Belgian Gardens State School

Responsible Behaviour Plan for Students
Based on The Code of School Behaviour

1. Purpose
Belgian Gardens 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
Belgian Gardens State School developed this plan in collaboration with our school community. Ongoing consultation with parents, staff and students is being undertaken with the community. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents from 2010 - 2011 and our commitment to implementing the School Wide Positive Behaviour System (SWPBS) also informed the development process.

The SWPBS is a system that has an expected time frame of 3-5 years for full implementation. The system is fluid and changes according to the implementation phase and needs of the school.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in July 2011, and was reviewed in 2012 as required in legislation. It was ratified at the BGSS P & C Associations November 2012 meeting for full implementation from January 2013.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Belgian Gardens 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:

- Be Respectful
- Give Your Best
- Show Responsibility
- Stay Safe

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 Belgian Gardens 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 School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Rules</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Playground Equipment And Ovals</th>
<th>Tuckshop</th>
<th>Toilets</th>
<th>Eating Areas, Bus Lines &amp; Under and around buildings</th>
<th>Excursions/ Camps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I speak politely and kindly at all times</td>
<td>- I consider and respect others’ right to learn</td>
<td>- I consider other people’s games and activities.</td>
<td>- I wait quietly and calmly for my turn to be served.</td>
<td>- I respect other people’s privacy</td>
<td>- I keep noise to a minimum during class times</td>
<td>- I listen to and follow instructions given by staff members</td>
</tr>
<tr>
<td></td>
<td>- I take care of all equipment</td>
<td></td>
<td>- I take turns and share the space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I take care to keep the area clean of rubbish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I wear the full school uniform (no jewellery, covered shoes etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Give Your Best</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I participate fully in all activities</td>
<td>- I try my hardest at all times/ aim high</td>
<td>- I try my hardest and play fair for my team.</td>
<td>- I am patient while waiting to be served.</td>
<td>- I try my hardest to keep the area clean and hygienic.</td>
<td>- I sit quietly and wait for my teacher after breaks</td>
<td>- I move quickly and do my best to be where I am supposed to be</td>
</tr>
<tr>
<td></td>
<td>- I negotiate to solve disagreements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show Responsibility</td>
<td>Stay Safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • I help my others when needed  
• I follow instructions carefully  
• I report any problems to a teacher | • I have a strong belief in myself  
• I don’t reveal any personal information  
• I tell a responsible adult if I feel uncomfortable or unsafe when on line  
• I keep my password secret |
| • I am organised and prepared  
• I work to complete tasks on time | • I wear a full brimmed hat & sunscreen  
• I keep my shoes on at all times |
| • I report any damage to equipment to the office  
• I play by the agreed upon rules | • I stand quietly and calmly in line |
| • I only eat food I have bought. | • I wash my hands |
| • I use only the amount of toilet paper and soap that is NEEDED | • I stay inside the school grounds until my parent has arrived.  
• I only enter the school grounds after the 8:00am bell rings  
• I depart the school grounds quickly after 3:00pm |
| • I sit and wait in the correct area.  
• I keep away from out of bounds areas | • I know and understand any safety procedures (e.g. no jewellery, wear covered shoes) |

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

- Behaviour lessons conducted by classroom teachers; these are reinforced through our Wellbeing for Learning and Life Policy;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities; and
- Clearly visible posters throughout the school grounds and in all classrooms and other buildings including; office, hall, library, specialist rooms etc.
Belgian Gardens State School implements the following proactive and preventative processes and strategies to support student behaviour:

- 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 Belgian Gardens 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; and
- Creation of a Wellbeing Teacher to support the implementation of the program and the Student Wellbeing Program in 2013.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School including a process regarding inappropriate on-line behaviour (Appendix 1);
  - Procedures for Preventing and Responding to Incidents of Bullying including approved self-defence process (Appendix 2); and
  - Working together to keep BGSS safe (Appendix 3).

**Belgian Gardens State School Expectations**

At Belgian Gardens State School State School it is expected that:

**Students will:**
- Support and cooperate with school staff;
- Seek a staff member if they need help;
- Walk on concrete;
- Not enter classrooms before school, at morning tea or lunch unless supervised;
- Keep their hands and feet to themselves;
- Use appropriate language;
- Walk bikes in the school grounds;
- Protect themselves by wearing a broad brimmed hat, sunscreen and shoes;
- Only play in designated areas;
- Play fair by following games rules, keeping their cool;
- Wear the agreed upon school uniform; and
- Not bring illegal substances into the school grounds.

**Teachers will:**
- Provide a safe and supportive learning environment;
- Provide inclusive and engaging curriculum and teaching;
- Encourage the positive social and educational development of each child;
- Seek to develop open clear communication channels with students, parents/carer, colleagues and Administrators;
- Model responsible behaviour; and
- Liaise with support staff and other agencies to improve programmes to maximise student learning.

**Parent/Carers will:**
- Provide safe and supportive environments;
- Meet their child’s basic physical and emotional needs;
- Model responsible behaviour;
- Seek to be an active partner in the education of the children;
- Discuss school related issues with their child's teacher first utilising the ‘Putting Things Right Policy’;
- Ensure student/s arrive in school uniform, adequately nourished and with the necessary equipment before 8.45am; and
- Inform the school of any circumstances that may affect their child’s work.

**Reinforcing Expected School Behaviour**

At Belgian Gardens 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.

---

**Latch onto BGSS Rules**

All staff members hand ‘Latch onto BGSS Rules’ coloured cards out each day to students they observe following school rules in both classroom and non-classroom areas.

The coloured cards relate to each of the four school rules:
- Be Respectful Green
- Give Your Best Blue
- Show Responsibility Pink
- Stay Safe Orange

**Teaching of Rules**

There will be a rule and area focus each week that is determined by staff according to data from the previous Semester. A weekly lesson will be taught consistently across all year levels. Teachers will reinforce the weekly focus rule daily for 5 minutes before each break time. Students and staff will have the opportunity to create role plays for both Junior and senior parade to reinforce the teaching of the focus rule.
Recognition of Rules
Daily – Latch Ons handed out to students by all staff for upholding the weekly rule taught as per school plan. Latch Ons will be laminated and can be recycled. Each class and their teacher will develop a monitoring system for the tracking of their Latch Ons. This system will be clearly communicated to students in the first week of Term 1 and parents at the Teacher Information session held by the third week of Term 1.

Weekly – A Student of the week certificate - awarded to students with the most the most Latch Ons for observation of the weekly rule. Teachers and students will collate the total number of Latch Ons received each Tuesday for P – 3 and each Thursday for Yrs. 4 – 7. They will then award a Student of The Week Certificate to be presented on parade to students who have the highest amount. Teachers will keep a digital tally of the weekly Latch Ons received. This will be shared and monitored at the monthly SWPBS Meetings and through the centralised data system.

Term Recognition
At the end of each term every student who has Latch Ons will be eligible to participate in a Trade In Day or Class Negotiated Activity.

Trade In Day
To be held on the last Thursday of Term One and Four.
- Students trade their term’s Latch Ons in for a voucher. This data is taken from the central data base.
- The Young Leaders will organise and fundraise for a selection of prizes.
- Posters will be displayed throughout the school showing what Latch Ons can be traded for and the number of Latch Ons required for each prize.

Class Negotiated Activity
To be held on the last Thursday of Term Two and Three.
- At the beginning of term 2 & 3 students and their teacher will negotiate a class activity that is linked to a curriculum focus.
- Students will contribute their individually earned Latch Ons and add them to their classes Latch On Bucket. The process of contributing or filling others’ buckets is underpinned by the “Bucket Book”.

Latch Onto Behavioural Excellence.
Students, who meet the behavioural expectations as set out on our Responsible Behaviour Plan, will be recognised each term.

Belgian Gardens State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours through the Latch onto Belgian Gardens State School Rules on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. (See detailed explanation Consequences for unacceptable behaviour)
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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: Positive Behaviour Support Program (PBSP)
Each year a small number students at Belgian Gardens State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students accepted into the PBSP attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased weekly opportunities to receive positive contact with adults, additional support from check-in/check-out coach and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Positive Behaviour Support Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of...
the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Positive Behaviour Support Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### Intensive behaviour support
Belgian Gardens State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

### 5. Consequences for unacceptable behaviour
Belgian Gardens 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. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

#### Minor and Major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens; and
- **Major** problem behaviour is referred directly to the school administration team

**Minor** behaviours are those that:
- are minor breaches of the school rules;
- do not seriously harm others or cause staff to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or administration.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of
time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion;

• a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying;
  2. asks student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  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; and
• require the involvement of school Administration.

Major behaviours result in an immediate referral to administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the orange office referral form, collects any student reports and informs administration, who attend to the situation in a timely manner.
Minor/Major Consequences Flow Chart

Is the inappropriate behaviour Minor or Major?
Classroom or Playground
(Playground Incident Report sighted)

Minor

Problem Solve with the child
(staff member and students)

Use classroom behaviour management strategies

Determine logical consequence

Has student acquired 3 similar behaviours within the last 5 days that have been recorded on OneSchool?

