



Better Behaviour  
Better Learning



# *Responsible Behaviour Plan for Students 2018*



**Queensland**  
Government

*Based on The Code of School Behaviour*



## The Code of School Behaviour

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# Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

## 1. Purpose

Beerburrum State School is committed to providing a safe, respectful and disciplined learning environment where both academic and social-emotional well-being of all school community members is valued, encouraged, modelled and actively promoted.

Our students are provided with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

## 2. Consultation and data review

Beerburrum State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community consultation held during 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 - 2015 also informed the development process.

The Plan was endorsed by the Principal Shirley Francis, the President of the P&C Tamara Morris and North Coast Assistant Regional Director Paul Williamson in November 2016, and will be reviewed in 2018 as required in legislation.

## 3. Learning and behaviour statement

At Beerburrum State School, the school community believes in the importance of the social-emotional, behavioural and academic development of the children in our care. For young people to experience positive outcomes in these areas they need to feel that they are cared for, belong; feel valued, empowered and successful.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Beerburrum State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in our learning community.

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

**BE A LEARNER**

**BE RESPECTFUL**

**BE SAFE**

Our school behaviour expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in The Department of Education, Training and Employment's Code of School Behaviour. We believe that the qualities inherent within our school behaviour expectations are underpinned by the values of the You Can Do It Program. These values are taught to support positive student learning engagement.



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

##### Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Beerburrum State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

#### Beerburrum State School Behaviour and Teaching Matrix

Area	BE SAFE	BE RESPECTFUL	BE A LEARNER
Whole School (All Settings)	I will – <ul style="list-style-type: none"> <li>act safely</li> <li>protect and care for my whole school</li> <li>walk safely</li> <li>use equipment appropriately</li> <li>listen and follow directions</li> <li>keep hands, feet and objects to myself</li> </ul>	I will – <ul style="list-style-type: none"> <li>respect others' personal space and property</li> <li>wear full school uniform</li> <li>use appropriate language</li> <li>use the High 5 strategies</li> <li>be an active listener</li> <li>speak politely</li> </ul>	I will – <ul style="list-style-type: none"> <li>arrive on time to all lessons</li> <li>participate in my learning to the best of my ability</li> <li>ask for help when needed</li> <li>follow through with the consequences for my actions</li> </ul>
*All Learning Areas	I will – <ul style="list-style-type: none"> <li>follow my <i>learning area routines</i>:               <ul style="list-style-type: none"> <li>sit safely</li> <li>use equipment appropriately</li> <li>remain in my learning area unless granted permission to leave</li> <li>be Cybersafe</li> </ul> </li> </ul>	I will – <ul style="list-style-type: none"> <li>use, care for and store all learning equipment appropriately</li> <li>follow staff instructions promptly</li> <li>be an active listener</li> <li>raise my hand to speak</li> <li>respect others' right to learn</li> <li>value others' work</li> </ul>	I will – <ul style="list-style-type: none"> <li>have my equipment ready</li> <li>keep my work space organised</li> <li>use technology appropriately</li> <li>follow library borrowing routines</li> <li>follow staff instructions promptly</li> <li>be an active listener</li> </ul>
Toilets	I will – <ul style="list-style-type: none"> <li>follow the <i>toilet routine: Flush Wash Exit</i> <ul style="list-style-type: none"> <li>walk safely</li> <li>wash my hands</li> <li>wait outside if I do not need to use the toilet</li> </ul> </li> </ul>	I will – <ul style="list-style-type: none"> <li>use the toilet appropriately</li> <li>look after the school's property</li> <li>talk quietly</li> <li>respect others' privacy</li> </ul>	I will – <ul style="list-style-type: none"> <li>follow the <i>toilet routine: Flush Wash Exit</i></li> <li>move back to class promptly</li> <li>practise good hygiene</li> </ul>



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Tuckshop	<p>I will –</p> <ul style="list-style-type: none"> <li>follow all <i>tuckshop routines</i>:</li> </ul> <p>Staff and volunteers only in the tuckshop</p>	<p>I will –</p> <ul style="list-style-type: none"> <li>say 'please' and 'thank you'</li> <li>take care of my tuckshop money</li> <li>wait patiently for service</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>make healthy food choices</li> <li>follow correct ordering procedures</li> <li>count and take care of my change</li> </ul>
Play Areas	<p>I will –</p> <ul style="list-style-type: none"> <li>appropriately use equipment</li> <li>keep my hands, feet and objects to myself</li> <li>share the equipment</li> <li>participate in school approved games</li> <li>wear shoes and socks at all times</li> <li>be sun safe; wear a school hat</li> <li>follow staff instructions</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>follow staff instructions</li> <li>use the High Five strategies</li> <li>listen to and follow bells and whistles</li> <li>follow school and game rules</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>follow school and game rules</li> <li>follow play equipment routines</li> <li>stop playing on the first bell.</li> <li>move back to class promptly</li> </ul>
Parade	<p>I will –</p> <ul style="list-style-type: none"> <li>follow staff instructions</li> <li>sit appropriately</li> <li>keep hands, feet and objects to myself</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>stand still for the National Anthem</li> <li>sing in a respectful and sensible voice</li> <li>be a respectful audience member</li> <li>sit appropriately</li> <li>keep hands, feet and objects to myself</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>recognise the success of others appropriately</li> <li>be an active listener</li> <li>follow Parade routines</li> <li>learn the words of the Australian National Anthem and School Creed</li> </ul>
Eating Times, Breakfast Club Kitchen Meals	<p>I will –</p> <ul style="list-style-type: none"> <li>sit down/eat quietly</li> <li>follow Breakfast Club routines</li> <li>follow fruit break routines of my class</li> <li>follow Kitchen meal routines</li> <li>follow staff instructions</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>place all rubbish in the bin after eating</li> <li>use my own drink bottle</li> <li>only eat my own food</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>be a healthy eater</li> <li>practice good hygiene</li> <li>place food scraps in compost bins</li> </ul>
Bus, After / Before School	<p>I will –</p> <ul style="list-style-type: none"> <li>walk to the gate: walk my bike/scooter/skateboard</li> <li>Electronic devices go to the office before school and remain in bags after school</li> <li>wait inside the gate</li> <li>stay off playground equipment</li> <li>follow the bus routine</li> <li>use a supervised crossing</li> <li>follow staff instructions</li> <li>go straight home from school</li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>follow directions of crossing supervisors</li> <li>follow before school routines: <ul style="list-style-type: none"> <li>line up quietly in the correct area</li> <li>follow the instructions of all staff promptly</li> </ul> </li> </ul>	<p>I will –</p> <ul style="list-style-type: none"> <li>follow the bus safe travel code</li> <li>finish homework tasks</li> <li>be ready and waiting when my parent arrives</li> <li>leave the school grounds promptly</li> </ul>





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Area	BE SAFE	BE RESPECTFUL	BE A LEARNER
Transitions	I will – <ul style="list-style-type: none"> <li>walk in lines</li> <li>sit in lines in my class area</li> <li>follow staff directions</li> <li>use stairways appropriately</li> </ul>	I will – <ul style="list-style-type: none"> <li>move promptly and quietly with my class between learning areas</li> <li>follow staff directions</li> </ul>	I will – <ul style="list-style-type: none"> <li>move promptly and quietly with my class between learning areas</li> <li>follow staff directions</li> <li>keep hands, feet and objects to myself</li> </ul>
Carpark	I will – <ul style="list-style-type: none"> <li>be aware of my surroundings</li> <li>follow road safety rules</li> <li>follow adults' safety directions</li> </ul>	I will – <ul style="list-style-type: none"> <li>respect other people's property</li> <li>follow adults' safety directions</li> </ul>	I will – <ul style="list-style-type: none"> <li>be aware of my surroundings</li> <li>follow road safety rules</li> <li>respect other people's property</li> </ul>
Staff Zone	I will – <ul style="list-style-type: none"> <li>walk to enter and exit the room</li> <li>follow staff instructions</li> </ul>	I will – <ul style="list-style-type: none"> <li>speak calmly and clearly to convey the message</li> <li>interrupt only in an emergency</li> <li>knock and wait for instructions</li> <li>wait quietly</li> <li>speak politely</li> </ul>	I will – <ul style="list-style-type: none"> <li>knock and wait for instructions</li> <li>wait quietly</li> <li>speak politely</li> </ul>

\*All Learning Areas includes Classrooms, Flexible Learning Centre, Playground based activities, Specialist Areas (Music, PE, LOTE), Library and the computer lab

### Encouraging and Maintaining Positive Behaviours

These expectations are communicated to students via a number of strategies for promoting and encouraging appropriate behaviour, including:

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities
- A consistent approach to Classroom Behaviour Management across the school: redirection, followed by 2 warnings, then Reflection Time - where a Reflection Sheet is completed by the student - this placed on the student's file for reference.
- Further escalation of behaviour will result in Buddy Class and/or Principal Referral.
- Modelling by all staff
- Student of the Week Award
- Congratulatory Post Card or phone call
- Monthly acknowledgement of students who have attained 100% Green Days in their Attendance and Behaviour Booklet
- Whole School approach focusing on the 'You Can Do It' Program
- School newsletter, school website and school Facebook page

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

- Provision of a copy of the school's behaviour policies on the school web site
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction in the Beerburrrum State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans developed collaboratively for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.





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Rock and Water Program applies a physical/social approach to help children increase their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A goal for the course is teaching students social competency involving the development of an awareness of their own strengths and capabilities and the ability to play, work and live respectfully together in a rapidly changing, multicultural society.

- This program is facilitated by classroom teachers in the senior years.
- Training of teaching staff in 'Essential Skills for Classroom Management'
- Implementation of specific policies to address:
  - Procedures for Preventing and Responding to Incidents of Bullying and Hi-Five problem solving strategies for our students. (Appendix 1)
  - The Use of Personal Technology Devices\* at School (Appendix 2)
  - Working together to keep Beerburrum State School safe (Appendix 3)

### **Effective behaviour support at Beerburrum State School includes:**

- a positive whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a Student Welfare Team that regularly provides information to staff and parents, and support to others in sharing successful practices
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventative action for all students, through to intensive intervention for specific individuals or groups.
- equal opportunity for all
- a review process where feedback is welcomed from all stakeholders
- development of specific policies to address:
  - Appendix 4: Beerburrum State School Value Expectations (Based on the 'You Can Do It' Program)
  - Appendix 5: 'You Can Do It' Education Keys to Success
  - Appendix 6: Beerburrum Banking Bucks Reward Program

### **Systems of Prevention and Promotion for all Students**

A crucial component of the Beerburrum whole school approach to positive behaviour support is the 'You Can Do It' Program. The Program has been adopted throughout the school to encourage the use of positive thinking processes. Based on Five Essential Keys to Success (Organisation, Confidence, Persistence, Getting Along and Emotional Resilience), the program provides each person with strategies and attitudes through which to view the world. Self-Talk and thinking through one's response to given circumstances are central to the program. The 'You Can Do It' values are taught throughout the program and form our Beerburrum State School Value Expectations:

The 'You Can Do It' culture has been embedded in the school's curriculum where:

- *positive behaviour and talk is encouraged*
- *the language taught in the program is regularly used*
- *behaviour specific feedback is provided to students*
- *visual reminders are strategically placed throughout the school*
- *self-talk is encouraged and modelled*
- *classroom rules and expectations are linked to the Beerburrum State School Behaviour and Teaching Matrix*
- *the whole school focuses on a 'You Can Do It' value each week*

The Proactive Approach we have adopted aims to produce Achievement and Social-Emotional-Behavioural Well-Being in all of our students. This is accomplished through Supportive Education Programs whose Foundations are our Keys to Success (Getting Along, Organisation, Persistence, Confidence and Emotional Resilience). Focus lessons and incidental learning opportunities; provide an avenue to teach the 'You Can Do It' values. Students are encouraged to take time to think about their response to any given situation.





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Students are reminded that:

*"They cannot often change their circumstances, but they do have a choice as to how they view them."*

Beerburrum Banking Bucks is a whole school initiative at Beerburrum State School where a direct connection is made to the Beerburrum State School Behaviour and Teaching Matrix. The aim is to promote and reinforce positive behaviours within all areas of the school and to provide positive feedback to students doing the right thing within the school setting, and the wider community. The focus is on:

- Those students who demonstrate our school wide behaviour expectations
- Those students who demonstrate our school wide behaviour expectations when representing the school in the wider community.

Beerburrum Banking Bucks can be used as a positive reward system throughout the school at any time by any staff member. All data is collected via tallying at the office. This data can then be used to make informed decisions for the appropriate management and reinforcement of the desired behaviours: Be a Learner, Be Respectful and Be Safe.

### Responding to Unacceptable Behaviour

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

#### Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Monitoring and recording of students' behaviour choices may occur throughout the day to indicate whether or not expectations are being met.

Classroom teachers will contact parents/cares when a student's pattern on non-attendance and/or inappropriate behaviour choices becomes apparent in the student's Attendance and Behaviour Booklet.

### Targeted behaviour support

#### Systems of Early Intervention for Students at Risk

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

At times students exhibit patterns of inappropriate behaviour and require a higher level of support. If this occurs, the student is assigned a case manager (usually the classroom teacher) and an Individual Behaviour Support Plan (IBSP) is written and may incorporate the following elements:

#### Individual Behaviour Support Plan

- Behaviours of concern are identified
- