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

Individual Context

Stonehenge State School is situated 161 klms south of Longreach in central Queensland. The town has a relatively stable population of thirty and the main industry for rural properties in the surrounding area is grazing of cattle. Wool growing is a secondary option for a few of the properties but the rise in dingo numbers is proving troublesome. Macropod harvesting is the major source of income for many families living in the township. The school has been the centre of the community since it first opened in 1900 and the residents are loyal supporters of the school. Some of our students are 2nd and 3rd generation students.

Stonehenge State School is a co-educational school and a committed member of the Outback Advantage. This alliance is a cluster of small schools that believe there are many advantages to being educated in a small rural multi-age school. The schools work together to create and maintain sustainable programs, which foster life-long learners who have developed effective academic and social skills. We value a shared approach to curriculum, teaching, assessment and reporting and partnerships between district schools and their communities.

At Stonehenge State School we believe that all people choose the behaviour they exhibit and must be responsible for the choices they make, be they appropriate or inappropriate choices. The first step in managing behaviour is to look for those behaviours we desire at Stonehenge State School and ensure that children are recognised for their displays of appropriate behaviours.

Our school community believes in:
• providing learning activities appropriate to student developmental levels;
• the significant impact that behaviour can have on student learning;
• caring and respect for others, property and the learning environment;
• promoting self-confidence;
• promoting the courage to ‘have a go’ at new & challenging activities;
• self-reflection and ownership of behavioural choices;
• children learn at different rates & through a variety of learning styles;
• education as a life-long process;
• equitable, non-discriminatory & non-violent actions being practiced;
• respecting the rights of everyone to learn/teach to their full potential;
• caring for the school environment and for each other;
• quality curriculum programs & interpersonal relationships;
• manners and respect as important elements of student development;
• promoting self-discipline through both intrinsic and extrinsic motivation;
• moving gradually towards greater intrinsic motivation.

Stonehenge State School’s processes and procedures to implement the Behaviour Plan for Students are focused on a proactive base and recognising that positive behaviour through a range of affirmative actions. This affirmation is implemented within a range of programs aimed at developing student self-discipline and socially appropriate behaviours.
Purpose

Stonehenge State School is committed to providing a safe, respectful and responsible learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Stonehenge State School has a clear and Explicit School Improvement Agenda for Reading and improving the reading comprehension levels for all our students, Writing and Explicit Instruction. For this to be achieved, students & staff must fully understand the expectations of behaviour required at all times.

Stonehenge State School’s Responsible Behaviour Plan details expectations of behaviour for all stakeholders of the school, including students, parents and staff. Our school has a code of its own, which is aligned with The Code of School Behaviour and has three main areas; Safety, Responsibility and Respect. Upon enrolment of each child, an agreement is entered into that binds staff, student and parents to abide by the code.

This code is the basis of our Behaviour Management Plan. Benchmarks for each of the code areas have been established that move along a continuum from beginning, developing, competent and excelling, which are used to map out each child’s behaviour.

A key concept of our plan is to focus predominantly on encouraging children to make positive and constructive choices through acknowledgement. Consequences for negative behaviour is within our plan and is available should it be needed. Considering that our students will be future citizens in our society, it is important to engender the characteristics of self responsibility, helping them to make positive decisions for themselves.

Consultation and Data Review

Stonehenge State School reviewed this plan in Term 4, 2012 in collaboration with our school community. Consultation with parents, staff and students was undertaken through P&C meetings and during face-to-face with staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2011-2012 also informed the review process.

The Plan was endorsed by Sandra McCarthy [Principal, Stonehenge State School], Istha Baldry [President of the Stonehenge State School Parent and Citizens’ Association] and Paul Wood [Assistant Regional Director, Schools, Central Queensland Region] in November, 2012, and will be reviewed in 2015 as required in legislation.

School Beliefs about Behaviour and learning

We believe that by initiating and maintaining honest, constructive, open, communications and relationships with parents with regards to their children’s learning, wellbeing and behaviour, we can build positive community partnerships.

A key ingredient to maximising a child’s learning potential is to provide a learning environment that is safe, supportive and positive.

It is important to recognise the good behaviour of those children who, day in day out make sensible and responsible choices and apply themselves diligently. It is also important to recognise and acknowledge the efforts of children to improve their behaviour. In addition, it is important to have consequences for those children who make inappropriate choices in relation to behaviour.

Optimum performance is achieved through constructive motivation (you want to do it), as opposed to restrictive motivation (you have to do it). Consequently it is important that the behaviour management plan focuses on acknowledging and encouraging children in a constructive manner.

Essential to effective learning is the rights of all students to learn, the rights of all teachers to teach and the rights of all to be safe.
(Code of School Behaviour - Better Behaviour Better Learning; QDET).

Stonehenge State School has identified the following rules to teach and promote our high standards of behaviour:

Be safe    Be responsible    Be respectful
Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Stonehenge’s motto is ‘Proud and Strong’. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner which recognises and respects the rights of others.

A Responsible Behaviour Plan can only be successful if there is an effective partnership with students, staff, families and the school community as part of a whole school approach to educating students and strengthening their resilience. The first step in facilitating standards of positive behaviour is communicating those standards. At Stonehenge State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Use equipment appropriately</td>
<td>Walk</td>
<td>Participate in school approved games</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet and objects to yourself</td>
<td>Sit appropriately for the activity</td>
<td>Wear shoes at all times</td>
</tr>
<tr>
<td></td>
<td>Enter and exit room in an orderly manner</td>
<td></td>
<td>Be sun safe; wear a broad brimmed hat</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Ask permission to leave the classroom</td>
<td>Be prepared</td>
<td>Be a problem solver</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Complete set tasks</td>
<td>Return equipment to appropriate place</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td>Take an active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow instructions straight away</td>
<td>Keep work space tidy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be honest</td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Respect others’ personal space and property</td>
<td>Raise your hand to speak</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td></td>
<td>Care for equipment</td>
<td>Respect others’ right to learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean up after yourself</td>
<td>Talk in turns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use polite language</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait your turn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These expectations are communicated to students during specific behaviour lessons and this learning is reinforced by all staff during classroom and non-classroom activities.
## Stonehenge State School Behaviour Benchmarks

<table>
<thead>
<tr>
<th>Stonehenge State School Behaviour Benchmarks</th>
<th>Beginning</th>
<th>Developing</th>
<th>Competent</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Often uses playground equipment in an unsafe manner.</td>
<td>Sometimes:</td>
<td>Uses in a safe manner</td>
<td>Always (and encourages others to):</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates little awareness of personal space of others.</td>
<td>• Leaves the classroom without permission.</td>
<td>• Uses equipment on the playground and in the classroom safely.</td>
<td>• Uses equipment safely</td>
<td></td>
</tr>
<tr>
<td>• Rarely follows rules and routines.</td>
<td>• Uses equipment correctly.</td>
<td>• Moves safely through the school.</td>
<td>• Moves safely through the school environment.</td>
<td></td>
</tr>
<tr>
<td>• Frequently resolves conflict with verbal / physical abuse</td>
<td>• Follows school routines</td>
<td>• Keeps hands and feet to self (no bullying).</td>
<td>• Never bullies.</td>
<td></td>
</tr>
<tr>
<td>• Sometimes/frequently Bullies – Teasing/Stealing/hands-on</td>
<td>• Demonstrates awareness of personal safety.</td>
<td>• Acknowledges and respects personal space of others.</td>
<td>• Follows directions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resolves conflict calmly &amp; rationally</td>
<td>• Acknowledges and respects personal space of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Resolves conflict calmly &amp; rationally</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Often lacks required equipment</td>
<td>Sometimes:</td>
<td>Usually:</td>
<td>Always (and encourages others to):</td>
<td></td>
</tr>
<tr>
<td>• Ignores instructions</td>
<td>• Completes tasks in given time</td>
<td>• Thinks independently</td>
<td>• Thinks independently</td>
<td></td>
</tr>
<tr>
<td>• Avoids dealing with problems</td>
<td>• Makes appropriate choices without supervision</td>
<td>• Adheres to dress code</td>
<td>• Adheres to dress code</td>
<td></td>
</tr>
<tr>
<td>• Fails to adopt procedures/routines</td>
<td>• Copes with minor changes</td>
<td>• Accepts responsibility for own behaviour</td>
<td>• Accepts responsibility for own behaviour</td>
<td></td>
</tr>
<tr>
<td>• Denies responsibility for own actions</td>
<td>• Is organised and prepared</td>
<td>• Works and plays independently</td>
<td>• Works and plays independently</td>
<td></td>
</tr>
<tr>
<td>• Fails to wear uniform</td>
<td>• Accepts responsibility for own actions</td>
<td>• Is prepared and organised</td>
<td>• Is prepared and organised</td>
<td></td>
</tr>
<tr>
<td>• Reacts poorly to changes in teacher/routine</td>
<td>• Wears uniform</td>
<td>• Displays time management skills</td>
<td>• Displays time management skills</td>
<td></td>
</tr>
<tr>
<td>• Lacks punctuality</td>
<td>• Seeks help with problems.</td>
<td>• Conforms to routines and procedures</td>
<td>• Conforms to routines and procedures</td>
<td></td>
</tr>
<tr>
<td>• Needs prompting to begin set tasks.</td>
<td>• Attempts tasks</td>
<td>• Relates honestly to others</td>
<td>• Relates honestly to others</td>
<td></td>
</tr>
<tr>
<td>• Rarely completes work.</td>
<td>• Attempts to manage time</td>
<td>• Stays on task</td>
<td>• Stays on task</td>
<td></td>
</tr>
<tr>
<td>• Avoids doing written work</td>
<td>• Completes tasks to a satisfactory level</td>
<td>• Attempts all tasks and completes activities</td>
<td>• Attempts all tasks and completes activities</td>
<td></td>
</tr>
<tr>
<td>• Participates reluctantly</td>
<td>• Attempts to contribute to discussions and activities</td>
<td>• Participates actively in class</td>
<td>• Participates actively in class</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates little interest in subjects</td>
<td></td>
<td>• Works to best ability</td>
<td>• Works to best ability</td>
<td></td>
</tr>
<tr>
<td>• Produces little satisfactory work.</td>
<td></td>
<td>• Completes work</td>
<td>Seeks extension activities or supports classmates</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates poor listening skills</td>
<td>Sometimes:</td>
<td>Usually:</td>
<td>Always (and encourages others to):</td>
<td></td>
</tr>
<tr>
<td>• Rarely considers the feeling of others</td>
<td>• Displays respectful behaviour</td>
<td>• Respects others’ and own belongings</td>
<td>• Respects others’ and own belongings</td>
<td></td>
</tr>
<tr>
<td>• Shows little understanding of manners</td>
<td>• Cares for own and others’ property</td>
<td>• Respects other’s rights and feelings</td>
<td>• Respects other’s rights and feelings</td>
<td></td>
</tr>
<tr>
<td>• Fails to care for own or others’ belongings</td>
<td>• Demonstrates awareness of others’ feelings</td>
<td>• Interacts appropriately</td>
<td>• Interacts appropriately</td>
<td></td>
</tr>
<tr>
<td>• Often fails to follow teacher instructions</td>
<td>• Follows instructions</td>
<td>• Shows respect for self</td>
<td>• Shows respect for self</td>
<td></td>
</tr>
<tr>
<td>• Communicates inappropriately</td>
<td>• Communicates appropriately in various settings with prompting.</td>
<td>• Shows respect for school property</td>
<td>• Shows respect for school property</td>
<td></td>
</tr>
<tr>
<td>• Bullies – Teasing/Stealing</td>
<td></td>
<td>• Follows school / class expectations</td>
<td>• Follows school / class expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicates appropriately in various settings with minimal prompting</td>
<td>• Communicates appropriately in various settings and situations</td>
<td></td>
</tr>
</tbody>
</table>
Stonehenge State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Stonehenge State School Responsible Behaviour Plan for students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School [Appendix 1]
  - Procedures for Preventing and Responding to Incidents of Bullying [Appendix 2]
  - Working Together To Keep Stonehenge State School Safe [Appendix 3]
  - Dress Code and Sun Safety [Appendix 8]
  - Responsible Behaviour Agreement [Appendix 9]

**Reinforcing Expected School Behaviour**

At Stonehenge 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.

Recognition and monitoring programs will be implemented throughout the year. These will generally be in place for a term at a time and families will be advised of the current program.

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.

**Responding To Unacceptable Behaviour**

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

**Re-directing Low-level and Infrequent Problem Behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them 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 responsibly or more respectfully. 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.

**Targeted Behaviour Support:**

If a student at Stonehenge State School is identified through our data as possibly benefiting from extra targeted behavioural support then this will be addressed. Usually these problem behaviours 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.

In these instances the student may require a program with appropriate adjustments specific to their individual needs. These adjustments may take the form of academic support, adult mentoring, intensive social skills training or a combination of these.

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive Behaviour Support:** A student may benefit from an individual program of support. In this case, an Individual Behaviour Support Plan will be developed in consultation with parents, the principal and other Central Queensland Region support personnel such as the Guidance Officer.

Stonehenge 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.
Consequences for Unacceptable Behaviour

Stonehenge State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Instances of inappropriate behaviour may be recorded and kept on file.

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 behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours

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

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

Major behaviours result in an immediate action 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.

Major problem behaviours may result in the following consequences:
- Time in office, removal from the classroom or activity area, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Parent contact, referral to Guidance Officer, suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school | • Running on concrete or around buildings  
|                  | • Not walking bike in school grounds                                | • Throwing objects to cause harm  
|                  |                                                                     | • Possession of weapons including knives |
| Play            | • Incorrect use of equipment  
|                  | • Not playing school approved games  
|                  | • Playing in toilets                                                 | • Serious physical aggression  
|                  |                                                                     | • Fighting |
| Physical contact | • Minor physical contact (eg: pushing and shoving)                   | • Serious physical aggression  
|                  |                                                                     | • Fighting |
| Correct Attire  | • Not wearing a SunSafe hat in playground                           | • Possession or selling of drugs |
|                  | • Not wearing shoes outside                                          |                                                                     |
|                  | ➢ Refer to Dress Code Policy [Appendix 6]                            |                                                                     |
| Other           | • Possession or selling of drugs                                    |                                                                     |
| Class tasks     | • Not completing set tasks that are at an appropriate level         | • Possession or selling of drugs                                    |
|                  | • Refusing to work                                                  |                                                                     |
| Being in the right place | • Not being punctual (eg: lateness)  
|                  | • Not in the right place at the right time.                          | • Leaving class without permission (out of sight)  
|                  |                                                                     | • Leaving school without permission |
| Follow instructions | • Low intensity failure to respond to adult request  
|                  | • Non compliance                                                    | • Continued non compliance  
|                  | • Unco-operative behaviour                                          |                                                                     |
| Accept outcomes for behaviour | • Minor dishonesty                                               | • Major dishonesty  
| Rubbish         | • Littering                                                        | • Graffiti                                                             |
| Mobile Phone    | ➢ Refer to Personal Technology Devices* Policy [Appendix 1]          | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes (without authorisation) |
| Language        | • Inappropriate language (written/verbal)                           | • Offensive language (written/verbal)  
|                  | • Calling out                                                       | • Aggressive language  
|                  | • Poor attitude                                                     | • Verbal abuse / directed profanity  
|                  | • Disrespectful tone                                                |                                                                     |
| Property        | • Theft                                                             | • Stealing / major theft  
|                  | • Lack of care for the environment                                  | • Wilful property damage  
|                  |                                                                     | • Vandalism                                                            |
| Others          | • Not playing fairly                                                | • Major bullying / harassment  
|                  | • Minor disruption to class                                          | • Major disruption to class  
|                  | • Minor defiance                                                    | • Blatant disrespect  
|                  | • Minor bullying / harassment                                        | • Major defiance  

Relate Problem Behaviours to Expected School Behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring Consistent Responses to Problem Behaviour
At Stonehenge State School all staff members are authorised to issue consequences for problem behaviour and are provided with appropriate professional development and training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Emergency or Critical Incident Responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

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

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

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

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

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Stonehenge State School Staff’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

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

- Incident Report Details to be entered into OneSchool [Appendix 5]
- Debriefing Process based on Restorative Justice [Appendix 7]
- Responsible Behaviour Agreement [Appendix 9]
Stonehenge State School Behaviour Support Plan

Values: Every person has the right and responsibility to ensure a safe, friendly, inclusive and supportive learning / work environment.

Acknowledgement Plan
- Praise / encouragement
- Individual acknowledgment through negotiated rewards such as chosen activity when work is complete.
- Meritorious note to parents for improved behaviour or consistent excellent behaviour.

Correctional Plan
- Nonverbal cues
- Verbal direction/re-direction
- State choices & consequences
- Enforce consequences
- Complete work at alternative time
- Time Out
- Loss of Free Time
- Parent contact/conference

Yes No Safe? Manageable? Yes No

Appropriate?

Yes

Crisis Plan
- Ensure class safety by removing the class or student (whichever is best for the situation)
- Contact parent
- Removal from school by parent
- Loss of Free Time for day/s (Internal Suspension)
- Time-Out
- Suspension
- Exclusion

Restitution Plan
- Complete a reflection plan
- Apology to specific person
- Replace broken/stolen item
- Complete missed work
- Alternative management strategies

No

Yes Co-operative?

People in Our Support Plan

Teachers: Sandra McCarthy & Caille Anderson
Teacher Aide: Robyn Smith & Ann Godber
Guidance Officer: Tony Sinclair
Principal: Sandra McCarthy

Note: The individual circumstances of each case will be taken into account when deciding and applying consequences of behaviour.
The Network of Student Support

People in Our Behaviour Support Plan
Teachers: Sandra McCarthy and Caille Anderson
Teacher Aide: Robyn Smith and Ann Godber
Guidance Officer: Tony Sinclair
Principal: Sandra McCarthy

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health services and Juvenile Aid Bureau may also be available to provide support when necessary.

Disability Services Queensland
Child and Youth Mental Health
Queensland Health
Department of Communities (Child Safety Services)
Police
Local Council

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.

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

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

Related Legislation

- Education (General Provisions) Act
- Section 21 of the Education (General Provisions) Regulation 2000
- 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 Regulation 1997
- Freedom of Information Act 1992
- Information Privacy (IP) Act 2009
- Right To Information Act 2009
Related Policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Using the Department's Corporate ICT Network
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Related Resources

- National Safe Schools Framework
- National Framework for Values Education in Australian Schools
- National Framework for Values Education in Australian Schools – Queensland
- Bullying, No Way!
- School Wide Positive Behaviour Support
- MindMatters

Sandra McCarthy
Principal of Stonehenge State School

Ishta Baldry
Stonehenge P & C President

Paul Wood
Assistant Regional Director
Central Queensland Region

Effective Date: November, 2012 – November, 2015
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.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not permitted by the school (unless by express permission by the principal) because of the potential for theft and general distraction and/or disruption associated with them.

Recording voice and Images
Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being invaded by being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless 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.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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.

**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 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

Procedures for Preventing and Responding to Incidents of Bullying [including Cyberbullying]

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

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

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

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

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

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

7. The anti-bullying procedures at Stonehenge 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

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas.

The following are tied to the positive school wide behaviour program.

9. Lessons are delivered to provide a strategy to address bullying behaviour at school. Stonehenge State school uses the High 5 strategy to respond to bullying behaviour. An initial introductory lesson is delivered, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

**The High 5 [Response to Bullying Behaviour]**

1. Ignore
2. Walk away
3. Take a deep breath & talk friendly
4. Look directly into the eyes of the person attempting to bully you and speak in a firm, clear voice and say, “Stop that, I don’t like it”
5. Go directly to a teacher if the attempts to bully you don’t stop and report what happened

*Be assertive. Stand up for yourself and others. However this does not mean you should be physically or verbally aggressive.*

*Be a friend. Listen. Tell someone. You can control what happens.*

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

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

12. Stonehenge State School uses behavioural data for decision-making. This data is entered into OneSchool. 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.
We can work together to keep knives out of school. At Stonehenge State School

- 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. For example, removal from classroom, loss of privilege parent contact and / or suspension from school.
- 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 Stonehenge State School 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.
## Appendix 4

### Stonehenge State School Behaviour Referral Form

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
<td>Defiance/Disrespect continued refusal to follow directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Inappropriate/Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group</td>
</tr>
<tr>
<td>Disruption</td>
<td>Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Dress Code Refusal to comply with school dress code.</td>
</tr>
<tr>
<td>Safety</td>
<td>Safety Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Major Dishonesty Student delivers message that is untrue and/or deliberately violates rules and/or harms others</td>
</tr>
<tr>
<td>Other</td>
<td>Harassment/Bullying Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
</tbody>
</table>

#### School Expectation Category

Be SAFE  
Be RESPONSIBLE  
Be RESPECTFUL

<table>
<thead>
<tr>
<th>Others involved in incident</th>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
Incident Report details to be entered in OneSchool

Student's Name: ____________________________________ Date: _______________________

Person Completing Form: __________________________________________________________

**PROBLEM BEHAVIOUR**

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

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

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

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

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

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

Describe what the student did during the incident.

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

Describe who or what the incident was directed at.

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

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

Student Disciplinary Absences are to be used after consideration has been given to all other responses, and the conditions associated with exit and re-entry from an SDA.

The principal will consider:

- the welfare of the student, teachers and other students;
- immediate suspension where the safety of staff and students is considered at risk; and
  (Discussions with student & parents will be held as soon as possible after the student is suspended);
- that suspension must be completed in the current year;
- related behaviour history.

If reasonably satisfied that grounds for suspension exist, the principal may suspend a student for:

- not more than 5 school days; or
- 6-20 school days.

If suspension occurs, the principal will give the student a written notice stating:

- that the student is suspended;
- the reason for the suspension; and
- the period of the suspension.

If suspension is for more than 5 school days the notice will also state:

- that the student may make a submission against suspension to the principal’s supervisor; and
- the way in which the submission may be made.

DURING SUSPENSION
Students will be expected to complete a Reflective Alternative education program:

If a student is suspended for more than 5 school days, the principal will coordinate:

- arrangements for placing the student in an alternative education program; and
- a meeting, including parents and student to discuss an alternative education program for the student.

Outcomes from this meeting will be:

- management of the student’s suspension;
- strategies to address the student’s behaviour difficulties and learning needs; and
- strategies to assist the student’s re-entry to school.

Following formal suspension and re-entry, the student will:

- rejoin the plan at the pre-suspension stage;
- have their subsequent behaviour plan for next week (or to be determined by the principal) reviewed and be further restricted (with consistent sound behaviour management principles);
- attend a re-entry meeting held with parents, principal, class teacher and support staff where conditions of re-entry are clearly defined and agreed to by all parties.
Debriefing Process

This process is based on the Restorative Justice process adopted by all Outback Advantage Schools.

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). This is to be recorded on OneSchool.

Debriefing should be led by a teacher or principal who (preferably although not always possible in a small school) 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 problems and make appropriate changes
- Restore the relationship between the wrongdoer and the person harmed.

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

**FACTS**- What do we know happened?  **FEELINGS**- How do you feel about the event that happened? **PLANNING**- What can/should we do next?

Questions for staff

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

Questions for student

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

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

- Shoes must be worn when outside playing in any areas around the school (unless participating in a supervised activity).
- No Hat – No Play.
- Appropriate dress should be worn to school (sleeved shirts) Students must wear full school uniform when:
  - Engaging in school activities out of school hours.
  - Attending or representing their schools
- Only appropriate jewellery is to be worn. Jewellery is limited to sleepers or studs. Dangling earrings, necklaces and rings pose a safety risk. If there is special significance (i.e.: religious or emotional), this can be negotiated with the Principal.

Stonehenge State School Student Council and Parent & Citizens’ Association hold fundraising activities throughout the year. Often these require the wearing of the school uniform. Appropriate and reasonable dress is expected at these times. Appropriate and reasonable can be defined as clothing or apparel that would normally be acceptable, although it might not confirm with the usual school uniform standard.

Inappropriate dress refers to clothing or apparel worn by students that are deemed to be:
- Offensive (slogans, words or pictures);
- Likely to disrupt, or negatively influence normal school operations;
- Unsafe for students and or others; and
- Likely to result in a risk to health and the safety of others. (e.g.: Singlet shirts, backless shirts, and clothing with dangling attachments that could cause harm).

Sun-Safe Policy

Stonehenge State School is a sun-safe school. Refer to the Stonehenge State School SunSafe Policy for hat and clothing requirements.

Enforcement

In any cases of non-compliance one of the following actions will be carried out by the school:

- Inability to attend or participate in any activity in which the student is representing the school until compliance with dress code.
- Parent will be contacted regarding the issue in an effort to resolve it.

The school can provide a school shirt in the case of an emergency but only after parental contact.
Responsible Behaviour Agreement

For Students, Parents and Staff at Stonehenge State School

At Stonehenge State School, we value the following baseline behaviour for all members of our school community.

Be Safe
Our school community members act in a responsible manner that presents no danger to the physical, social or emotional security of themselves or others. We safely use equipment as appropriate, move safely through the school environment, resolve conflicts peacefully without anger and acknowledge the personal space of others.

Be Responsible
School community members endeavour at all times to make appropriate behaviour choices and accept accountability for the outcomes of their actions.

Be Respectful
Our school community members treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy is reflected in both action and communication. We show respect for ourselves and others as well as the rights and feelings of each person. We demonstrate respect for personal belongings as well as those of others.

Student undertaking
I have read the school community expectations and am willing to follow the guidelines of the Code of Behaviour to the best of my ability as a student of Stonehenge State School.

Name: ___________________________  Signature: ___________________________  Date: ___________________________

Parent/Guardian understanding
I / we have read the school community expectations and am / are willing to follow and uphold the Code of Behaviour in my / our interactions with the school.

Name: ___________________________  Signature: ___________________________  Date: ___________________________
Name: ___________________________  Signature: ___________________________  Date: ___________________________

Principal/Teacher commitment
I am familiar with the school community's Code of Behaviour and will strive to promote and model this Code in my teaching practice and at any other time while I am representing Stonehenge State School.

Name: ___________________________  Signature: ___________________________  Date: ___________________________