YES
Enter to OneSchool
(3 minor behaviours)
Complete orange referral form + attach Student Reports
Phone Admin on 201
Send forms to Admin
Targeted Support

NO
Make a note in class incident log
Universal Support

Major

Complete Orange Referral Form + attach Student Reports
Phone Admin on 201
Send forms to Admin

Admin to investigate/interview students

Determine logical consequence e.g. suspension, graduated school entry with parent consent

Student at Risk referral completed

Contact parent/carer (where appropriate)

Guidance Officer Assessment BST referral

Enter on OneSchool

Indensive Support

Student returned to class if appropriate
The following table outlines examples of major and minor problem behaviours:

### Minor Consequences Matrix

<table>
<thead>
<tr>
<th>Work for Success</th>
<th>Examples of Minor Incidents</th>
<th>Examples of Minor Consequences</th>
<th>One School Categories</th>
</tr>
</thead>
</table>
| **Be Respectful** | • General offensive language  
                  • Swearing not directed at others  
                  • Back answering  
                  • Leaving lunch area before bell to secure space (e.g. handball court)  
                  • Excluding others (games & friendship groups)  
                  • Dropping rubbish on ground  
                  • Eating in wrong area  
                  • Ignoring staff directions  
                  • Telling secrets/gossip  
                  • Going through people’s bags, tidy trays etc.  
                  • Taking equipment without permission  
                  • Leaving class without permission  
                  • Not wearing full school uniform  
                  • Yelling/screaming not directed at others  
                  • Minor vandalism (easily rectified) | Time Out  
                  Buddy Class  
                  Apology (verbal or written)  
                  Rule Reminder  
                  Warning  
                  Complete Reflection Sheet  
                  Sent to a different area  
                  Picking up rubbish  
                  Loss of play time  
                  Supervised eating/play  
                  Miss out on special event/ privileges  
                  Walking with staff member | Threats to others  
                  Property misconduct  
                  Defiant/Threats to adults  
                  Dress Code |
| **Give Your Best:** | • Annoying other children (verbally, physically or by touching other students equipment)  
                  • Being uncooperative with other students and/or staff or unwillingness to negotiate  
                  • Not including others in games  
                  • Pushing in line or going to tuckshop at the wrong time  
                  • Running around or unnecessary noise at inappropriate times  
                  • Late to class  
                  • Too long during toilet breaks  
                  • Not following uniform guidelines  
                  • Not participating fully or lacking in enthusiasm | Time Out  
                  Buddy Class  
                  Apology (verbal or written)  
                  Rule Reminder  
                  Warning  
                  Make up for lost time  
                  Redirect  
                  Picking up rubbish | Refusal to participate in program of instruction  
                  Lying/Cheating  
                  Non-compliant with routine |
| **Show Responsibility:** | • Misuse of/ damage to equipment  
                  • Not following rules/ routines  
                  • Not turn taking  
                  • Stealing/ ‘taking’ asking for food from others  
                  • Pushing in line  
                  • Lurking/ hanging around/ late  
                  • Miss the bus because not in the right area  
                  • Going into out of bounds areas  
                  • Failure to follow instructions | Rule reminder/ redirection  
                  Repair damage if possible  
                  Limit/ loss of play  
                  Practice appropriate behaviour with a teacher  
                  Apology (written/ verbal)  
                  Class meeting to discuss issue  
                  Go to end of line  
                  Make up class time | Truant/Skip classes  
                  Other conduct prejudicial to the good order and management of the school  
                  Bullying/ Harassment  
                  Disruptive  
                  IT misconduct  
                  Late |
<table>
<thead>
<tr>
<th>Major Consequence Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work for Success</strong></td>
</tr>
<tr>
<td>Be Respecful</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Give Your Best</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Show Responsibility</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Stay Safe</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Student Disciplinary Absences (SDA) are used after consideration has been given to all other responses. In special circumstances, at his/her discretion, the Principal, after consultation with relevant personnel, may evaluate the circumstances of a particular individual case and take other action as deemed appropriate.

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 Belgian Gardens 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 redirects their behaviour or consequences are applied for problem behaviour.

6. Emergency responses or critical incidents
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incidents 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; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Belgian Gardens 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; and
- 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; and
- 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;
- Health and Safety incident record (link); and
- debriefing report (for student and staff).

7. Network of student support
Students at Belgian Gardens State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents;
- Teachers;
- Support Staff;
- Admin Staff;
- Guidance Officer;
- Advisory Visiting Teachers;
- School Based Positive Behaviour Support Teacher;
- Positive Learning Centre Staff;
- Senior Guidance Officer; and
- School Chaplain (application in progress).

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; and
- Neighbourhood Centre.

8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Belgian Gardens 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; and
- 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 procedures
- 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
Schools should list any related resources they have identified. This could include:
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

**Endorsement**

____________________  ______________________  ______________________
Principal                  P&C President or Chair, School Council  Assistant Regional Director

Effective Date: