



Norfolk Village State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour (2016-2018)*



1. Purpose

Norfolk Village State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Norfolk Village State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during March and April 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014 to 2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in May 2016, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Norfolk Village 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 well known and agreed upon by everyone, assisting Norfolk Village State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- I am Safe,
- I am a Learner
- I am Respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Norfolk Village 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 has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix (appendix 6) outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

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



In keeping with the Positive Behaviour Support approach, the behaviour support needs of all students are addressed within a whole school context. Norfolk Village State School's approach considers support from the following perspectives:

- Whole school support
- Targeted Behaviour support
- Intensive Behaviour support

Refer to appendix 5 for elaborations on each of the support tiers

Whole School Behaviour Support

Our Positive Behaviour Support (PBS) team oversees our whole school approaches and related school activities. Strategies include having:

- Positive Behaviour for Learning (PBL)
- Essential Skills for Classroom Management
- Social Skilling
- Classroom teachers establish a management plan consistent with the steps below:

Start – All students start on green each day.

Time Out – occurs after two warnings for persistent disruptive behaviour have been issued (within classroom)

Alternate – student removed to buddy class for persistent disruptive behaviour.

Referral to administration or other support staff when behaviour persists further.

Reinforcing expected school behaviour

At Norfolk Village 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.

Norfolk Village State School 'Gotcha' Awards

Staff members hand 'Gotcha' cards out each day to students who they observe following the school rules in both the classroom and non-classroom settings. When students are given a 'Gotcha' card they drop the card in one of the designated collection points at the school administration block.

- **Short term goals:** Teachers issue a minimum of six 'Gotcha' cards per day to students seen to be exemplifying any of the school rules. In addition to Gotcha awards, class teachers may also use their own professional judgement and knowledge of their students to implement other forms of high frequency positive reward strategies in their classroom aligned to the three school rules.
- **Medium term goals:** Each month the top two students, who have displayed consistent exemplary behaviour from each year level, are presented with a prize and a certificate on assembly. The top 10 children from each year level are also presented with a certificate. In addition, a random Gotcha prize draw is held halfway through each term, so any student who has been awarded with a 'Gotcha' can win a prize on the day.
- **Long term goals:** At the end of each term, a Gotcha prize is awarded to the students with the highest Gotcha tally in each grade; prep to year 4. The top 5 students in each grade 5 and 6 class are nominated for an end of term reward. There is also an end of year prize for the top three students in each school sector (P-2, 3-4, 5-6) who have received the most Gotcha tickets across the year.

Kool Kids Café occurs each fortnight and is awarded to a student from each class who has displayed the most commitment to following the three school rules. At the Café, students are presented with a certificate and discuss the positive work they have been doing with the school leadership team over a morning-tea.

Responding to unacceptable behaviour

Learning comes first. Behaviour support represents an important learning opportunity to practise how to get along with others. At Norfolk Village State School we promote positive behaviour, conflict resolution skills and character development through a wide range of activities and initiatives across all year levels and throughout the year.

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: To be Safe; To be Respectful; To be a Learner

Targeted behaviour support

- Personal Individualised Learning (PIL) referral
- Individual behaviour plan agreed to by the parents/guardians, Deputy Principal, student and classroom teacher.
- Extra support through referral to additional welfare/behaviour support programs at Norfolk Village State School.

Each year a small number students at Norfolk Village State School are identified through our Support team/referral process (PIL) as requiring additional targeted behavioural support. In most cases the concerning 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.

Teachers refer any concerns re behaviour, social emotional needs, welfare and learning to PIL. A case manager is appointed according to need and actions, interventions and adjustments are investigated and implemented as deemed necessary to provide the support required. At Norfolk Village State School, students in all year levels also participate in a number of programs designed to support optimism, self-control, conflict resolution, restorative justice and values education. Smaller groups may then be created to further develop these skills as identified through teacher referrals and responses to incidents.

Intensive Behaviour Support

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies, and are still at risk of significant educational underachievement due to their inappropriate behaviours.

Norfolk Village 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. Students who require intensive behaviour support are referred to a case management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer.

The above personnel undertake the process of developing, reviewing and revising the student's Individual Behaviour Plan. This takes place through identifying the specific functions of the student's behaviours, by pinpointing the social, affective, cognitive and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours.

The Individual Behaviour Plan is regularly reviewed and adjusted when and where necessary.

5. Consequences for unacceptable behaviour

Norfolk Village 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. One School is used to record all moderate, major and extreme behaviour incidents. Minor behaviour, unless persistent, is managed in the classroom.

Minor and Major Behaviours - Refer to the tables for consequences (Pages 4-6)

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

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

Minor behaviours (level 1) are those that:

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

Major behaviours (levels 2, 3 and 4) are those that:

Significantly violate the rights of others, put others / self at risk of harm, intentionally harms others, requires involvement of the school Administration team.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member then fills out the office referral form and escorts the student to administration.

Repetitive minor behaviours (level 1) are to be referred to administration as a major behaviour.

Respect

Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible ?
Level 1 Minor			
Not being understanding of others <ul style="list-style-type: none"> Low level verbal harassment. Low level isolated teasing and name calling. Deliberate disrespectful behaviour towards another student (speaking rudely to others, minor put down, excluding others) Dishonesty 	Initiated actions may include: <ul style="list-style-type: none"> Warning (e.g. name down on classroom chart) Short term time-out in classroom (reflection sheet) Short term time-out in playground 	<ul style="list-style-type: none"> Restorative Justice/Verbal Discussion Reinforce school rules and expectations 	<ul style="list-style-type: none"> Teacher Aide Classroom Teacher Optional parent contact
Not caring for self, others and the environment <ul style="list-style-type: none"> Minor graffiti (scribble, names, tags) on books, desks and chairs, accidental damage. Minor damage to gardens and plants. Littering. Theft of small personal items. Causing injury to others through carelessness. 			
Not using polite language <ul style="list-style-type: none"> Low level back chat to a staff member. General low level swearing not directed at anyone such as incidental swearing. Inappropriate gestures. 			
Not showing school pride <ul style="list-style-type: none"> Deliberate minor uniform breach such as necklaces, bangles / wrist bands, make up, nail polish and eye liner. 			
Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited			
Not being understanding of others <ul style="list-style-type: none"> Challenging staff directions once. Arguing with staff once. Persistent teasing. Persistent dishonesty Verbal harassment. Isolated verbal intimidation (threats). 	<ul style="list-style-type: none"> Optional Blue-slip referral to LOL Classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return) Detaining (remain in classroom during playtime/follow teacher on lunch duty) Time-out room (1-3 days no play) In School Community Service (litter duty) 	<ul style="list-style-type: none"> Verbal Discussion/ Restorative Justice Monitoring (Monitoring Card/Book) Work-it-out (1-3 days) 	<ul style="list-style-type: none"> Teacher Aide Classroom Teacher Leader of Learning (Student Welfare) Parent contact One School Minor Behaviour Entry
Not caring for self, others and the environment <ul style="list-style-type: none"> Bringing offensive material to school or downloading it at school, possession of prohibited substances, theft of library book, games, sports equipment. Graffiti – sexually explicit, on walls or doors. School property damage including buildings, gardens and assets such as computers and instruments. Intentional use of personal technology devices at school 			
Not using polite language <ul style="list-style-type: none"> Moderate level back chat directed at a staff member. Making explicit threats to another student. Swearing. 			
Not showing school pride <ul style="list-style-type: none"> Inappropriate behaviour on excursions, camps and school events. 			
Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited			
Not being understanding of others <ul style="list-style-type: none"> Racial discrimination. Sexual discrimination. Verbally threatening a staff member. Insolence displayed towards a staff member (walking off, not listening, laughing, stating that they don't care). Verbal sexual harassment including online social media and emails. Using family as a basis for teasing. 	<ul style="list-style-type: none"> Blue-slip referral to Deputy Principal Time-out room (1-5 days no play) Loss of Privileges In school Withdrawal (1-3 days) Suspension (1-5 days, 6-20 days with a case manager and education program) 	<ul style="list-style-type: none"> Tier 2 - Targeted intervention - Referral to Tier 2 classroom problem solving team - action plan developed and uploaded to One School as a support provision. (refer to Tier 2 support interventions) Work-it-out (1-3 days) 	<ul style="list-style-type: none"> Leader of Learning (Student Welfare) Deputy Principal Parent contact One School Major Behaviour Entry
Not caring for self, others and the environment <ul style="list-style-type: none"> Deliberate inappropriate physical contact with others of a sexual nature. Distributing offensive material and/or prohibited substances at school. Computer Hacking, maliciously introducing computer virus, tampering with school records. Vandalism – major (cost replacement of over \$500). Theft major (\$500). 			
Not using polite language <ul style="list-style-type: none"> Repetitive use of offensive language/swearing. High level swearing directed at a staff member or parent. 			
Not showing school pride <ul style="list-style-type: none"> Conduct bringing school into disrepute (damaging neighbouring properties, breaking school rules in public in uniform). Defaming students, staff or school on social networking sites. 			
Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited			
Not being understanding of others <ul style="list-style-type: none"> Major racial, sexual attack either physically or online. Consistent verbal harassment/bullying towards another student including online social media and email. 	<ul style="list-style-type: none"> Blue-slip referral to Deputy Principal 6 – 20 day suspension Behaviour Improvement Condition Exclusion 	<ul style="list-style-type: none"> Intensive intervention Referral to Triple T (Tier 3 team) group initiates case manager and intervention program based on behaviour and individual student needs. 	<ul style="list-style-type: none"> Deputy Principal Principal Parent contact One School Major Behaviour Entry
Not caring for self, others and the environment <ul style="list-style-type: none"> Vandalism or theft causing more than \$10000 in damage either during school hours or after school hours. Substance Misconduct involving other legal substances Substance misconduct involving an illicit substance 			
Not using polite language <ul style="list-style-type: none"> Repeated Level 3 behaviours. 			
Not showing school pride <ul style="list-style-type: none"> Repeated Level 3 behaviours. 			

Safe

Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
Level 1 Minor			
<p>Not reporting problems</p> <p>Not showing self-control</p> <ul style="list-style-type: none"> • Throwing objects (no intent to harm). • Unsafe behaviour. • Joisting with others. • Running in inappropriate areas. • Touching items in the classroom and out of the classroom not meant to be handled. • Low level isolated (physical / verbal) incident with another student. • Non-intentional physical violence student to student (minor). <p>Not gaining permission to leave and/or to be in a setting</p> <ul style="list-style-type: none"> • Leaving class without permission. • Out of bounds (wrong play area). • Late to bus line. • Being in out of bounds areas (refer to areas highlighted on the school map). <p>Not following directions</p> <ul style="list-style-type: none"> • Disobedience. • Unfocused behaviour. • Involvement in distracting behaviours including using electronic devices. 	<p>Initiated actions may include:</p> <ul style="list-style-type: none"> • Warning (e.g. name down on classroom chart) • Short term time-out in classroom (reflection sheet) • Short term time-out in playground 	<ul style="list-style-type: none"> • Restorative Justice/Verbal Discussion • Reinforce school rules and expectations 	<ul style="list-style-type: none"> • Teacher Aide • Classroom Teacher <p>Optional parent contact</p>
Level 2 Minor– Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited			
<p>Not reporting problems</p> <p>Not showing self-control</p> <ul style="list-style-type: none"> • Teasing of another student (physical/verbal). • Threatening behaviour (student). • Intentional breach of the expectation to walk Scooters and Bikes in school grounds. • Intentional physical violence student to student (minor – no injury sustained). • Physical misconduct involving students or adults involving an object no injury sustained • Physical misconduct involving students or adults not involving an object no injury sustained • Inciting others to violence. • Behaviour which poses an immediate risk to self and others. • Spitting on school property. <p>Not gaining permission to leave and/or to be in a setting</p> <p>Not following directions</p> <ul style="list-style-type: none"> • Refusal to follow instructions leading to a distraction or minor safety risk. 	<ul style="list-style-type: none"> • Optional Blue-slip referral to BAT • Detaining (remain in classroom during playtime/follow teacher in lunch duty) • Classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return) • Time-out room (1-3 days no play) • In school community service (litter duty) 	<ul style="list-style-type: none"> • Monitoring (Monitoring Card/Book) • Verbal Discussion/ Restorative Justice • Work-it-out (1-3 days) 	<ul style="list-style-type: none"> • Teacher Aide • Classroom Teacher • BAT <p>Parent contact</p> <p>One School Minor Behaviour Entry</p>
Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited			
<p>Not reporting problems</p> <p>Not showing self-control</p> <ul style="list-style-type: none"> • Physical (including deliberately spitting on another individual) and cyber (sexual, racial and general) harassment and/or bullying of others. • Abusive language directed at as staff member. • Inciting harassment or violence of others. • Aggressive and intimidating behaviour towards others including staff. • Intentional physical violence towards others resulting in a minor injury. • Physical misconduct involving students or adults involving an object resulting in a minor injury • Physical misconduct involving students or adults not involving an object resulting in a minor injury. • Bringing dangerous / illegal goods or weapons to school. • Exposure and urinating in public. • Urinating on and/or defacing school property with intent. • In grounds and disruptive whilst suspended from school. <p>Not gaining permission to leave and/or to be in a setting</p> <ul style="list-style-type: none"> • Leaving the school grounds without permission. <p>Not following directions</p> <ul style="list-style-type: none"> • Refusal to follow directions resulting in a major disturbance or safety risk to others • This may include leaving a classroom and then deliberately preventing a class from working. 	<ul style="list-style-type: none"> • Blue-slip referral to Deputy Principal • Time-out room (3-5 days no play) • Loss of Privileges • Classroom Withdrawal (1-3 days) • Suspension (1-5 days, 6-20 days with a case manager and education program) 	<ul style="list-style-type: none"> • Tier 2 - Targeted intervention - Referral to Tier 2 classroom problem solving team - action plan developed and uploaded to One School as a support provision. (refer to Tier 2 support interventions) • Work-it-out (1-3 days) 	<ul style="list-style-type: none"> • BAT • Deputy Principal <p>Parent contact</p> <p>One School Major Behaviour Entry</p>
Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited			
<p>Not showing self-control</p> <ul style="list-style-type: none"> • In possession of a dangerous weapon with intent to seriously hurt others. • Threats with a dangerous weapon. • Intentional physical violence resulting in a moderate or major injury. • Physical misconduct involving students or adults involving an object resulting in a moderate or major injury. • Physical misconduct involving students or adults not involving an object resulting in a moderate or major injury. • Intentional sexual assault. <p>Not gaining permission to leave and/or to be in a setting</p> <ul style="list-style-type: none"> • Repeated Level 3 Behaviours. <p>Not following directions</p> <ul style="list-style-type: none"> • Repeated Level 3 Behaviours. 	<ul style="list-style-type: none"> • Blue-slip referral to Deputy Principal 6 – 20 day suspension • Behaviour Improvement Condition • Exclusion 	<ul style="list-style-type: none"> • Intensive intervention Referral to Triple T (Tier 3 team) group initiates case manager and intervention program based on behaviour and individual student and needs. 	<ul style="list-style-type: none"> • Deputy Principal • Principal <p>Parent contact</p> <p>One School Major Behaviour Entry</p>

Learner			
Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
Level 1 Minor			
Not being on task <ul style="list-style-type: none"> Calling out. Undue noise. Walking around the room. 	Initiated actions may include: <ul style="list-style-type: none"> Warning (e.g. name down on classroom chart) Short term time-out in classroom (reflection sheet) Short term time-out in playground 	<ul style="list-style-type: none"> Restorative Justice/Verbal Discussion Reinforce school rules and expectations 	<ul style="list-style-type: none"> Teacher Aide Classroom Teacher Optional parent contact
Not doing your best <ul style="list-style-type: none"> Not attempting work to the best of ability. 			
Not managing your time and being prepared <ul style="list-style-type: none"> Late to class. Failure to bring equipment and books to class. 			
Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited			
Not being on task <ul style="list-style-type: none"> Disturbing the learning needs of others. Inciting others to be disobedient. Disrupting an exam. Inappropriate use of computers and internet access. 	<ul style="list-style-type: none"> Optional Blue-slip referral to BAT Detaining (remain in classroom during playtime/follow teacher in lunch duty) Classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return) Time-out room (1-3 days no play) In school community service (litter duty) 	<ul style="list-style-type: none"> Monitoring (Monitoring Card/Book) Verbal Discussion/ Restorative Justice Work-it-out (1-3 days) 	<ul style="list-style-type: none"> Teacher Aide Classroom Teacher BAT Parent contact One School Minor Behaviour Entry – refers BAT.
Not doing your best <ul style="list-style-type: none"> Refusal to attempt set work including assessment tasks. Academic dishonesty. 			
Not managing your time and being prepared <ul style="list-style-type: none"> Persistent, unexplained lateness to school. Returning from breaks late. Failure to complete discipline tasks such as attending time-out. 			
Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited			
Not being on task <ul style="list-style-type: none"> Preventing others from learning. Disturbance including that of other classes. Major inappropriate use of computers and the internet including deleting and tampering with the files of others. Accessing inappropriate content and inappropriate email / social site messages. Persistently disruptive behaviour adversely affecting other students. 	<ul style="list-style-type: none"> Blue-slip referral to Deputy Principal Time-out room (3-5 days no play) Loss of Privileges Classroom Withdrawal (1-3 days) Suspension (1-5 days, 6-20 days with a case manager and education program) 	<ul style="list-style-type: none"> Tier 2 - Targeted intervention - Referral to Tier 2 classroom problem solving team - action plan developed and uploaded to One School as a support provision. (refer to Tier 2 support interventions) Work-it-out (1-3 days) 	<ul style="list-style-type: none"> BAT Deputy Principal Parent contact One School Major Behaviour Entry - refers DP.
Not doing your best <ul style="list-style-type: none"> Refusal to participate in programs of instruction including but not limited to Key Learning Area subjects. Sabotaging resources to prevent others from using them. Academic dishonesty in assessment for key learning areas. 			
Not managing your time and being prepared <ul style="list-style-type: none"> Truancing – whole days. 			
Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited			
Not being on task <ul style="list-style-type: none"> Repeated Level 3 Behaviours. 	<ul style="list-style-type: none"> Blue-slip referral to Deputy Principal 6 – 20 day suspension Behaviour Improvement Condition Exclusion 	<ul style="list-style-type: none"> Intensive intervention Referral to Triple T (Tier 3 team) group initiates case manager and intervention program based on behaviour and individual student and needs. 	<ul style="list-style-type: none"> Deputy Principal Principal Parent contact One School Major Behaviour Entry – refers DP.
Not doing your best <ul style="list-style-type: none"> Repeated of Level 3 Behaviours. 			
Not managing your time and being prepared <ul style="list-style-type: none"> School Refusal. 			

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report –One School
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff) (Appendix 5).

7. Network of student support

Students at Norfolk Village State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- School leaders
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer (adopt-a-cop)

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.
- Autism Queensland

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.

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. 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 and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [NVSS P.B.L Handbook](#)
- [Take a Stand Together](#)

Endorsement

Principal

P&C President

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 encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Norfolk Village 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 bullying¹ 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).

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

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.*

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. [Norfolk Village 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 at [Norfolk Village 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 [Norfolk Village 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 [Norfolk Village 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 responses 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 [Norfolk Village State School](#) are an addition to our already research-validated schoolwide 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 schoolwide 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. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying program consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
 10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
 11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
 12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at [Norfolk Village State School](#) takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
 13. [Norfolk Village State School](#) uses behavioural data for decision-making. This data is entered into One School 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 program, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Debriefing Report

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

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

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

Questions for staff

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

Questions for student

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

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

Appendix 4

N.V.S.S. Referral to Office

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Specialist lesson	<input type="checkbox"/>
Other	<input type="checkbox"/>

Date Name/s Location (please tick)

Class..... Time sent.....

Others involved

Probable motivation.....

Medical <input type="checkbox"/>		Positive Behaviour / Excellent Work <input type="checkbox"/>		
Inappropriate Behaviour <input type="checkbox"/> Major / Minor (circle)				
Strategies Used				
Warning <input type="checkbox"/>	Natural Consequence <input type="checkbox"/>	Restorative justice <input type="checkbox"/>	Time Out <input type="checkbox"/>	Buddy Room <input type="checkbox"/>

Details Please

.....
.....
.....
.....

Referring Staff Member Signature

Admin Feedback
.....
.....

Support Tiers Elaborations

Whole School Behaviour Support

Our Positive Behaviour Support (PBS) team oversees our whole school approaches and related school activities. Strategies include having:

- a clearly stated, positive purpose as outlined in the Responsible School Behaviour Plan
- a set of positively stated expectations
- active engagement by students
- procedures for teaching school-wide expectations.

Positive Behaviour Support (PBS)

- PBS philosophy views students' behaviours as being purposeful in that it enables the individual students to meet their basic needs.
- By using a variety of tools and procedures a team may conduct a Functional Behavioural Assessment to find meaning behind disruptive behaviour and the role of environmental factors.
- PBS is proactive in nature by seeking to prevent the occurrence of challenging behaviours.

Classroom Management Plan

Teachers:

- Devise a plan in consultation with the class and then display
 - It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school universal expectations.
 - Students are more likely to respect a classroom plan if they have been involved in its creation
 - Revisit the plan on a regular basis throughout the year
- Engage in quality teaching and learning
 - Ensure learning experiences are relevant and meaningful
 - Ensure that there is an appropriate level of challenge for each student
 - Match learning experiences and assessment techniques with student interests and learning styles
 - Encourage co-operative learning
 - Provide opportunities for students to make decisions about their own learning
 - Clearly communicate fair and reasonable expectations
 - Encourage students to set goals and persist in problem solving situations
 - Assist students to develop time management and study skills
- Develop supportive interpersonal relationships
 - Catch students being good
 - Communicate a genuine interest in and care for the students
 - Establish rapport with and welcome the involvement of parents
 - Develop a sense of responsibility for students' own progress and personal behaviour goals
- Establish ways to develop self esteem
 - Plan for success by breaking tasks into manageable steps which ensure individual success
 - Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
 - Minimise criticism and accept mistakes as part of the learning process
 - Communicate regularly with all students
 - Create a sense of belonging to the classroom group
 - Give students responsibility

Strategies for Teachers

- Communicate openly and honestly with students and parents / carers.
- Identify their students' learning styles and create educational programs that are interesting, engaging and supportive of the individual needs of the children.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Remain calm and in control.
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review.
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate behaviours
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary.
- Avoid confrontation at all costs

Share responsibility with all staff for all students

- Use fair and consistent strategies that are in line with the school's beliefs and values.

Classroom teachers are supported in these endeavours through:

- Access to relevant professional development
- Mentoring from Administration, Personalised Learning Committee and PBS personnel
- Open and informed communication from school leaders.

Social Skilling

A systematic, detailed and developmentally appropriate personal development program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection is to be developed and implemented. The personal development program will also actively teach the values and expectations identified in The Code of School Behaviour.

Social skilling programs include:

- Chill club
- Stay Positive
- Work-it-out
- Lunch action classes
- Team-up
- Drum Beat (each semester)

A strong emphasis is placed on the teaching and reinforcing of the school's Universal Expectations; I am Safe, I am Respectful, I am a Learner. This includes school wide PBS initiatives.

Active student involvement

Active student participation is taught through

- school celebrations, activities and events that foster student success
- student leadership and mentoring programs (e.g. the Student Council, Helping Friends Programs, camps and seminar days)
- student surveys and
- improving school climate through positive reinforcement.

Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

Each year a small number students at Norfolk Village State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

PBS is a comprehensive approach that emphasises understanding the person's problem behaviour and building skills and capacity within the individual and their supporters so that they may participate in inclusive, natural, community-based settings more meaningfully and competently.

Focusing solely on the reduction of problem behaviours through the use of positive or negative consequences, and/or simply reinforcing appropriate behaviours by itself is not considered PBS.

Student Welfare Committee

Central to the implementation of Targeted Behaviour Support at Norfolk Village State School is the Personalised Learning Committee. Through referrals from individual teachers and/or the school's Administration team, the group identifies students at risk and problem behaviours. Once this has been established a Case Manager is established to work with the targeted student and relevant staff to develop support required. Where it has been identified that a group of students may require targeted support focussing on some aspect of our Universal expectations the PBS Team, in conjunction with relevant staff may assist in the development of a social skilling program.

Individual Behaviour Plan

Students identified as requiring targeted support may require an Individual Behaviour Plan. This will be arranged through the Personalised Learning Committee's nominated Case manager with teachers, the student and parents/carers involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers

are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan are required to have attendance records and negotiated goals for class lessons. A record sheet is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.

Record sheets of goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

Intensive Behaviour Support

Agencies contributing may include: Flexible Learning Centre (EQ), Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, Neighbourhood Centre and EQ District Office.

From the above interagency input, the following supports may be put in place in the Individual Behaviour Plan:

- Modifications to task requirements
- Development of individualised management strategies
- Modified timetable or attendance
- Counselling with the school Guidance Officer
- Counselling with Flexible Learning Centre staff
- Teacher Aide support through school or district behaviour funding
- Invitation to parents/caregivers to attend Triple P program
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Referral to the Positive Learning Centre (see below)
- **Use of the Restorative Justice process (see below)**

Restorative Justice

Restorative justice is used when the school's Responsible Behaviour Plan is violated and relationships are strained between any members of the school community, students, staff and/or parents. Skilled mediators from the District Behaviour Team are used for complex restorative justice processes although school staff have been trained in implementing restorative practices. This process may be carried out when a need for this process is identified, even when there is no Individual Behaviour Plan.

Positive Learning Centre

The Positive Learning Centre located in this district is one provision in an array of regional services that aim to provide an alternative program for some students who at a given point in time require intervention beyond the capacity of a mainstream classroom. A student requiring intensive behaviour support may be referred to the Positive Learning Centre if the case manager and support team believe that curriculum delivered in a different setting would be beneficial to the student. The referral goes through the reference group of the PLC. If a student is accepted into the program, the staff of the PLC work closely with the school in delivering appropriate curriculum and liaising with other government departments and community groups. The aim of the PLC is to reintegrate the student back into the school or into more appropriate learning or vocational pathways. Referral to the PLC takes place through the Principal.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Norfolk Village State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).