‘Walk Away’ to seek help from staff when I need it | I return to class quickly | I see the teacher on duty, and only go to the office if they send me there | I ‘Do The Five’ to solve my problems |
| | I ask for help when I need it | I celebrate my successes | I recycle my food scraps to help our environment | I ‘Walk Away’ to seek help from staff when I need it | I follow the rules of the game | I ‘Walk Away’ and seek help from staff when I need it | I keep the area clean and tidy | I ‘Do The Five’ to solve my problems | I ‘Walk Away’ and seek help from staff when I need it |
| | | I am ‘Aware’ of my behaviour and contribute actively to help maintain a positive classroom environment | | I ‘Do the Five’ to solve my problems | | | | | |

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour
As Bluewater State School views behaviour as a learning opportunity we communicate behaviour expectations as part of our primary behaviour support by:

- SWPBL lessons conducted by classroom teachers’ explicitly teaching current focus.
- New SWPBL focuses are introduced to the whole school on assembly by a class.
- Reinforcement of learning from SWPBL lessons during school assemblies and during active supervision by staff during classroom and non-classroom activities which is tracked by the success of the behaviour focus based on OneSchool data.
- Clearly visible posters and signs throughout the school grounds and in all classrooms and other buildings including; office, CPA, library, and specialist rooms.

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

- School Wide Positive Behaviour for Learning Team (PBL) provides a whole school focus for facilitating positive behaviour and learning.
- The PBL Team provides regular provision of information to staff, and support to others in sharing successful practices.
- Comprehensive induction programs in the Bluewater State School Responsible Behaviour Plan for Students, delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans are 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* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Positive Acknowledgement and Rewards

At Bluewater 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.

Reinforcing expected School Behaviour – A whole school approach

Using behavioural data from OneSchool and expectations from the Bluewater Way, the School Wide Positive Behaviour for Learning Team proactively implements the Bluewater Positive Behaviour Agenda, which consists of data-generated targeted behavioural strategies that allow students and staff to interact in positive ways for the good of the whole school, classrooms and individuals.

Our school has established systems to celebrate the success of those students who contribute to creating a safe and supportive school environment.

At Bluewater State School, we set high expectations for positive behaviour and publicly recognise students and staff who strive to display the school values of Respect, Responsibility and Resilience.

These students are recognised through:

- Verbal praise and acknowledgement
- Gotchas
- Teachers or staff contacting parents face-to-face or via telephone to acknowledge student effort
- Acknowledgement in the school Newsletter
- Public Displays focusing on Culminating Activities, Foyer Displays, Community Displays and Parade Performances
- Media Releases and Social Media

Recognising School Values: Respect, Responsibility and Resilience

Bluewater’s Gotcha rewards system celebrates our students’ achievements instantly, and is the main focus of our SWPBL approach. Students who earn Gotcha’s receive instant recognition for displaying the school values of Respect, Responsibility or Resilience.
Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

**Bluewater Gotcha Rewards System**
Staff members hand Gotchas out each day to students they observe following the school values of Respect, Responsibility and Resilience in classroom and non-classroom areas. The coloured Gotchas visually separate each of the three school values, and assists all our achievers to know which value they have displayed. Furthermore, there will be a rule and area focus each week that is determined by the School Wide Positive Behaviour for Learning (PBL) Team according to issues of concern generated from OneSchool Data and expectations from The Bluewater Way. This reinforcement occurs continuously throughout the day.

**Bluewater Gotcha’s**

![Bluewater Gotcha Images]

To earn a Gotcha and raise points for their School House students should:

- Demonstrate one or more of the 3 values of Bluewater State School: **Respect, Responsibility, and Resilience**.
- Show the Gotcha to their classroom teacher for discussing and recording on a class tally sheet.
- Know their House, name and colour.
- Place the Gotcha in their house bucket which will be kept in the classroom.

**Teacher responsibilities** include:

- Writing out Gotcha’s for students who display the schools core values.
- Recording their own class’s Gotchas on the weekly display chart.
- Promoting house teams and colours in the classroom through an A4 poster with student names.

**Gotcha Rewards:**
Student Gotchas are further recognised and recorded through the consistent management and maintenance of data on our Positive Behaviour Support Database. Each Gotcha recorded on the database holds the value of **one point**. The house with the most points at the end of the year will have their House name engraved on the Bluewater Values Shield.

**Bluewater State School House Teams**

- **Falcons**
- **Fantomes**
- **Rattlesnakes**

At each weekly parade six (6) students’ Gotcha will be drawn out from House team buckets to receive a small prize.

The student who receives the highest number of Gotchas for the week from each class receives a certificate on parade and goes into the draw at the end of the year for the raffle where a prize is given.
At the end of each term there is a Gotcha Party where three students are selected from each class to attend. These students are selected based on the students with the highest number of Gotchas earned for the term.

Bluewater State School has been implementing strategies since 2008 and due to the continued improvement and success of behaviour all staff continue to engage in and believe in this process.

**Targeted behaviour support:**
Each year a small number of students at Bluewater State School are identified through our data as needing assistance with 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 that require **targeted behavioural support** have access to a wide range of resources to aid in their learning. Students are identified who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. The team may consist of student, parent, teacher, other support staff and Principal if required.

Strategies used for targeted behaviour support could include:
- Differentiation for diverse learners
- Curriculum adjustments
- Reinforcement of verbal and non-verbal cues
- Increased attention from teacher, staff and administration
- Increased communication with the parents/caregivers, which occurs through all stages of targeted behaviour support, and includes positive/encouraging communication
- Flexible timetable, Individual Contracts/Tracking Cards/Rewards
- Head of Department – Student Services
- Chaplain Support
- Defence Transition Aide Support
- Guidance Officer Support
- Building staff capacity through the Instructional Coaching Cycle
- Suspension Re-Entry Contract and Meeting

Students who respond to tier 2 intervention then return to universal supports and are monitored. This is the same process between tier 2 and 3. Students whose behaviour does not improve after receiving Targeted Behavioural Support, or whose previous behaviour indicates a need for specialised intervention, are provided with **intensive behaviour support**.

**Intensive behaviour support**
Bluewater 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. All students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported through The Student Support Network.
 Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

The Student Support Network:
- 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 Wide Positive Behaviour for Learning (PBL) Team to achieve continuity and consistency.

The Student Support Network 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. The support team may also include 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.

Case Management of ‘At Risk’ students
The case manager for each student who is identified as “seriously at risk” should be the class teacher. Next, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher level management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:
- Collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions.
- Referral for discussion at the school Student Services Meeting.
- Referral to Guidance Officer for assessment and preliminary behavioural support.
- In partnership with the wider community and Regional Office Support Staff, undertake a Functional Behavioural Assessment (FBA and develop an Individual Behaviour Support Plan).
- Administration follow up and case management of the ‘student at risk’ involving the student, parents and staff.

Professional Development is provided to staff in the following ways:
- Tertiary: Other stakeholders EG: Regional Office Coaches for Mental Health and Autism.
  Team Teach training is provided to selected members of the Leadership Team.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.
All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

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

Processes that Bluewater staff and students are aware of and use for behaviour adjustment include:

Re-directing low-level and infrequent problem behaviour

Staff use least intrusive practices and strategies when re-directing students’ low level and infrequent problem behaviour back to learning tasks. Staff members’ first approach to re-directing low-level and infrequent problem behaviour is always focused on least intrusive practices. Least intrusive practices being the top 5 strategies, non-verbal strategies and oral redirections.

When students’ exhibit 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 to 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. To do this we use the Bluewater Stop Lights. 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.

Bluewater Stop Lights

When questioning student’s about their choice of behaviour ask them these questions in a neutral, objective, unemotional calm voice. The Bluewater Stop Lights models consistent language for staff and students when dealing with behaviour:

STOP: What are you doing?

THINK: What should you be doing?

What will happen next time?

DO: Show me the right thing to do!

Bluewater ‘DO THE FIVE’

At Bluewater State School, we strongly encourage all students to act responsibly, resiliently, and respectfully. We strongly encourage students to take ownership of their and others behaviours through modelled and consistent use of Bluewater’s ‘DO THE FIVE’. This whole school language promotes self-management and focuses on individual conflict resolution between students.

1. Say “Stop it! I’m not your bait!”
2. “I don’t like it when you…” (Exactly what they said or did)
3. “It makes me feel…”
4. “What is your response?” (Wait for their response)
5. Tell them “Don’t do it again!” (This should be said with a firm voice to convey emotion)
When this process is unable to be resolved by the students involved, the students must seek out the nearest teacher.

If that still doesn’t work, then students are encouraged to seek out the Principal or Deputy Principal.

Students are always encouraged to talk to Mum and Dad at home. And Mum and Dad will remind their child/ren to “Do the 5”, “See a teacher”, “See the Principal or Deputy Principal”.

5. Emergency or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. It is important that staff have a consistent understanding that physical restraint is a continuum beginning with time out and moving to physical restraint. When making a decision to physically restrain a student, staff are able to justify if it was reasonable, appropriate and absolutely necessary.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language)

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally)

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates)

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour)

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations)

Physical Intervention
There is a Provision for the use of Physical Restraint, involving the manual restriction of a student’s movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is only used as an immediate or emergency response or as part of a student’s Individual Behaviour Support Plan including prevention of self-harming behaviours. Physical intervention must be used as a last resort and least restrictive practices and options adopted first.
Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

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 himself/herself or to others.

Appropriate physical intervention may be used to ensure that Bluewater State School’s duty of care to protect students and staff from foreseeable risks of injury is met. It is important that staff have a consistent understanding that physical restraint is a continuum beginning with time out and moving to physical restraint. When making a decision to physically restrain a student, staff are able to justify if it was reasonable, appropriate and absolutely necessary. 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.

Debriefing Options
After an emergency or critical incident has occurred students and staff will be provided with the following debriefing options:

- CONNECT – Explore the situation, ask the questions.
- UNDERSTAND – Listen non-judgmentally, review the discussion.
- ASSISTING – make a plan, follow up.

Record keeping
Each instance involving the use of physical intervention must be formally documented in OneSchool as a Behaviour Incident. The following records must be maintained:

- Physical Restraint Incident report.
- Health and Safety Incident Report.
- Debriefing Report (for student and staff).

Staff Training
Staff will be provided with annual training around the least to most intrusive practice using Essential Skills. Training provided includes:

- Annual PBL Induction
- Essential Skills
- De-escalation component of Team Teach
- Classroom Profiling
- Lockdown and Fire drill
- Frequent review and familiarisation of the Responsible Behaviour Plan for Students
- Restorative Justice
- Restraint Training (Team Teach) will be provided to key staff who work with high risk students.
6. Consequences for unacceptable behaviour

Bluewater State School believes in explicitly teaching and reteaching expectations to students as data has shown how this effectively supports the engagement of student learning. We believe setting down clear expectations for teaching, learning and playing will assist students to know the standards required for successful participation in school life. When responding to problem behaviour the staff members consistently follow:

- A universal whole school step program that identifies the escalation process.
- Essential Skills to focus behaviour back to learning.
- The SWPBL matrix for identifying types of negative behaviours students display and whether it is minor or major.
- The SWPBL matrix for identifying appropriate consequences for behaviour management.
- When responding to problem behaviour the staff use the SWPBL matrix to reteach and reinforce expected behaviours.

Whole School Steps Program for escalating levels of behaviour at Bluewater State School

Classroom Behaviour Management

Bluewater State School deploys consequences using a school wide step program, in which staff can universally respond to student behaviour using a consistent approach. The following table outlines the procedure staff follow when instigating behaviour management consequences in the classroom.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rule Reminder&lt;br&gt;Students receive a warning and are provided with the opportunity to make positive and self-informed choices.</td>
</tr>
<tr>
<td>2</td>
<td>Time Out&lt;br&gt;The student can reflect on behaviour and develop personal strategies and goals for a positive re-entry into the classroom.</td>
</tr>
<tr>
<td>3</td>
<td>Buddy Class&lt;br&gt;Time away from peers. An observable regain of control by the teacher and de-escalation of disruptive behaviour</td>
</tr>
<tr>
<td>4</td>
<td>Principal&lt;br&gt;To provide reflective discussion on how students can make positive choices.</td>
</tr>
<tr>
<td>5</td>
<td>Targeted or Intensive Support</td>
</tr>
</tbody>
</table>

Expectations:
Bluewater Staff make clear to students:

- The four school rules detail our school values that define high standards of behaviour.
- That classroom rules are collaboratively arrived at and displayed clearly in the room from the beginning of the year. These describe positive observable behaviours, based on the school rules.
- Classroom rules must contain Bluewater’s Number 1 rule – Always follow staff directions and the other rules must be linked to the three school values.
- That rules are modelled and referred to consistently.
- Have these rules clearly displayed in classrooms.

The above processes are monitored for effectiveness of engagement and understanding of the level system in the classrooms. This occurs when students work through the level 4 process with the Principal or Deputy Principal.
Playground Behaviour Management

Expectations
- Playground rules to be displayed clearly around the school at all times.
- These describe observable behaviour and are stated in the positive.
- All staff should consistently monitor these, model them and refer to them.

It is through staff consistently responding and following through on student behaviour using the steps above that has the most relevance when teaching changes in behaviour. This process is consistently implemented with engagement of the process tracked by the number of office referrals.

The above processes are monitored for effectiveness of engagement and understanding of the level system in the playground. This occurs when students work through the level 4 process with the Principal or Deputy Principal.

Recognising 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 Principal.

Minor Behaviours
Minor behaviours are those that:
- Are minor breaches of the school rules.
- Do not seriously harm others or cause staff 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.

When staff are managing low-level and minor behaviours they first use a focused approach with least restrictive practices implemented first and behaviour is always redirected back to the learning task.

A positive re-direction procedure. The staff member takes the student aside and:
- Names the behaviour that student is displaying.
- Asks student to name expected school behaviour.
- States and explains expected school behaviour if necessary.
• Gives positive verbal acknowledgement for expected school behaviour.

Minor behaviour incidents are to be tracked by individual staff but are not required to be entered on OneSchool. Once a student has received 3 minors for the same behaviour this then becomes a major and is required to be entered on OneSchool as a major incident.

**MAJOR BEHAVIOURS**

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 the Principal 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 follows up with administration. If a major incident or a series of major incidents is to result in a suspension then a re-entry from suspension meeting occurs prior to the student coming back to school and into the learning environment. As part of this re-entry meeting a contract is also created and signed by all stakeholders present.

Major behaviour incidents are to be entered as a behaviour incident on OneSchool and the class teacher, Deputy Principal, Principal and any other relevant staff referred into it. Other staff could include Special Education Teacher, Head of Special Education Services, Support Staff, Defence Transition Aide etc.

**Relate problem behaviours to expected school behaviours – Using the SWPBL matrix**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. The language of the SWPBL matrix is used. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour outlined in the SWPBL matrix
- 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.
Student Dress Code
The following information is for parents and students attending Bluewater State School. The uniform at Bluewater State School is compulsory and must be worn each day of school. The Uniform policy has been approved by the P & C Association.

The dress code describes an agreed standard and items of clothing that students wear when:
- Attending Bluewater State School.
- Representing Bluewater State School on special occasions, events or activities. These can be during school hours or out of school hours. Eg: Interschool Sport, Choir, Band Performances, and Eisteddfod.
- Travelling to and from school.

Bluewater State School Uniform
- Bluewater State School Shirt
- Royal blue shorts/skirts/skorts
- Closed in/covered shoes
- Bucket or Wide brimmed hat

Personal Presentation:
Students are encouraged to wear the Bluewater State School Uniform with pride and to be conscious of their general presentation and appearance at school which includes:
- Clean and tidy uniform
- Appropriate hair colour and style
- School appropriate jewellery to include:
  - Earrings – sleepers and studs only. Maximum of 2 in each ear.
  - Watch
  - Necklace (worn at own risk)
  - Bracelet, sweatband or wristband. (A maximum of 1 on each wrist)
  - Signet ring

Inappropriate Dress Responses
- Singlets or singlet tops
- Shirts or tops bearing suggestive or offensive slogans
- Shorts which are too short or too tight
- Exposed midriff
- Facial studs or rings
- Decorative jewellery
- Other rings (apart from a signet ring)
- Make up; (Lip balm permitted)
- False nails or nail polish
- Fake tattoos
- Any item that is deemed unsafe

From time to time due to extenuating circumstances, students may not be able to wear the school uniform. If this situation occurs, students are required to wear sun safe clothes that are as close as possible to the uniform style and colours and a simple note or phone call to the office explaining the circumstances.

Inappropriate Dress Responses
When a student wears inappropriate clothing or apparel responses will include:
- Provision of appropriate items from a uniform bank at the office – shirts and shorts.
- Student will be requested to remove inappropriate apparel, take it to the office and hand it in along with completion of the “Removal of Property Register”.
- Parent discussion to negotiate acceptable response or alternative.
# Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

## MINOR CONSEQUENCES MATRIX

<table>
<thead>
<tr>
<th>EXAMPLES OF MINOR DISRESPECTFUL INCIDENTS</th>
<th>EXAMPLES OF MINOR CONSEQUENCES</th>
<th>ONE SCHOOL CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Not following staff directions</td>
<td>- Model ‘Do the Five’</td>
<td>- Bullying or harassment</td>
</tr>
<tr>
<td>- General offensive language</td>
<td>- Rule reminder</td>
<td>- Defiant/threat/s to adults</td>
</tr>
<tr>
<td>- Swearing not directed at others</td>
<td>- Warning</td>
<td>- Disruptive</td>
</tr>
<tr>
<td>- Back answering</td>
<td>- Time out</td>
<td>- Dress code</td>
</tr>
<tr>
<td>- Lying or cheating</td>
<td>- Complete reflection sheet</td>
<td>- IT misconduct</td>
</tr>
<tr>
<td>- Calling out</td>
<td>- Redirect behaviour</td>
<td>- Late</td>
</tr>
<tr>
<td>- General disruptive behaviour</td>
<td>- Apology (verbal or written)</td>
<td>- Lying/cheating</td>
</tr>
<tr>
<td>- Littering</td>
<td>- Write out alternative words</td>
<td>- Misconduct involving object</td>
</tr>
<tr>
<td>- Telling secrets/gossip</td>
<td>- Make up time at next break</td>
<td>- Non-compliant with routine</td>
</tr>
<tr>
<td>- Going through people’s bags/tidy trays</td>
<td>- Limited play area</td>
<td>- Other conduct prejudicial to the good order and management of school</td>
</tr>
<tr>
<td>- Taking equipment without permission</td>
<td>- Loss of play</td>
<td>- Physical misconduct</td>
</tr>
<tr>
<td>- Minor vandalism</td>
<td>- Supervised play</td>
<td>- Possess prohibited items</td>
</tr>
<tr>
<td>- Not lining up quietly and calmly</td>
<td>- Send to a different area</td>
<td>- Property misconduct</td>
</tr>
<tr>
<td>- Running on concrete/pavers</td>
<td>- Picking up rubbish</td>
<td>- Refusal to participate in program of instruction</td>
</tr>
<tr>
<td>- Not following uniform guidelines</td>
<td>- Miss out on special event/privileges</td>
<td>- Third minor incident</td>
</tr>
<tr>
<td></td>
<td>- Walk with staff member</td>
<td>- Threats to others</td>
</tr>
<tr>
<td></td>
<td>- Red square</td>
<td>- Verbal misconduct</td>
</tr>
</tbody>
</table>

- **EXAMPLES OF MINOR IRRESPONSIBLE INCIDENTS**
  - Off task behaviour
  - Leaving class without permission
  - Leaving lunch area without permission
  - Late to class/bus
  - Eating in incorrect area
  - Misuse/damage to equipment
  - Stealing/taking/asking for food from others
  - Pushing in line
  - Going into out-of-bounds areas
  - Chasing/running on play equipment
  - Jumping fence without permission
  - Accessing inappropriate internet/websites/emails

- **EXAMPLES OF MINOR NON-RESILIENT INCIDENTS**
  - Excluding others (games and friendship groups)
  - Annoying other children (verbally, physically or by touching equipment)
  - Throwing objects
  - Being uncooperative with other students and/or staff
  - Unwilling to negotiate
  - Not using toilets appropriately
### Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

#### Major Consequences Matrix

<table>
<thead>
<tr>
<th>Examples of Major Disrespectful Incidents</th>
<th>Examples of Major Consequences</th>
<th>One School Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continuous failure to follow staff directions</td>
<td>- Staff model “Do the Five”</td>
<td>- Bullying or harassment</td>
</tr>
<tr>
<td>- Obscene swearing</td>
<td>- Buddy class</td>
<td>- Defiant/threats to adults</td>
</tr>
<tr>
<td>- Racist/sexual comments directed at others</td>
<td>- Red square</td>
<td>- Disruptive</td>
</tr>
<tr>
<td>- Ongoing truancy, hiding in toilets, running away and hiding on school grounds</td>
<td>- Apology (verbal or written)</td>
<td>- Dress code</td>
</tr>
<tr>
<td>- Verbal, written, physical or cyber aggression towards others</td>
<td>- Make up time at next break</td>
<td>- IT misconduct</td>
</tr>
<tr>
<td>- Smoking or possessing illegal drugs, non-prescription or prescription drugs, tobacco or tobacco products</td>
<td>- Limited play area</td>
<td>- Misconduct involving object</td>
</tr>
<tr>
<td>- Use of electronic equipment that infringes the rights of others</td>
<td>- Loss of play</td>
<td>- Non-compliant with routine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Major Irresponsible Incidents</th>
<th>Examples of Major Non-Resilient Incidents</th>
<th>One School Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continuous non-completion of class work</td>
<td>- Wearing obscene or offensive clothing</td>
<td>- Bullying or harassment</td>
</tr>
<tr>
<td>- Repeated disruptive and off task behaviours</td>
<td>- Ongoing access to inappropriate internet/websites/emails</td>
<td>- Defiant/threats to adults</td>
</tr>
<tr>
<td>- Wilfully destroying, damaging school property (carving school desks)</td>
<td>- Disruption during special activities/assessments</td>
<td>- Disruptive</td>
</tr>
<tr>
<td>- Stealing with intent</td>
<td>- Ongoing fighting, intimidation, bullying behaviours, threats, teasing and pushing</td>
<td>- Dress code</td>
</tr>
<tr>
<td>- Serious slander</td>
<td>- Cyber bullying</td>
<td>- IT misconduct</td>
</tr>
<tr>
<td>- Altering equipment and physical environment</td>
<td></td>
<td>- Misconduct involving object</td>
</tr>
<tr>
<td>- Possession of an object that could be considered a weapon</td>
<td></td>
<td>- Non-compliant with routine</td>
</tr>
<tr>
<td>- Throwing objects aggressively with intent</td>
<td></td>
<td>- Other conduct prejudicial to the good order and management of school</td>
</tr>
</tbody>
</table>

The following flowchart assists staff to negotiate major and minor problem behaviours: *** Student Disciplinary Absences are to be used after consideration has been given to all other responses. When Bluewater State School staff give a student detention they consider when and where the detention is to happen and for how long, based on the age and circumstances of the individual student. Detention is given to students within the parameters outlined in the Safe, supportive and disciplined school environment procedure.
**Definition of Consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out</td>
<td>A principal or staff member may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be directly supervised and given an opportunity to re-join the class in interval of no more than 10 minutes. Time out is to take place in the classroom. Before the student re-joins the class, the staff member will go through the Stop, Think, Do process.</td>
</tr>
<tr>
<td>Buddy Class</td>
<td>A principal or staff member may use buddy class as a strategy for students to manage their own behaviour and to assist the student to calm down. During buddy class, student is sent to another classroom where they are to be directly supervised by another staff member and given the opportunity to fill in a “Reflection Sheet”. The student may also be sent with work to complete and this is indicated on the “Buddy Room Notice” see Appendix 3. Once completed the student is then to bring the reflection sheet to the office and speak to the Principal or Deputy Principal. The student is then given the opportunity to re-join the class. This reflection sheet then is taken home by the student for signing by parent/carer.</td>
</tr>
<tr>
<td>Detention</td>
<td>A principal or staff member may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. Refer to the parameters outlined in the Safe, supportive and disciplined school environment procedure.</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Bluewater State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal.</td>
</tr>
<tr>
<td>Discipline Improvement Plan</td>
<td>Is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences (SDA)**

<table>
<thead>
<tr>
<th>Suspension</th>
<th>A principal may suspend a student from school under the following grounds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• disobedience;</td>
</tr>
<tr>
<td></td>
<td>• misbehaviour;</td>
</tr>
<tr>
<td></td>
<td>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;</td>
</tr>
<tr>
<td></td>
<td>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;</td>
</tr>
<tr>
<td></td>
<td>• the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed exclusion or recommended exclusion</th>
<th>A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• persistent disobedience;</td>
</tr>
<tr>
<td></td>
<td>• misbehaviour;</td>
</tr>
<tr>
<td></td>
<td>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;</td>
</tr>
<tr>
<td></td>
<td>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;</td>
</tr>
<tr>
<td></td>
<td>• the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</td>
</tr>
<tr>
<td></td>
<td>• the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school</td>
</tr>
</tbody>
</table>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.
Responsible Behaviour Plan for Students
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MINOR

Stop, Think, Do
Problem Solve with student
Refer to Minor Consequences Matrix

Positive choices made:
Resume Teaching

Behaviour Continues
Use Classroom or Playground
management strategies

Behaviour Continues:
Time out used to reflect on
behaıour
Staff Member determines to
place on OneSchool

Behaviour Continues:
Remove to Buddy Class or
Limited Play Area
Parents informed
Enter on OneSchool

Behaviour Continues:
Escalated a Minor to Major
(See MAJOR)

MAJOR

Staff Member investigates the
incident and applies an
appropriate consequence. Staff
Member to enter on OneSchool
and refer Principal, Deputy
Principal and other relevant
staff onto incident.

Positive choices made:
Restorative Justice enacted
Class re-entry and resume
Teaching

If Major incident is deemed to
be of serious nature or students
don’t respond to consequence
given Principal or Deputy
Principal to investigate and
determine circumstances.

Further management required:
Determine logical and
appropriate consequences
Manage on OneSchool

FURTHER MANAGEMENT
REQUIRED
Parent contact, increased
likelihood of Suspension
Enter on OneSchool

Behaviour Continues:
Student Services Referral
completed
Student Services Meeting

Guidelines for Staff when
negotiating student behaviours
Professional Development is provided to staff in the following ways:

- Universal: Essential Skills, Classroom Profiling, De-escalation aspects of Team Teach.
- Tertiary: Other stakeholders EG: Regional Office Coaches for Mental Health and Autism.

Team Teach training is provided to selected members of the Leadership Team.

7. The Network of Student Support

The network for student support at Bluewater State School includes the involvement of a team of personnel and agencies.

This network includes, but is not limited to:

- School teaching and support staff
Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

- School administration
- School Wide Positive Behaviour Support Team
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Police Liaison Officer
- Student Services Committee
- Stanton Lodge
- Advisory Teachers (ATs)
- Regional Office Services

At Bluewater State School, the Student Services Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the STLaN (Support Teacher Literacy and Numeracy), Special Education Teachers (SET) and Deputy Principal.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services, Centre Care and Juvenile Aid Bureau also work closely with the school to provide support when necessary. There are many other community organisations that can support students at risk.

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.

Bluewater 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, cultural background
  - Disability or impairment.
  - Emotional state
  - Socioeconomic situation
  - Previous behaviour record
  - Severity of the incident
  - Amount of reliable evidence
  - Degree of provocation
  - Intent of the action
  - Honesty and perceived level of genuine remorse

- 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.

At Bluewater State School it is also acknowledged that parents and/or caregivers are provided the same considerations in regards to recognising and taking into account age, gender, disability, cultural background, socioeconomic situation and emotional state and receiving adjustments appropriate to learning and/or impairment needs as required.

Equity in Negotiating Student Behaviours

Furthermore, when an incident occurs between students it is important that it is understood that staff will endeavour to find out the most likely event. To ensure consistency and equity in the decision making process, the student/s are debriefed:
Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

The following questions are considered:
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Questions for those harmed:
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

9. Related Legislation
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Strengthening Discipline in State Schools)
- Freedom of Information Act 1992
- Information Privacy (IP) Act 2009
- Judicial Review Act 1991
- Right to Information Act 2009
- Weapons Act 1990
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011

10. Related Policies and Procedures
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Student Dress Code
- Student Protection
- Information Sharing under Child Protection Act 1999
- Family Law Matters Affecting State Educational Institutions
- Mature Age Students
- Enforcement of Compulsory Education Provisions
- Flexible Arrangements
- School Security
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Curriculum Activity Risk Management
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Drug Education and Intervention in Schools
- Administration of Routine and Emergency Medication and Management of Health Conditions
- Complaints Management
- Freedom of Information
- Publishing Student and Staff Information on School Web Sites
- Managing Electronic Identities
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Internet - Student Usage
- Code of Conduct
- Employee Professional Development
- Enrolment in State Primary, Secondary and Special Schools
- Using the Department's Corporate ICT Network
- Managing Electronic Identities and Identity Management
Responsible Behaviour Plan for Students
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- Temporary Removal of Student Property by School Staff
- Acceptable Use of the Department's Information
- Communication and Technology (ICT) Network and Systems
- Working with Children Check- Blue Cards
- Managing Risks in School Curriculum Activities
- Health, Safety and Wellbeing Policy Statement
- Department of Education, Training and Employment Standard of Practice
- Accidents, Incidents and Incident Investigations
- The Code of School Behaviour
- Statement of Expectations for a Disciplined School Environment

11. Some related resources

- 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
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

APPENDIX 1

MOBILE PHONES & OTHER ELECTRONIC DEVICES
The Use of Personal Technology Devices* at School

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

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

Chris Anderson
Principal

Warren Meads
P & C President
Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

Personal Technology Device Etiquette
Guidelines for Appropriate use of Mobile telephones by students
We acknowledge that there are times when students need to contact parents in emergencies or to confirm a change of collection time after school.
Students should only use their mobile phones before or after school once outside the school gates. Mobile phones are not to be switched on in the school grounds.

As per our policy, parents can leave a message for students between 8.45am and 3.00pm by phoning the office. Students in times of genuine emergency can contact parents by requesting to use the office phone.

Students who bring a mobile phone to school are to leave it at the office, switched off. Students sign their phone in and it is locked in a secure area for the day. Mobiles must be left at the office counter prior to 8.45am and signed out and collected after the 3.00pm bell.

Should students leave their mobile phones in their school ports, the school in the event of the loss, damage or theft of the device will accept no liability.

Should students choose to use their mobile phone during school hours; students will be issued with a major consequence of our RBP. Mobile phones are not to be used to make 'phone calls/TXT messages during class time. If a mobile phone is used in this time it will be confiscated, secured in the front office and returned to the student at the end of the school day.

The office will take no responsibility if a student forgets to collect the above items from the office by the designated time.

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 Bluewater SS. 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 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**  
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 2**  
**Bluewater State School Definition of Bullying Behaviours**  
(including Cyber Bullying)

Bullying behaviours are about an imbalance or abuse of power where there is a deliberate intent to cause harm, to distress, to intimidate or to dominate; they can be isolated incidents but are more often frequent in nature however the target of the bullying may not always be the same.

There are four different types of bullying: physical, verbal, social and psychological. It is not considered bullying if people of equal power are involved in a conflict (e.g. difference of opinion) or a natural clash occurs (e.g. getting hit by a ball in a game).

Bullying behaviours impact on the person being bullied (Victim); those doing the bullying (Bully) and those looking on (Witness).

**Purpose**

1. Bluewater 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

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- ensuring the safety and well-being of all members of the school community.

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

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

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

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

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

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

Prevention
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 values and have been taught the expected behaviours attached to each rule in all areas of the school
- All students know how to “Do the Five”
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The School Wide Positive Support Process at Bluewater 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’.

Bluewater 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.

**Approved Student Issue Process – “Do the Five!”**

All students are taught on enrolment, regularly in class and on parade the approved process. 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.

**Bluewater ‘DO THE FIVE’**

At Bluewater State School, we strongly encourage all students to act responsibly, resiliently, and respectfully. We strongly encourage students to take ownership of their and others’ behaviours through modelled and consistent use of Bluewater’s ‘DO THE FIVE’. This whole school language promotes self-management and focuses on individual conflict resolution between students.

1. Say “*Stop it! I’m not your bait!*”
2. “*I don’t like it when you…*” (Exactly what they said or did)
3. “*It makes me feel…*”
4. “*What is your response?*” (Wait for their response)
5. Tell them “*Don’t do it again!*” (This should be said with a firm voice to convey emotion)

When this process is unable to be resolved by the students involved, the students must seek out the nearest teacher.

If that still doesn’t work, then students are encouraged to seek out the Principal or Deputy Principal.

Students are always encouraged to talk to Mum and Dad at home. And Mum and Dad will remind their child/ren to “Do the 5”, “See a teacher”, “See the Principal or Deputy Principal”.

**Natural Clashes**

At Bluewater State School we acknowledge that there will be ‘Natural Clashes’ in sport and when students are moving between classes and breaks. Natural clashes occur when students come in contact with each other accidentally and with no intent to harm.

**Conflict**

Conflict is a disagreement or argument between two or more individuals where one or both sides may feel their needs are not being met. Conflict occurs in all human relationships and in all school communities. Conflict must be expected and planned for. Conflict can be devastating when it involves one party trying to gain control in a way that abuses the rights of others. Power abuse can occur between individuals, between groups, in organisations or between countries. Conflict may be positive and constructive when both sides are concerned about each other’s well-being and want a solution that suits both. The positive use of conflict is different from bullying and harassment because it respects the rights of both sides and builds the trust that allows healthy debate in a civil
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APPENDIX 3
Buddy Class Reflection Sheet