



## The Code of School Behaviour

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# Responsible Behaviour Plan for Students

## 1. Purpose

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

At Emerald State School we believe that the most effective discipline results from positive relationships between teachers and students. Our behaviour management is based on the encouragement of constructive and positive behaviour and the sensitive curbing of aspects of misbehaviour. Through reward, praise and encouragement we aim to enhance the development of self-discipline.

Emerald State School celebrates 136 years of education this year. We provide innovative and inclusive education for children from Prep to Year 6 and strive for the success of every student. This requires all members of the school community to have a common understanding of the school's Responsible Behaviour Plan and our Positive Behaviour for Learning framework (PBL). These plans serve to articulate the practices, procedures and virtues that underpin our approach to fostering a safe and supportive school environment. PBL is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioural practices for improving important academic and behaviour outcomes for all students.

## 2. Consultation and data review

Emerald State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout 2011-2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

A review of this plan was undertaken in 2012 as required by legislation, and a process of consultation with interested parties, surveys and community meetings being held assisted in the review of attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012. This plan was again reviewed in 2015 as required by legislation and a process of consultation with interested parties lead by the PBL team. The Plan was endorsed by the Principal, Mrs Rhonda Jones the President of the P&C, Ms Toni Williams and Mrs Trudi Graham Assistant Regional Director - School Performance in November 2015, and will be reviewed in 2018 as required in legislation.

## 3. Learning and behaviour statement

The goal of Emerald State School is to create and maintain an environment that fosters appropriate behaviours within the school by developing in students self-discipline, respect for the rights of others and responsibilities. At Emerald SS, we commit to the philosophy of being 'Safe, Responsible Learners'.

We provide a supportive school environment where academic learning outcomes are maximised for all through quality practices in curriculum, interpersonal relationships and school organisation. Every Day Counts is also a part of maximising our learning outcomes.

A supportive school environment is one where all members of our school community:

- feel safe and valued (I am Safe)
- are treated with courtesy and using manners (I am Responsible)
- can actively learn/teach/participate (I am a Learner)
- are responsible for their own actions

To have a supportive school environment where everyone is a 'safe responsible learner', we need to uphold certain **rights** and **responsibilities**. We all have the same rights and these go hand in hand with responsibilities. **There are no rights without responsibilities**. A right is something that belongs to us but can be forfeited by our own actions. Responsibilities are those things we should do without being told. Some of these we should do for others and some of these we should do for ourselves. In exercising our rights we will not deny the rights of others and should expect to be corrected if we do.

At Emerald State School we have fair rules and procedures for all members of the school community that support the following rights and responsibilities.



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### STUDENTS RIGHTS AND RESPONSIBILITIES

Rights	Responsibilities
<p>Every person has the right to-</p> <ul style="list-style-type: none"> <li>• be taught effectively in all subjects</li> <li>• enjoy a positive, stimulating learning environment with appropriate resources</li> <li>• be treated fairly and be respected as an individual</li> <li>• be happy, enjoy school and form friendships</li> </ul>	<p>Every person has the responsibility to-</p> <ul style="list-style-type: none"> <li>• come to school to listen, participate, co-operate and finish class work and homework</li> <li>• treat others and their property with respect and fairness</li> <li>• follow school rules</li> <li>• protect and maintain our environment</li> </ul>

### STAFF RIGHTS AND RESPONSIBILITIES

Rights	Responsibilities
<p>Every person has the right to-</p> <ul style="list-style-type: none"> <li>• expect behaviour which promotes a pleasant, co-operative and safe environment within the School Community</li> <li>• be respected by children, peers and parents</li> <li>• express my opinion and have it respected</li> <li>• participate in appropriate personal and professional development</li> <li>• confidentiality in personal and professional matters</li> </ul>	<p>Every person has the responsibility to-</p> <ul style="list-style-type: none"> <li>• be aware and supportive of the needs of others</li> <li>• act justly and in a caring way at all times</li> <li>• respect the opinions of colleagues</li> <li>• communicate openly with parents and other community members in an assertive and respectful manner</li> </ul>

### PARENTS RIGHTS AND RESPONSIBILITIES

Rights	Responsibilities
<p>Every person has the right to-</p> <ul style="list-style-type: none"> <li>• know that my child/children are receiving the best possible education</li> <li>• be informed about policy guidelines and procedures</li> <li>• be informed of learning and/or behavioural assistance being given</li> <li>• be listened to respectfully and express my opinions in appropriate forums</li> <li>• confidentiality in all matters</li> <li>• to be involved in school activities and celebrations</li> <li>• know my child is safe</li> </ul>	<p>Every person has the responsibility to-</p> <ul style="list-style-type: none"> <li>• encourage my child/children to want to learn</li> <li>• make myself available for parent/teacher discussions, when necessary</li> <li>• reinforce what is taught at school and to support the school in its endeavours</li> <li>• maintain confidentiality in school matters</li> <li>• make sure that my child is prepared appropriately and punctual in attendance</li> <li>• respect the professional knowledge of the staff</li> </ul>



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**RULES** help to protect our rights and encourage our responsibility. We have rules for when we are in class and when we are out of class. Our 3 PBL Expectations are:

1. **I AM A LEARNER**  
 I will follow teacher instructions, have my equipment organised and try my best.  
 I will attend school.
2. **I AM RESPONSIBLE**  
 I will talk friendly towards other adults and my fellow peers.  
 I will share and take turns and use my manners.
3. **I AM SAFE**  
 I will keep my hands, feet and objects to self. I will play and learn safely.  
 I will wear my School Uniform and broad-brimmed hat.

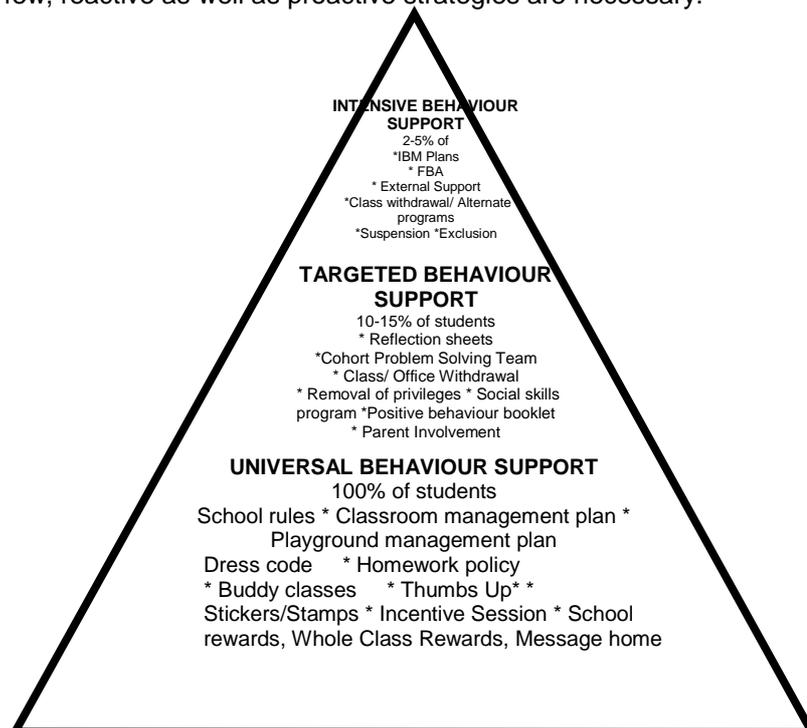


**4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

At Emerald State School effective behaviour support includes:

- maintaining of our Positive Behaviour for Learning framework
- analysis of One School Data to implement school 'systems'
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures including the use of personal technology devices at school (see Appendix section)
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

The model below illustrates the range of programs, strategies and opportunities for establishing, encouraging and maintaining positive behavioural expectations within our school. For the majority of students a whole school proactive approach is sufficient. For some groups and individuals this has to be supplemented by proactive intervention and for a few, reactive as well as proactive strategies are necessary.





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### 5. Universal behaviour support

#### WHOLE SCHOOL EXPECTATIONS (PBL FRAMEWORK)

As a part of our PBL framework, a whole school expectations matrix has been mapped out to identify areas in the school and the expectations of appropriate behaviour around being a Safe, Responsible Learner. This expectation matrix is displayed in all areas of the school with our 3 School Rules.

Whole School Expectations – **Appendix 1.**

#### CLASSROOM BEHAVIOUR EXPECTATIONS

At the beginning of each year, each class take pictures of 'how' students can be 'Safe, Responsible Learners' and these are visibly displayed in the classroom with the School Rules beside the Whole School Expectation Matrix. A Lining Up poster is also displayed with a picture of expectations.

Teachers are also responsible for creating a Classroom Behaviour Plan. It reflects the responsibilities of the individual student with regard to the rights of all. Rules or expectations are written with regard to developing the maturity of students throughout their time at Emerald State School.

The *Classroom Behaviour Plan* is approved by the Administration and PBL Management Committee. It is displayed in the classroom for relieving teachers, visiting parents and for revisiting by the students.

These behaviour plans contain classroom rules/expectations, negative and positive consequences as well as student and parent acknowledgment clauses.

A set of planned consequences both negative and positive is negotiated with the students and is designed to:

- minimise disruption to learning for all and allow the teacher to continue teaching
- be immediate and relevant
- develop responsibility by encouraging students to choose appropriate behaviour

The Classroom Behaviour Plan contains an Immediate Exit Clause (Crisis Plan) for students who cause a severe disruption, show direct insolence, or exhibit unsafe behaviour. Students displaying these behaviours will be sent immediately to administration.

(**Appendix 3** – Example of Classroom Behaviour Expectations Plan)

Employing the use of the Essential Skills for Classroom Management is a management focussed language to be utilised in the classroom – **Appendix 5.**

#### POSITIVE CONSEQUENCES FOR APPROPRIATE BEHAVIOURS

Students at Emerald State School are encouraged by both teacher example and instruction in the aim to develop self-discipline. We believe that if appropriate behaviour is rewarded often enough, then ideally there will be far less inappropriate behaviour. Our PBL philosophy and Responsible Behaviour Plan is based on the belief that students not only require clear expectations and examples of good behaviour but also opportunities for individual, class and team rewards.

Individual, Group and Whole Class rewards include: Praise, positive comments verbally (*4 praise comment: 1 correction*) and in workbooks, "Thumbs Up" awards, Student Of the Week awards for each class each week, name in newsletter, class and/or end of term school celebration, stickers, prize box, free time, high five or hand shake, and a note or phone call home to parents/caregivers.



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### PLAYGROUND BEHAVIOUR EXPECTATIONS

Playground expectations are outlined in the Whole School Matrix. A Play Area Map identifies the play areas suitable for lunchtime activities. This is outlined at the beginning of the year and the start of each term.

### EATING PROCEDURES

Within the morning session, the classroom teacher will allocate a Brain break for students. E.g fruit, vegetables, crackers, cheese, rice cakes, ½ sandwich. They are to be supervised by the classroom teacher but continue with 'learning' time.

At First Break (15mins) and second break (7 mins), students are to be seated within the under covered area under the supervision of the rostered person on duty.

Students are to place their rubbish in the appropriate bins. Tuckshop will be taken to the classroom to be distributed for this eating period. If students purchase food from the tuckshop during the playtime of First Break, they must be seated within the Tuckshop/Area D area.

### PLAYTIME EXPECTATIONS

The key to successful supervision during playtime is consistency and it is important that all staff are consistent in terms of expectations. It is also important staff employ 'active supervision' techniques of moving, scanning and interacting.

Staff are expected to:

- have a thorough understanding of playtime procedures
- teach the expectations/ routines of 'their' play area that they are supervising.
- be on time for all duties
- collect classes promptly at the bell
- model appropriate sun safety by wearing appropriate sun safe attire (school supplied umbrella)
- discuss inappropriate behaviours and consequences with students **(Appendix 4)**
- use behaviour management strategies before referring students to Admin
- complete a notification slip to inform Class Teacher or Admin of incident (if necessary)

Entry to the playground is viewed as a right given to those students meeting their responsibilities. Steps are taken both to reinforce the appropriate behaviour, and discourage the inappropriate behaviour of individuals. Pre-corrections are given to students prior to going out for playtime. *E.g What do you need to be wearing if you are playing outside?.....(my hat).*

Dealing with Positive Behaviour:

- Reward with praise and encouragement
- Thumbs Up cards are given to students displaying appropriate behaviours

We have categories for dealing with inappropriate behaviour in the playground. They are teacher directions, time out, withdrawal from play area. These may be communicated to class teachers and/or admin through our Notification Slip.



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### BULLYING

Bullying usually has five common features:

- it is deliberate, hurtful and/or threatening behaviour
- it is repeated often over a period of time – *not one off incidences*.
- it is difficult for those being bullied to defend themselves
- it is difficult for those who bully to learn new social behaviours
- the person who bullies has, and exercises inappropriately, power over the victim

There are four main types of bullying:

- **physical:** hitting, kicking, spitting, stealing/hiding/damaging other's property
- **verbal:** name-calling, insulting, racist remarks,
- **indirect:** spreading nasty stories, excluding from groups
- **electronic:** emailing, text messaging, audio/visual messages

A bully is "a person/group trying to exercise control or manipulation of another person or group". The victim is "a person or group who is harmed physically or emotionally by the behaviour of others and who does not feel safe or confident because of the bullying situation".

#### The school will

- Interview/ Counsel/ Mediate between identified bullies and victims
- Utilise the 'Think before Speak' poster or 'Hi-Five' strategy
- Contact parents and involve them in discussions where necessary.
- Provide a curriculum response to bullying and teasing through support programs such as 'Sharing Circles', Stop-Think-Do program and social skills outlined in HPE Essentials.
- Engage assistance from external support agencies

#### The Staff will consistently

1. Support students who are being bullied.
2. Assist bullies to work co-operatively in the classroom and school grounds, concentrate on changing their behaviours.
3. Record incidents on One School to allow for monitoring.
4. Take bullying seriously.
5. Be on time for duty and actively supervise while on duty.
6. Address all acts of bullying. Do not tolerate any form of bullying

**For Bullying – Refer to the Information Statements for 'What the School Will Do' (Appendix 6), Students (Appendix 7a ), Parents (Appendix 7b) and Staff (Appendix 7c).**

#### Targeted behaviour support

The school makes provision for the small number of cases where students require more targeted behaviour support. One School Data is utilised to identify students and analyse the types of behaviour that has been occurring.

Strategies may include:

- Class/ Playground/ Office Withdrawals
- Positive Behaviour Booklets or Monitoring Chart – with a 'goal' focus.
- Curriculum modification/ Alternate Programs
- Consistent and frequent parent contact
- Inclusion in Social Skills program
- In-service with regards to implementing proactive behaviour management
- External support e.g Guidance Officer, Mental Health, Counselling
- Administration support of strategies to use in the classroom



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### Intensive behaviour support

At Emerald State School intensive behaviour support is provided through a collaborative approach. Students who are identified as requiring intensive behaviour support are referred to the Student Support Staff Meetings. At these meetings, students who show a pattern of high level behaviours for example dangerous play, wilful disobedience and verbal harassment, may be referred to the Administration team, Guidance officer, External support providers.

Throughout this process an Individual Behaviour Management Plan is devised (**Appendix 9**) :

#### The student

- Actively takes ownership of their progress in the goals and strategies of their Individual Behaviour Management Plan.
- Makes reasonable and sustained attempts to follow the processes of the school by making better choices and learning new patterns of behaviour at school.
- Learns the strategies in their Individual Behaviour Management Plan for example taking time to calm down before problem solving, undertake written problem solving, attending supervision and supported/restricted play, and attend to monitoring requirements.

#### The school assists by

- Co-ordinating intensive social skill programs.
- Reviewing and updating Individual Behaviour Management Plans as behaviours improve or change.
- Recognising and rewarding students' improvements in attitude and attempts to improve behaviour.
- Alerting appropriate staff of support needs of Students with Disabilities.
- Maintaining contact with parents, support personnel on student's progress

#### The parents work in partnership with the school by

- Undertaking regular communication with the school concerning their child's behaviour and progress.
- Actively encourage their child to follow the school rules and work towards meeting their child's individual goals.
- Actively remind their child to try new problem solving strategies.
- Identifying a reward or incentive from home which may be used to improve behaviour at school.
- Actively trying to understand the situation from a number of points of view.
- Seeking advice from agencies involving counselling or medical advice where appropriate
- 

### 6. Consequences for unacceptable behaviour

Students at our school are continually supported in their behavioural choices in showing that they are 'Safe Responsible Learners'. The aim for our students is to develop self-discipline and be self-managing. Emerald State School believes that behaviour is a choice. Where students choose appropriate behaviour they are encouraged and rewarded. Students who choose inappropriate behaviour are given opportunities to reflect on their behaviour and are then encouraged to self manage in an appropriate manner. Our consequences for unacceptable behaviour are clearly defined and communicated to the whole school community.

At Emerald State School we believe consequences should be:

- **Supportive** - providing a pro-active support system
- **Fair** - without pre-judgement or bias
- **Logical** - a connection between behaviour and consequence
- **Consistent** - across the school
- **Constructive** - assisting students to make better choices in future actions

Types of Behaviours are identified as Incident Categories within One School. As a part of the School's PBL framework, these Incidences have been defined and categorised into Minor (Playground/Classroom managed) and Major (Office managed) behaviours.

**Refer to Appendix 2**



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### WHOLE SCHOOL PLAN FOR INAPPROPRIATE CLASSROOM BEHAVIOUR

#### Sequence of consequences for inappropriate behaviour (refer to FLOWCHART – Appendix 3 )

Teachers and support staff use the following steps to manage student behaviour in the classroom setting.

1. Tactically ignore minor breaches of the school or class rules but place themselves in close proximity to the student.
2. Redirect student with a respectful, friendly request (best done privately), then turn away and continue teaching with the expectation that the request will be carried out.
3. At an appropriate time (when both parties are calm and in private), teacher counsels student using self evaluation questions: “What are you doing?” “Is what you’re doing being Safe/ Responsible/ a Learner?” “What are you going to do now?”
4. Teacher gives the student a choice (calmly and privately where appropriate). “If you decide to continue (state specific problem behaviour) you are choosing (natural consequence or time out chair)”
5. “If you decide to (state specific desired behaviour), you’re choosing to stay in class. I’m sure you’ll make the right choice.” Walk away and give a short take up time example 1 minute then follow through, based on the choice made.
6. Set student apart from peers within the room using the designated **Time Out** area (see Appendix 4 for Time Out procedures).
7. Student returns to class and if behaviour continues send student to **Buddy Class for Time Out** (Appendix 5 for Buddy Time Out procedures – notification slip)

Buddy Class may occur again that day – refer to Minor vs Major Incident Categories.

If student reaches this stage – *Teacher record the behaviour on One School – (refer incident to Admin) and make contact with parent/caregiver* to provide accurate information of behaviour to ensure consistency between home and school.

8. Student returns to class and if behaviour continues have student collected by **Deputy or Principal for Time Out** in the office. (Principal discretion on length of stay)
9. Student returns to class if behaviour continues student returns to **Deputy or Principal further class/ playground Withdrawal**. Establish regular communication between home and school. (phone calls, notes, meetings)
10. If deemed necessary design and implement an Individual Behaviour Management Plan which is to be negotiated by the student, teacher and parent (Behaviour Management Teacher and Guidance officer will be involved).
11. Classroom withdrawal and/or playground for appropriate period. Parent/caregiver will be notified by Admin. This will usually take place within the Administration building under Admin supervision.
12. At this stage, the school Administration will be required to take over the role of case manager.
13. As part of the Individual Behaviour Management Plan or as a result of the student’s inability to cool down in the school setting, the parent/caregiver may voluntarily withdraw the student from school for a limited and negotiated time.
14. Officially suspended from school for specified period.
15. Suspended from school with a ‘proposal to exclude’ or a ‘recommendation to exclude’.
16. Any student that has been withdrawn from the classroom or suspended will follow the re-entry process before being allowed to return to the classroom (Appendix 15)



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## WHOLE SCHOOL PLAN FOR INAPPROPRIATE PLAYGROUND BEHAVIOUR

- Is the behaviour MAJOR or MINOR?

<p><b>STAFF DIRECTIONS</b> When a school rule is broken the student/s is spoken to using Glasser's Questions.</p> <ol style="list-style-type: none"> <li>1. What are you doing?</li> <li>2. Is what you are doing being Safe/ Responsible/ a Learner?</li> <li>3. What are you going to do now?</li> </ol> <p>If the student fails to follow any teacher directions proceed to the time out/ walk with teacher.</p>	<p><b>EXAMPLES OF STAFF DIRECTIONS BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Running on concrete</li> <li>• Playing in out of bounds area</li> <li>• Misuse of equipment</li> <li>• No hat</li> </ul>
<p><b>TIME OUT WITH STAFF PROCEDURE</b> Students are to be placed in an area visual to you OR walk with teacher for minor incidents. Students may be sent from the play area on teacher discretion.</p> <p><b>Staff Responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Ensure child behaves appropriately whilst on Time Out (2-5mins)</li> <li>2. Follow up – prompt of appropriate behaviour</li> <li>3. Take note of 'who' and 'why' – in case of further inappropriate behaviour.</li> </ol>	<p><b>EXAMPLES OF TIME OUT/ PLAY WITHDRAWAL BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Refer to Behaviours below</li> </ul>
<p><b>NOTIFICATION PROCEDURE</b> Notification slips are given to students who after warned <b><i>continue to/consistently</i></b> behave inappropriately.</p> <p><b>Staff Responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Record the incident on a notification slip</li> <li>2. Give the slip to the relevant teacher who keeps record of information</li> <li>3. Log notification on One School and refer to Admin and Class teacher – if necessary</li> </ol> <p>The Class teacher will notify Admin if Intervention is required from the student's accumulated notification slips. Admin will notify the parents and classroom teacher of the <i>action to be taken</i> from the inappropriate behaviours.</p> <p><b>Intervention may involve:</b></p> <ul style="list-style-type: none"> <li>- Playground withdrawal or restrictions</li> <li>- Class withdrawal</li> <li>- Support from staff</li> <li>- Parent contact – meeting</li> <li>- Positive Booklet or IMP</li> </ul>	<p><b>EXAMPLES OF NOTIFICATION BEHAVIOUR</b></p> <p><u>Non-learning behaviours</u></p> <ul style="list-style-type: none"> <li>o failing to follow teacher directions</li> <li>o answering back</li> </ul> <p><u>Non-friendly behaviours</u></p> <ul style="list-style-type: none"> <li>o Name Calling/teasing</li> <li>o Swearing directed at students</li> </ul> <p><u>Unsafe behaviours</u></p> <ul style="list-style-type: none"> <li>o kicking/throwing of objects</li> <li>o playing in out of bounds areas/ toilets</li> <li>o misappropriate use of equipment</li> </ul>
<p><b>ADMIN NOTIFICATION PROCEDURE</b> Notification slips are given to students <b><i>who cause physical or emotional harm</i></b> to of any member of the Emerald School Community.</p> <p><b>Staff Responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Send student to Admin immediately</li> <li>2. Record the incident on a Notification slip <b>OR</b></li> <li>3. Log notification on One School and <b>refer</b> to Admin and Class teacher</li> <li>4. Give the slip to ADMIN who keeps record of information</li> </ol> <p>Admin will notify the parents and classroom teacher of the <i>action to be taken</i> from the inappropriate behaviours will occur.</p> <p><b>Intervention may involve:</b></p> <ul style="list-style-type: none"> <li>- Playground withdrawal or restrictions</li> <li>- Classroom withdrawal</li> <li>- Support from External agencies</li> <li>- Parent contact – meeting</li> <li>- Positive Booklet or IMP</li> <li>- Internal Suspension</li> <li>- Suspension</li> </ul>	<p><b>EXAMPLES OF ADMIN REFERRAL BEHAVIOUR</b> Extreme non-negotiable Misbehaviours include:</p> <p><b>Non-learning behaviours</b></p> <ul style="list-style-type: none"> <li>o Blatant disobedience towards teacher's instructions</li> <li>o Severe disruption to others' learning</li> </ul> <p><b>Non-friendly behaviours</b></p> <ul style="list-style-type: none"> <li>o Swearing directed at a staff member/ adult volunteer</li> <li>o Continual teasing/name calling that constitutes harrassment</li> </ul> <p><b>Unsafe behaviours</b></p> <ul style="list-style-type: none"> <li>o Physical misconduct – fighting</li> <li>o Throwing/kicking objects resulting in an injury</li> <li>o Theft, damage and/or vandalism to property – cost value</li> <li>o Possession of dangerous/banned and illegal substances</li> <li>o Leaving school grounds</li> </ul>



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**Note: The Deputy will monitor students using One School and refer students who are receiving frequent notification slips to the Student Support Meeting. The committee will provide those students with support in the development of greater self-discipline.**

Students whose behaviour is consistently inappropriate in the classroom or the playground should be discussed with Deputy Principal or Principal. Collaborative action can provide further solutions to attempt in the classroom and playground setting.

If the above attempts fail to significantly improve the student's inappropriate behaviour the following options may be:

- Student conference with a member of the administration team;
- Parent/student conference with a member of the administration team;
- Arranged specific counselling for student with appropriate personnel;
- Time out for specific students supervised by administrator or selected personnel;
- Withdrawal from classroom for student, supervised by administrator or selected personnel;
- Supervision room during first break;
- Suspension; and,
- 'Proposal or Recommendation' for Exclusion.

### 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.



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Appropriate physical intervention may be used to ensure that Emerald 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. Records must be maintained through One School:

## 7. Network of student support

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

- Parents
- Teachers
- Support Staff / Administration Staff
- Advisory Visiting Teachers
- Guidance Officer
- SWD HoSES
- Positive Behaviour for Learning Team
- Cohort Problem Solving Team
- School Chaplain

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.
- Central Queensland Rural Division of General Practice
- Royal Queensland Bush Children's Health Scheme
- Centacare
- Anglicare



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### 8. Consideration of individual circumstances

Emerald State School considers the individual circumstances of students when applying support and consequences. These circumstances include, but are not limited to:

- Age of students
- Cultural background
- Emotional state
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honest and perceived level of genuine remorse
- Students with Disabilities

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 the school community are considered at all times.

### 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [SMS-PR-019: Mature Age Students](#)
- [SMS-PR-017: Enforcement of Compulsory Education Provisions](#)
- [SMS-PR-031: Flexible Arrangements](#)
- [SCM-PR-005: School Security](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [HLS-PR-012: Curriculum Activity Risk Management](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [CRP-PR-005: Drug Education and Intervention in Schools](#)
- [HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001: Complaints Management](#)
- [LGS-PR-002: Freedom of Information](#)
- [SMS-PR-001: Publishing Student and Staff Information on School Web Sites](#)
- [IFM-PR-004: Managing Electronic Identities](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)



# The Code of School Behaviour

Better Behaviour  
Better Learning

- [SMS-PR-024: Internet - Student Usage](#)
- [SDV-PR-001: Employee Professional Development](#)
- [The Code of Conduct](#)

## Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valuededucation.edu.au](http://www.valuededucation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/buscode>

**Act Smart Be Safe:** a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety.

<http://education.qld.gov.au/actsmartbesafe/>

**Alannah and Madeline Foundation:** a national charity protecting children from violence and its devastating effects. <http://www.amf.org.au/AboutUs/>

**Kids Helpline:** a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5 - 25 years. <http://www.kidshelp.com.au/>

**KidsMatter:** a school based framework that aims to improve the mental health and wellbeing of children. <http://www.kidsmatter.edu.au/>

**ReachOut:** an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. <http://au.reachout.com>

**National Centre Against Bullying:** works to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber-safety. <http://www.ncab.org.au/about/>

## Endorsement

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Rhonda Jones  
**Principal**

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Annie Self  
**P&C President**

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Angela Collins  
**Executive Director (Schools)**

11/2/2016

Effective Date: 1 January 2016-31 December 2019

<b>Emerald State School</b>	<b>I am</b>	<b>A Learner</b>	<b>Safe</b>	<b>Responsible</b>
	<b>All Settings</b>	<ul style="list-style-type: none"> <li>• Listen and follow directions</li> <li>• Ask for help if you need it</li> <li>• Acknowledge others opinions</li> <li>• Be organised and ready for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment correctly and safely</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Walk on footpaths</li> <li>• Keep to the left at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Be punctual</li> <li>• Use school equipment correctly</li> <li>• Respect yours and others equipment</li> <li>• Look after our school environment</li> </ul>
	<b>Learning Areas</b>	<ul style="list-style-type: none"> <li>• Take turns to speak</li> <li>• Be a problem solver</li> <li>• Follow the bookwork policy</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely around the classroom</li> <li>• Ask permission to leave the classroom</li> <li>• Put closed bags in the port racks/hooks</li> <li>• Only be in the classroom when an adult is present</li> </ul>	<ul style="list-style-type: none"> <li>• Return library books</li> <li>• Complete homework and set tasks</li> </ul>
	<b>Play areas</b>	<ul style="list-style-type: none"> <li>• Play in correct areas</li> <li>• Follow the agreed rules of 'the game'</li> </ul>	<ul style="list-style-type: none"> <li>• Play appropriately in designated areas</li> <li>• Wear a sun smart hat and enclosed shoes</li> <li>• Report a ball that has gone into out of bounds areas</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Respond to bells promptly</li> </ul>
	<b>Eating Areas/Tuckshop</b>	<ul style="list-style-type: none"> <li>• Eat in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in the designated area until given instructions</li> <li>• Eat my own food</li> <li>• Wait my turn in line</li> </ul>	<ul style="list-style-type: none"> <li>• Put all rubbish in the bin</li> <li>• Respond to the bell by being quiet</li> <li>• Wait in line only if I am buying</li> <li>• Say please and thank you</li> </ul>
	<b>Transition/Lining Up</b>	<ul style="list-style-type: none"> <li>• Line up promptly after having a drink and going to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in quiet lines in the designated area waiting for the adult</li> </ul>	<ul style="list-style-type: none"> <li>• Move in two quiet lines</li> <li>• Walk on the left at all times</li> </ul>
	<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Use the toilets during break times</li> <li>• Return quickly to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Enter the cubicle by myself</li> <li>• Flush the toilet and wash my hands</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the area clean and tidy</li> <li>• Report damage or problems</li> <li>• Respect other people's privacy</li> </ul>
	<b>Before/After schools</b>	<ul style="list-style-type: none"> <li>• Report to the office if I am late</li> </ul>	<ul style="list-style-type: none"> <li>• Walk my bike/scooter in the school grounds</li> <li>• Place bikes in bike racks</li> <li>• Follow the out of bounds rule for playgrounds before and after school</li> <li>• Report to the office if not collected by 3pm</li> </ul>	<ul style="list-style-type: none"> <li>• Go straight to the under covered area with my bag</li> <li>• Sit quietly before school</li> </ul>

**Appendix 2 – Majors and Minors Table**

<p>Verbal Misconduct</p>	<p>Any inappropriate verbal conversations including- swearing, innuendo, back chatting, unfriendly talk, racial slurs, directed swearing, name calling, verbal comment related to sexual connotations.</p>	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – directed conversation at a staff member; Consistent use of the above verbal conversations Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School.</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
<p>Defiant threats to adults</p>	<p>Verbal or physical gesture threat</p>	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member. Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>

Threats to Others	Any verbal or nonverbal threat to a person's physical or emotional wellbeing	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of 'responsible and safe' rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the 'finger' to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student's break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
Third Minor Referral	3 minor incidents referred to office (similar behaviours over a course of 1-2 weeks) - needs to be referred on One School with details of Incidents.	
Substance Misconduct (legal)	Any legal substance (including over the counter medication, alcohol, cigarettes, aerosols, glue) affected by it at school, do it at school.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of 'responsible and safe' rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the 'finger' to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student's break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
Substance Misconduct(illegal/illicit)	Any illegal substance affected by it at school, do it at school, e.g drugs	

Prohibited Items	Any item that does not support the intention of learning, friendly, safe – It may be in their bag e.g. Chewing gum, lighters, pocket knives, porn magazines.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
Possess Prohibited Items	The prohibited item is in their possession or using the item.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>

Refusal to participate in program of instruction	Verbally and blatantly refusing to participate in activities – complete tasks. Leaving the classroom to avoid activities.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and learner’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
Non Compliant to routine	Behaving in a way that does not comply with classroom and playground routines. Eg following instructions around routines	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>

Disruptive	Actively stopping other's learning and teaching	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of 'responsible anlearner' rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the 'finger' to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student's break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
Property Misconduct	Vandalism of school, class mates, personal and teachers property.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of 'responsible and safe' rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the 'finger' to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student's break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>

<p>Misconduct Involving an Object</p>	<p>Involving an object: Inappropriate use of object for the non-intended purpose of that object e.g throwing of sticks/ rocks.</p>	
<p>Physical Misconduct</p>	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
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It Misconduct	<p>Inappropriate use of electronic devices e.g internet, email, ipods, IWB, cameras, mobile phones. Sharing of passwords. Logging on using other's passwords.</p> <p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of 'responsible and safe' rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the 'finger' to a staff member. Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student's break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
Lying/ Cheating	<p>Plagiarism, lying to get someone into trouble or self out of trouble;</p> <p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of 'responsible and safe' rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the 'finger' to a staff member. Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student's break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>

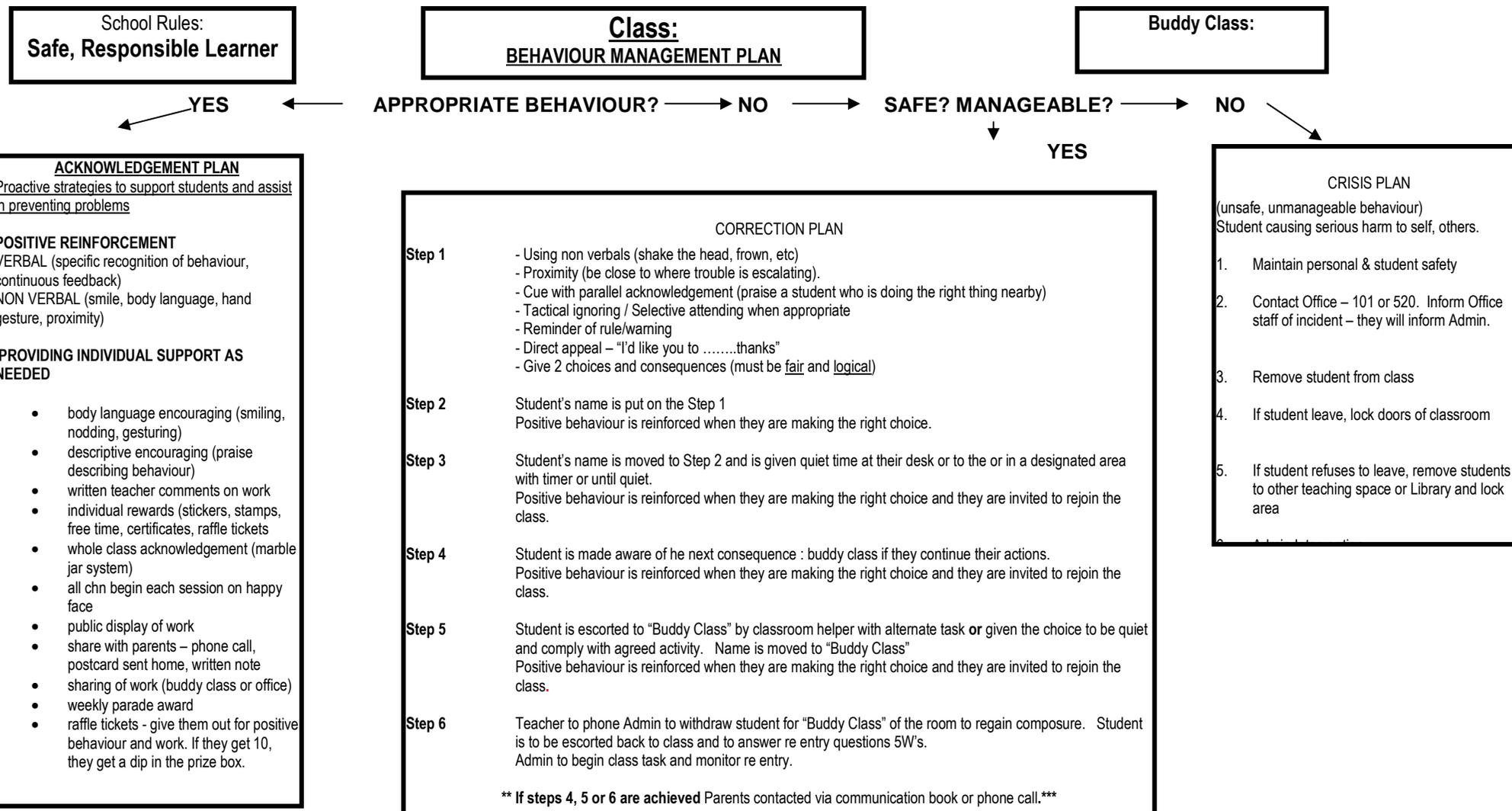
Late	late from lunch breaks or from activities outside of the classroom.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible, safe and learner’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>
Dress Code	Non-compliant to not wearing school uniform – being sunsafe and appropriate footwear. Wearing of inappropriate jewellery.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member.</p> <p>Consequence – Administrative discretion such as</p> <ul style="list-style-type: none"> <li>-time out</li> <li>-withdrawal from classroom/playground for a negotiated time period.</li> <li>-Admin will deal with behaviours in student’s break time, not learning time.</li> <li>-Withdrawal from school for a negotiated time period.</li> <li>-Admin to contact parents and record information on One School</li> <li>-If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</li> </ul>

Truancy/Skip Class	When a child misses school/classes without prior parental consent.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and learner’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – truant from attending school. Admin commence Absentee proceedings with Parent.</p>
Bullying/Harrassment	<p>Bullying – repeated targeting of student – ongoing verbal or physical abuse Harrassment – verbal or physical intimidation – can be one-off.</p>	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member. Consequence – Administrative discretion such as -time out -withdrawal from classroom/playground for a negotiated time period. -Admin will deal with behaviours in student’s break time, not learning time. -Withdrawal from school for a negotiated time period. -Admin to contact parents and record information on One School -If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</p>

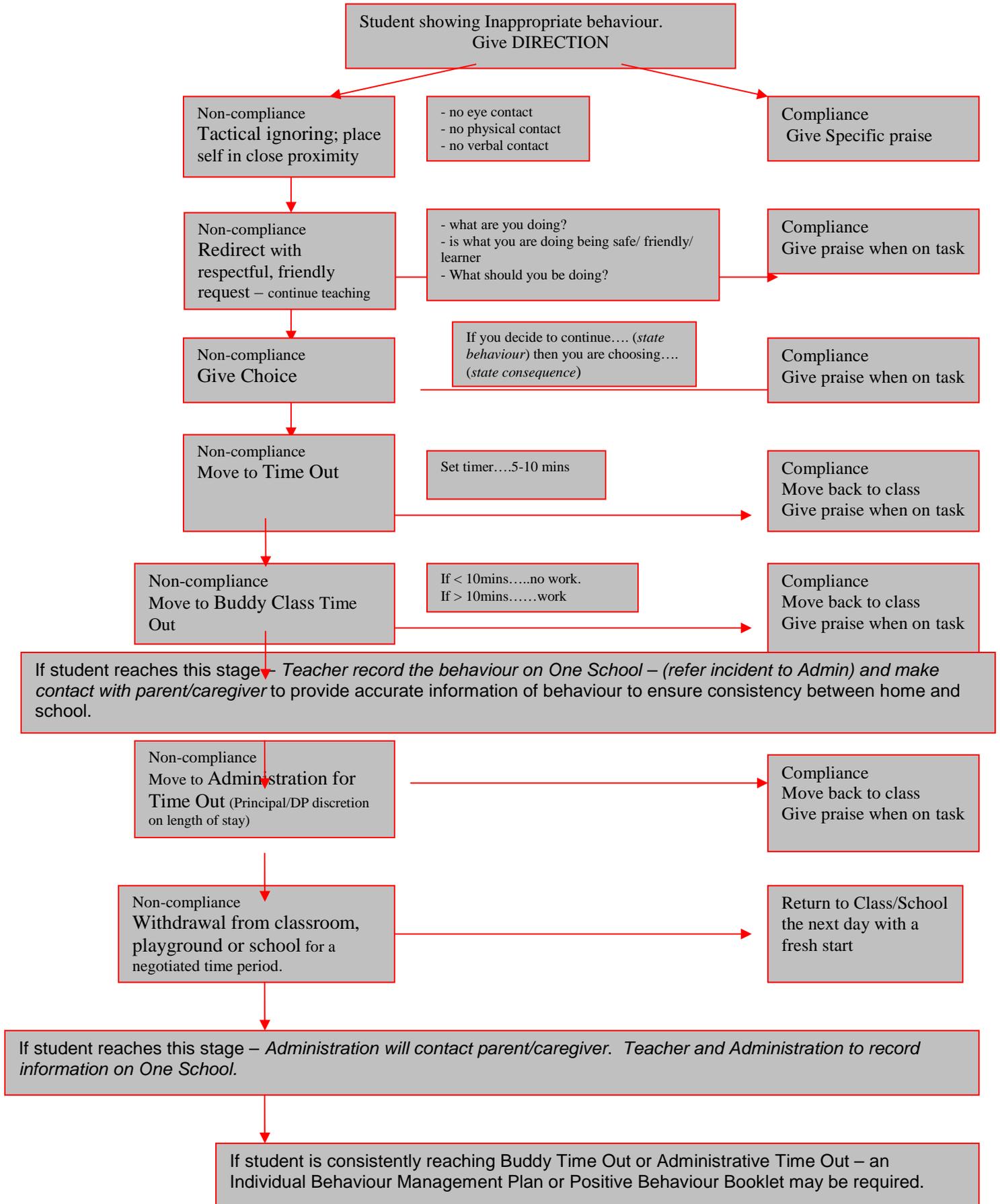
Other conduct prejudicial to the good order and management to the school	Incident on excursion, representative sporting, extra-curricular activity. - Commenting on Facebook (out of school) – put school or staff in disrepute Whilst wearing school uniform, out of hours – smoking, stealing.	
	<p>Minor –</p> <ol style="list-style-type: none"> <li>1. Staff member redirects student with a respectful reminder of ‘responsible and safe’ rule at school.</li> <li>2. Gives choices to change behaviour.</li> <li>3. Notes on incident notification form (if in the playground).</li> <li>4. Consequence in place if behaviour continues.</li> <li>5. If incident continues, playground withdrawal or buddy class.</li> <li>6. After return from Buddy class and behaviour continues, move to administration for time out.</li> <li>7. One school referral by teacher or admin. Parent to be contacted at teacher discretion.</li> </ol>	<p>Major – conversed with the Intent to Harm and/or cause fear. Giving the ‘finger’ to a staff member. Consequence – Administrative discretion such as -time out -withdrawal from classroom/playground for a negotiated time period. -Admin will deal with behaviours in student’s break time, not learning time. -Withdrawal from school for a negotiated time period. -Admin to contact parents and record information on One School -If student consistently reaches this level of consequence, an individual behaviour management plan needs to be collaboratively negotiated between class teacher, student and administrator.</p>

<b>Staff Managed</b>	<b>Office Managed</b>
<p>Follow Flowchart</p> <ol style="list-style-type: none"> <li>1. Remind student of ‘school rule’ – friendly, safe, learner.</li> <li>2. Give Choices – reward if comply (could be just verbal acknowledgement)</li> <li>3. Consequences as per BM plan if non-compliance E.g timeout, PG withdrawal, buddy class, community service.</li> <li>4. If reach Buddy Class or PG withdrawal – referral to admin on One School</li> </ol>	<p>When behaviour is REPEATED, CONSISTENT or shows INTENT TO HARM Office managed may include – Time Out, Mediation, Apology, Conversation with Parents, School Community Service, Restricted Play Areas. (Incidents will not be managed in the office form the playground during teaching time unless there is the risk of someone being harmed.</p>

Appendix 3 – Classroom Behaviour Expectations Plan



**Appendix 4 – CONSEQUENCES of INAPPROPRIATE BEHAVIOUR (classroom flowchart)**



### Time Out Procedures

1. In a calm voice the student is told to remove themselves to the designated area in the classroom Time Out/ "Chill Out"/ Thinking Time area.
2. A timer will be set and the student will sit silently until the time is up. (During this time the student may be asked to complete a reflection sheet)
3. Once Time Out has been completed the student will be asked the 5 re-entry questions (Mark Davidson) before being allowed to return to the class activity.

#### Re-entry Questions

1. What happened? / What did you do?
2. What rule did you break?
3. What do you need to do to fix things?
4. What might you do differently next time?
5. What do you think should happen if I see the same or similar behaviour today/this session?

#### Buddy Class/ Class Withdrawal

1. Communication is made with Buddy Class Teacher via phone call or note.
2. Student is escorted by teacher or responsible peer to timeout space in buddy room. *(If teacher escort needed Partner will watch class while child is collected)*
3. Student stays for predetermined number of minutes *(less than 10min -no work provided / more than 10 min -work or reflection sheet provided by the teacher)*
4. No interaction occurs with student.
5. Student is escorted back to classroom when time is up. No verbal interactions are to occur at this time.
6. Student re-entering the classroom student will be asked the 5 re-entry questions (Mark Davidson) before being allowed to return to the class activity. Student is given a chance to indicate he/she wishes to rejoin the class and abide by the classroom expectations.
7. Class teacher will invite student to rejoin the class.

#### Re-entry Questions

1. What happened? / What did you do?
2. What rule did you break?
3. What do you need to do to fix things?
4. What might you do differently next time?
5. What do you think should happen if I see the same or similar behaviour today/this session?

### PLAYGROUND EXPECTATIONS

#### Reprimand (Glasser)

1. What are you doing?
2. Is what you are doing being Safe/ Responsible/ a Learner?
3. What are you going to do now?
4. Apply logical consequence if still not following Staff Direction:

BEHAVIOUR	LOGICAL CONSEQUENCES
Not in eating area	Student directed to appropriate area.
Litter - Individual - Group	Say 'I am Safe when I put my rubbish in the bin – please put the rubbish in the bin.' Student to pick up; Group pick up litter in area.
Out of bounds including unsupervised classrooms	Say 'Is that being safe at our school?' Send student to appropriate area.
Inappropriate language - Incidental - Aggressive - Deliberate	Ask 'Is that speaking Responsibly?' Attention drawn to inappropriateness of language. Loss of right to continue activity/ Sit out of activity for time limit.
Running on concrete	Ask 'Are you being safe?' or Say 'I am Safe when I walk on concrete.' Student stops running, returns to starting point and walks.
Aggressive behaviour - minor - common assault	Ask 'Is that being safe at our school?' Students involved in behaviour to be removed from game / activity.
Graffiti / Vandalism / Theft or intent to do so	Ask 'Is that being safe at our school?' Return / repair / rectify damage in own time or at parents' expense.
No hats	Ask 'Is that being safe at our school?' Students to be directed to play / stay in covered games areas.
Assaultive behaviour - occasioning bodily harm - with grievous bodily harm - aggravated	Immediate withdrawal from the playground; and Intervention using reasonable force where necessary.

**NOTIFICATION PROCEDURE**

Notification slips are given to students who after warned continue to/consistently behave inappropriately.

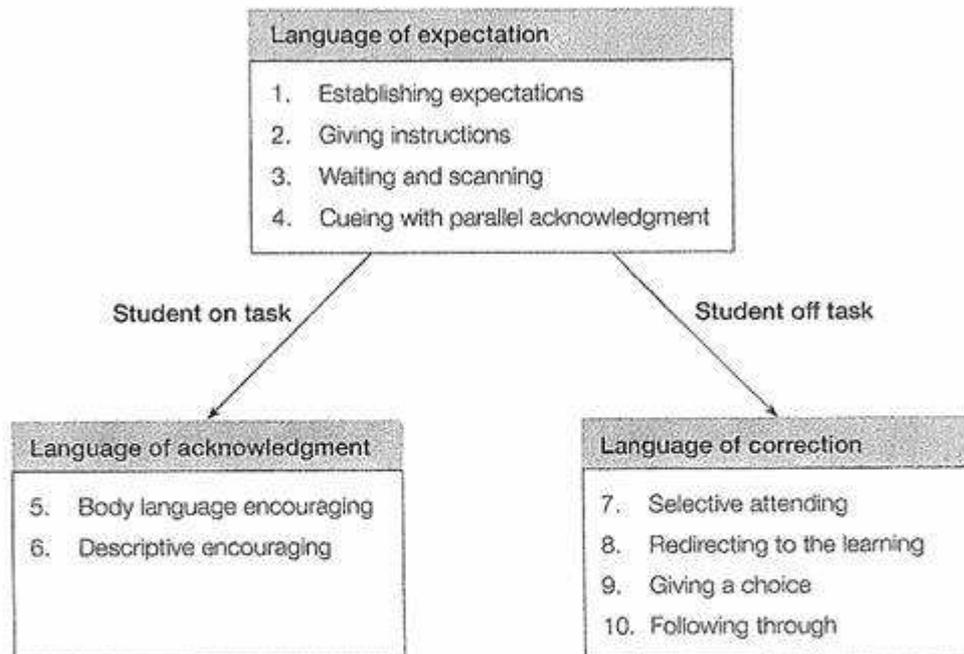
**Staff Responsibilities:**

1. Record the incident on a notification slip
2. Give the slip to the relevant teacher who keeps record of information
3. Log notification on One School and refer to Admin and Class teacher – if necessary

The Class teacher will notify Admin if Intervention is required from the student's accumulated notification slips. Admin will notify the parents and classroom teacher the *action to be taken* from the inappropriate behaviours will occur.

Emerald-SS-Notification-Slip					
Student: _____		...Class _____			
Area: ·Class·Play·					
Time: ·Before-school·Morning-Session·First-Break·Middle-Session·Second-Break·Afternoon-session·After-School					
Teacher: _____			Witness _____		
Incident-Details:					
Action-Strategies	Stop, Think, Do- (conference)	Apology/Mediation	Class- <del>withdraw</del> /Buddy- Time-Out	Play- <del>withdraw</del> /Time-Out	Refer to admin- through-One-School

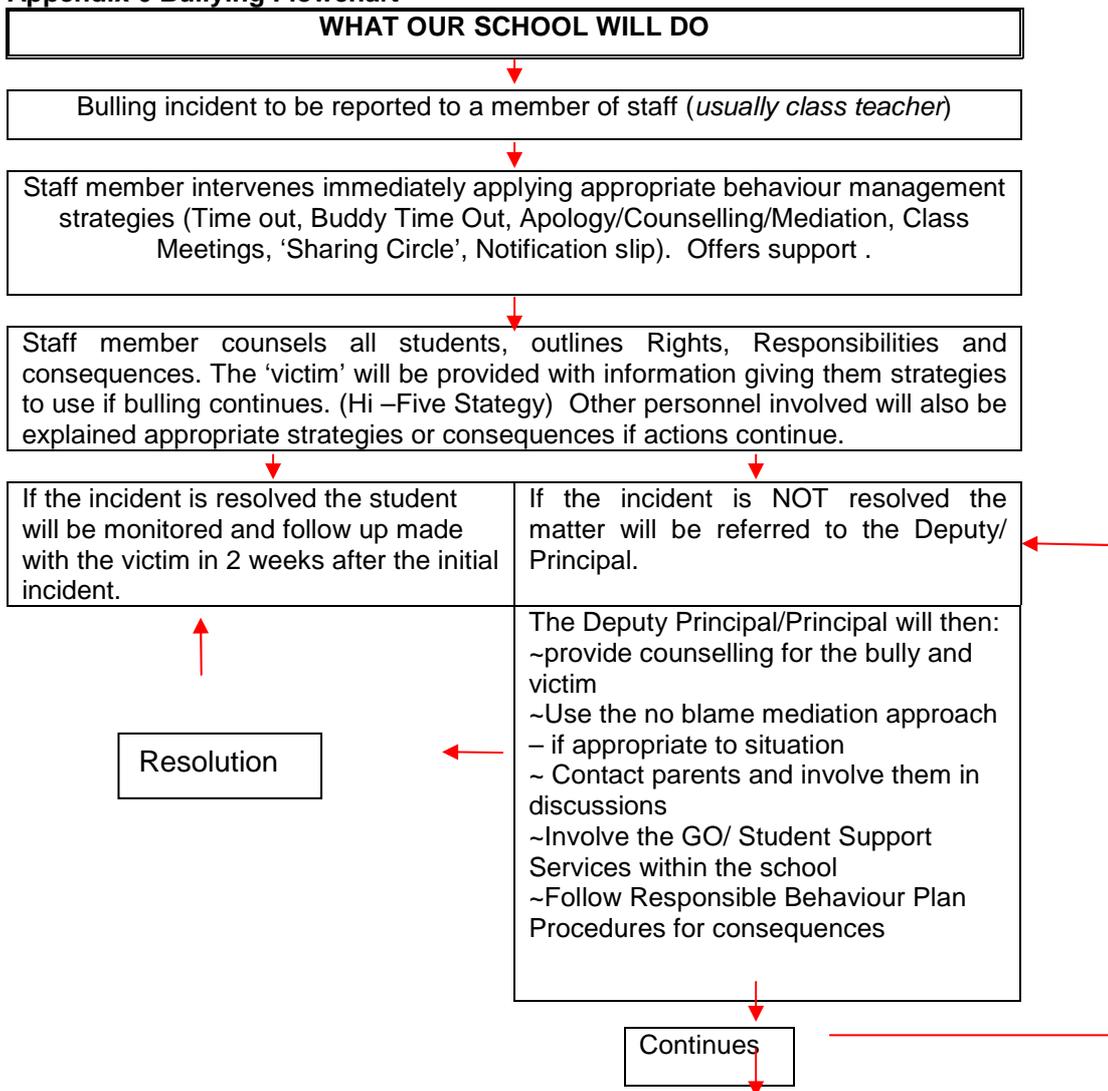
## Management focused language: Essential Skills



Adapted from: (Richmond 1995)

► *Hint: Expectations must be stated clearly to students and followed by precise instructions. Some form of 'checking for understanding' e.g. questioning, asking students to repeat etc. in the instruction phase of the lesson will reduce disruptions. Without clear expectations and instructions in place, the opportunity to acknowledge will be reduced.*

## Appendix 6 Bullying Flowchart



**What is bullying?**

Bullying is when someone feels hurt or upset because of the things another person or group is doing to them over and over again.

Bullying is not when one person calls another person a name once, or hits a person once. It is when that behaviour happens a number of times.

Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

**What should you do if you are being bullied?**

If you are being bullied:

- stay calm
- tell the bully to 'STOP'
- move away from situation
- talk to someone you trust about what has happened, for example a parent/carer, teacher or friend, and get them to help you to take the right steps to stop the bullying
  - When talking about what has happened make sure you tell them:
  - What the person/s has been doing?
  - Who has been involved?
  - Where have the incident/s occurred?
  - Who else has seen the bullying behaviour?
  - How often has it happened?
  - What have you already done about it?
- keep on talking until someone listens to you and the bullying stops
- don't blame yourself for what is happening.

**What should I do if I see someone being bullied?**

If you see someone being bullied (or witness it online), keep safe and choose your response to match the situation:

- speak up and let the person doing the bullying know that what they are doing is bullying
- refuse to join in with the bullying and walk away
- help the student who is being bullied to ask for help
- ask a teacher or support person for help
- report what happened

**When bullying occurs, staff at the school may:**

- teach students how to cooperate and "get on" with others
- work out a behaviour plan or playground plan for some students, to keep everyone safe
- teach students about conflict and bullying
- run programs that help students become more confident
- have special meetings to work things out with the involved students
- have students complete classroom tasks about bullying in school subjects.
- give detentions, suspensions or exclusions to students who bully others.

**What can I do if I feel the school is not dealing with the bullying?**

- talk to your parents/carers
- make an appointment to meet with a teacher, Guidance Officer or school principal
- ask a parent to email or phone a teacher

### **What is bullying?**

Bullying is when a child, or a group of children, **deliberately** and **repeatedly** upset or hurt another child. The person/people doing the bullying will have some form of **power** over the target.

Bullying is not one-off incidents of name calling or physical abuse, it is only bullying when it is repeated, deliberate and there is an imbalance of power involved.

Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

### **How can I tell if my child is being bullied?**

Sometimes children who are bullied do not talk about it with parents/carers or teachers. They are concerned that “telling” will make matters worse. Some signs that a child may be experiencing bullying may include:

- loss of confidence, fearfulness or anxiety
- changes in eating or sleeping habits, bedwetting
- health problems, vague headaches or stomach aches
- unhappiness, tearfulness or mood swings, sudden temper tantrums
- reluctance to go to school, changes in academic performance
- lack of friends
- missing belongings or torn clothing.

### **What should I do if my child tells me they are being bullied?**

- Help your child to identify the bullying behaviour and ask them:
  - What has been happening?
  - Who has been involved?
  - Where have the incidents occurred?
  - Has anyone else seen the bullying behaviour?

*Remain calm and supportive – listening to what your child has to say.*

- Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:
  - talk with the teacher
  - walk away
  - use other strategies to diffuse the situation (fogging )
  - firmly say “No!”

*Whatever you do, don't advise a violent response – this will only make the situation worse, and could put your child in the wrong.*

- Become familiar with the school's Code of School Behaviour policy. Copies can be obtained from the school or school website.
- Contact the school to check that your child has spoken to someone about the problem and arrange a meeting to find out what the school will do to address the situation - Be clear about what you expect the school to do to help your child.
- Use some of the additional internet resources to assist you and your child to learn more about bullying and prevention. (*Strategies to build child's confidence and self-esteem*)

### **What will the school do?**

In situations where bullying occurs, staff at the school may:

- apply disciplinary consequences
- assist students to develop more appropriate social skills
- implement a behaviour management plan or playground plan for individual students
- explicitly teach about conflict and bullying
- implement resilience and anti- bullying programs
- conduct mediation sessions

*The school will not give you any of the personal details of other students involved. They will not give you any details of consequences given to other students involved because of privacy requirements.*

**What can I do if I feel the school is not addressing the bullying appropriately?**      make an appointment to meet with the school principal

## **What is bullying?**

Bullying is a systematic and repeated abuse of power. It:

is a desire to dominate or hurt someone; involves unfair action by the perpetrator(s) and an imbalance of power ; occurs when the target cannot provide an adequate defence and feels oppressed and humiliated (Rigby, K 2010, *Addressing Bullying in Queensland Schools: Vodcast 1, DET, Brisbane*).

It can occur at any age, across cultures, genders and socioeconomic groups. It can happen in the playground, toilet areas, to and from school or in the classroom.

Cyber bullying refers to bullying using technologies such as the internet and mobile phones to threaten, humiliate, intimidate and/or control others. Cyber bullying can occur anywhere and at any time.

## **Why do schools need to take bullying seriously?**

Young people, who are involved in bullying behaviour, either as a bully or as a target, are at higher risk of behavioural, emotional and academic problems. Targets of bullying are more likely than their peers to truant from school and are at increased risk of underachieving.

Ongoing bullying can seriously harm the health and wellbeing of the bullied person and the negative effects may be ongoing.

## **What can schools do?**

Provide strong leadership to the school community

Effective responses to behaviour issues, including bullying, requires strong leadership to communicate that bullying behaviour will not be tolerated.

## **Develop consistent practices for dealing with bullying, across whole school**

A school wide approach to address bullying is essential. The school's anti-bullying policy should strongly reflect the school community's commitment to addressing bullying issues. It should include:

- an agreed definition of bullying
- processes for reporting bullying incidents for staff and students
- support strategies for individuals who experience bullying
- appropriate behavioural support and consequences for those students who behave inappropriately
- preventative strategies
- processes for recording bullying incidents
- review processes.

## **Address bullying across the school curriculum**

Encourage teachers to work with students to explicitly teach strategies to deal with bullying and to ensure students understand:

- the nature of bullying
- the school anti-bullying procedures
- the harm caused by bullying
- reporting procedures.

Enhance the awareness of the schools anti-bullying policy and processes by displaying behavioural expectations in the classroom and school environment.

Teachers can address the deeper issues associated with bullying behaviour through the curriculum.

Students should be provided with opportunities to develop the breadth and depth of their knowledge as well as the skills that enable them to enhance their personal development, manage themselves and others in social contexts. For examples opportunities to learn about group mechanisms and motives for covert bullying, as well as opportunities to develop their social skills and social problem solving, including ways to be an effective bystander.

For example students may be provided with opportunities to:

Analyse and criticise contemporary media – particularly popular youth magazines, television programs and music videos – that portray society as homogeneous.

Question contemporary media content, including advertising for the images, beliefs, values and messages being promoted.

Explore the idea of attractiveness and the 'perfect look' in relation to differing cultural, historical and social perspectives including the role of gender, race, class and power relations.

Such knowledge and skills should be specifically relevant to students' development phase of learning. It is recommended that schools develop their programs using the Queensland Studies Authority Essential Learnings.

## **Engage parents/carers and the school community**

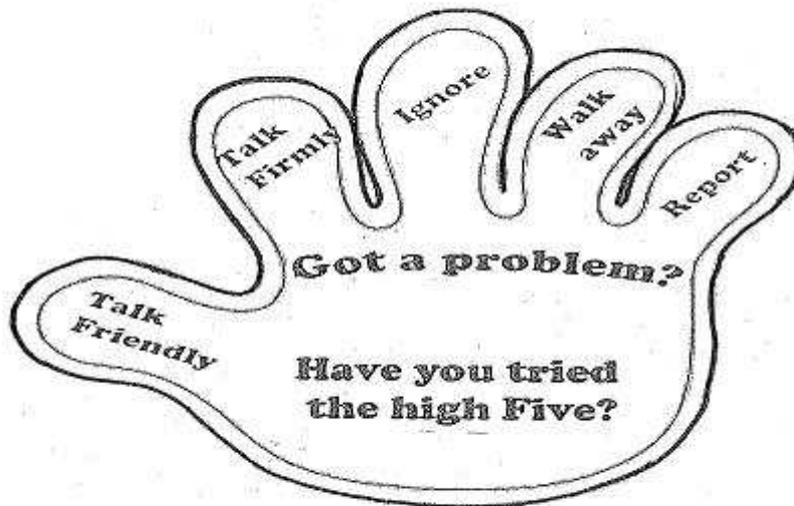
Contact parents/carers of students involved in bullying incidents immediately.

Involve parents/carers in the development of school wide procedures to address bullying.

Include bullying information in newsletters, on the school website or in other regular communication.

## **Appendix 8**

## HI FIVE STRATEGIES TO ASSIST WITH BULLYING INCIDENTS



### HIGH FIVE EXPLAINED

The High Five Hand is designed to give children a visual and physical prompt to remember strategies to deal with bullying or harassment in the playground. Each strategy is taught individually and students learn to use each skill in conjunction with the others to deal with their own problems in a constructive problem solving way.

**TALK FRIENDLY** – When students Talk Friendly this reminds them to use a quiet, friendly voice and to use non aggressive body language.

**TALK FIRMLY** – When students Talk Firmly this means letting the other person know:

- What they are doing that they don't like.
- Why they don't like it.
- That they want them to stop doing it.

**IGNORE** – Ignoring is a strategy students need to use when the other person continues to annoy or harass them even when they have asked them to stop. Ignoring means that the student keeps doing what they were doing even if the other person is trying to interrupt their play or activity.

**WALK AWAY** – This requires the student to remove themselves from the area where the other person is annoying or harassing them. They need to still use the strategy of ignoring as they move calmly away from the other person.

**REPORT** – This strategy requires the student to understand the difference between report and 'dobbing'. The motivation of reporting is protection of self or others. When reporting students need to give the following information:

- What happened.
- Who was involved.
- What did I do to try and solve the problem myself.

It is important that students understand that reporting involves only giving the facts.

# Sample Individual Plan

**Student:**  
**DOB:**

**School:**  
**School Case Manager:**

Behaviours of Concern:

Identified School Goal/s:

Personnel:	Role: (examples)
	Classroom Teacher
	Principal
	AVT Behaviour
	Parent

## PROACTIVE STRATEGIES/ACKNOWLEDGEMENT PLAN

Strategies (Details)	Responsibility	Frequency
Modified curriculum		
Reinforcements for desired behaviour		
Staff mentor		
Feedback Meetings		
Inclusion in preferred activities		
Case Meetings		
District Behaviour Support		
Supported breaks		
Gradual Re-entry		
Environment		

## CORRECTIVE STRATEGIES/CONSEQUENCES

Strategies (Details)	Responsibility	Frequency
Behaviour Monitoring Card		
Contact Parent		
School Behaviour Strategies		

## INTERAGENCY SUPPORT

Involvement (examples)	Contact Person	Frequency
Department of Child Safety		
CYMHS		
Psychologist		

Recommended Review Date:

Signatures:

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

### **Personal Technology Devices**

The use of mobile phones, pagers, portable CD and MP3 players, Personal Digital Assistants and similar electronic devices in class is disruptive to the learning environment of all students and is banned from use during school hours.

### **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 school hours or school functions. Personal technology devices may NOT be used at morning tea and lunch breaks. Students wishing to use these devices in special circumstances must negotiate arrangements with the Principal.

### **Confiscation**

Personal technology devices used contrary to this policy on school premises/school functions 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.

### **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 Emerald 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 in relation to their curriculum program.

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

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

### **Text communication**

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

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

## **Recording Private Conversations and the *Invasion of Privacy Act 1971***

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

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

### **Special Circumstances Arrangement**

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

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

### **\*\* Please Note:**

**No liability will be accepted by the school in the event of the loss, theft or damage of privately own devices.**

## **CONSEQUENCES FOR MISAPPROPRIATE USE OF PERSONAL TECHNOLOGY DEVICES**

May include but not limited to:

1. Warning
2. Parent Involvement
3. Confiscation of Device
4. Withdrawal from class or playground
5. Internal Suspension
6. Suspension
7. Proposal or Recommendation for Exclusion

## **COMPUTER NETWORK BEHAVIOUR**

### **Prohibited Activities**

- **DOWNLOADING / STORAGE (Non-Study Materials):**
  - Software, Games, Music, Images and Files not relevant to study. (All Drives).
  - Including (MP3, WMA, WAV, EXE, MID, MPEG, MOV, AVI, ASF, COM, ZIP) Files.
- **ACCESSING RESTRICTED AREAS OF CURRICULUM SERVER**
  - Copying, Deletion, or Moving of System Files on the Server.
- **REMOVAL / RELOCATION OF COMPUTER HARDWARE**
  - Swapping of Keyboards and Mice
  - Removal / Replacement or Touching of Cable Connections.
- **STEALING OF COMPUTER HARDWARE**
  - Removal of Keyboards, Mouse, and Cables and parts from Machines.
- **ILLEGAL AND INAPPROPRIATE CONTENT VIEWING**
  - Accessing Pornography, Illegal Information, Racist, Sexist, and Offensive Materials.
- **INAPPROPRIATE USE OF EMAIL OR INTERNET**
  - Using emails/internet for non-educational purposes e.g unfriendly statements towards other students/staff
  - Using 'social networking' sites during school hours

## **CONSEQUENCES FOR INAPPROPRIATE COMPUTER NETWORK BEHAVIOUR**

- **PRIOR WARNING**

All students are reminded of the rules of using the computers especially in not giving out their passwords, or logging other people onto their computer. They are also reminded that if they suspect people know their password ask their teacher to get it changed.
- **FIRST OFFENCE: REMOVAL FROM NETWORK (1 WEEK). (Parents notified)**

Access to Curriculum Network and Internet denied for 1 week, due to repeated breach of guidelines. Teachers informed to provide alternate work.
- **SECOND OFFENCE: REMOVAL FROM NETWORK (1 MONTH). (Parents notified)**

Access to Curriculum Network and Internet denied for 1 month, due to constant breach of guidelines. Teachers informed to provide alternate work. Student will also be required to meet with Deputy Principal before reactivation of account.
- **THIRD OFFENCE: REMOVAL FROM NETWORK (INDEFINITE)**

Access to Curriculum Network and Internet removed totally, due to blatant disregard of the guidelines. Teachers informed to provide alternate work. Administration will require a meeting attended by student and guardians to determine if and when student will be reallocated an account.

## **CYBERSAFETY INFORMATION -EQ PARENT BROCHURE**

**Cybersafety** is a broad term referring to appropriate and responsible behaviour online – it covers online privacy and information protection, good manners and behaviour online, and knowing how to get help to deal with online issues.

**Cyberbullying** is when technology, such as email, mobile phones, chat rooms and social networking sites, are used to verbally or socially bully another person. Bullying is an ongoing abuse of power to threaten or harm another person.

The following are some common examples of cybersafety issues, including cyberbullying:

### **Cybersafety and cyberbullying**

- sending or posting abusive, threatening, humiliating or harassing messages via text, social networking sites or email
- forwarding others' personal emails, messages, pictures or videos without their permission
- uploading embarrassing or degrading images or videos involving other children (including fight videos)
- taking and sending sexually explicit images of other children using mobile phone or web applications
- using social networking sites or blogs to post inappropriate photographs or messages about other children or school staff
- excluding children online through emails, chat and social networking sites
- imitating others or assuming a child's identity, then sending and posting material which damages their social status or relationships with others
- making prank calls to another child's mobile phone.

### **Parents can use a number of simple strategies to enhance cybersafety, such as:**

- locate your computers in spaces which are visible and open, like a family room
- monitor or supervise your child on the internet and conduct some "shoulder surfing" or "spontaneous" observing when your child is online. Be aware of what your child is doing on the internet and display an interest in their cyberspace knowledge and experience
- discuss a plan with your child to address cybersafety and cyberbullying. Ensure they know you will be supportive if they report something to you
- reassure your child they will not lose access to their technology if they report anything to you. Many children see this as punishment
- review the age suitability of any social networking sites your child joins
- review your child's 'friends list' on social networking sites to help you manage their safety and reduce the risk of them associating with inappropriate contacts
- educate yourself on the latest threats facing children online
- try to keep communication with your child open and positive so they trust you viewing their profile
- become a member of the social networking site and become an online friend of your child
- reinforce the need to keep passwords private and updated regularly, but consider having access to your child's password yourself
- ensure your child understands the implications of posting images and other content on the internet

### **How can I promote my child's cybersafety?**

- educate your child about appropriate online behaviours.

Take time to sit with your child and participate together on the internet. Assist in developing the knowledge they need to communicate responsibly and respectfully with friends, family and other internet users

- set clear rules about your child's mobile phone and online activities. Talk with your child about which websites and internet activities they are allowed to access
- consider installing appropriate software which has the ability to limit internet usage times and monitor/restrict website activity
- consider installing on your computer the 'cybersafety help button', available from the Commonwealth Department of Broadband, Communications and the Digital Economy's website: [www.dbcde.gov.au/online\\_safety\\_and\\_security/cybersafetyhelpbutton\\_download](http://www.dbcde.gov.au/online_safety_and_security/cybersafetyhelpbutton_download).
- Ensure you are aware of the software and app features installed on your child's mobile phone, music or tablet device. Many apps have age suitability recommendations and require age confirmation prior to downloading/use. Additionally, many devices support parental controls which prevent access to specific features or content. These controls can be enabled in the settings menu on your child's device. Consult the device documentation for further information.

### **EMAIL INTERNET AGREEMENT – sections signed by student and parent.**

While I have access to the Internet :

- I will use it only for educational purposes.
- I will use it only under teacher supervision;
- I will not look for anything that is illegal, dangerous or offensive;
- If I accidentally come across something that is illegal, dangerous or offensive, I will:

**Turn off the monitor and immediately and quietly inform my teacher.** ( This enables the site to be blocked)

- I will not download or print material without a teacher's approval.
  - I will respect copyright by not claiming the work of others as my own and I will acknowledge the information source.
  - I will not reveal my home address or phone number or anyone else's.
  - I will not send a photo of myself or of anyone else via the Internet unless directed by a teacher as part of an e-mail exchange with another school.
  - I will not use the Internet to annoy or offend anyone else.
  - I will not reveal my personal or class access information to anyone else.
  - I will not bring games or other programs into the school for use on school computers.
  - I understand that the computer network may be set up differently to home computers and I understand that I should listen carefully to the instructions given by my teacher. I will not change any settings on the school computers.
  - I will respect the equipment provided for my use by not vandalising, disrupting or harming the equipment.
  - I will scan any disks for viruses on networked machines before using the disks on any school computers.
- I understand that if the school decides I have broken these rules, appropriate action will be taken. This may include loss of my Internet access for some time and my parents being informed.

## **INFORMATION RELATIVE TO KNIVES AT SCHOOL**

### **WORKING TOGETHER TO KEEP [Emerald State School](#) SAFE**

We can work together to keep knives out of school. At **Emerald State School**:

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

#### **What kinds of knife are banned?**

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

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

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

#### **What will happen if I bring a knife to school?**

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

#### **How can I help to keep [Emerald State School](#) safe?**

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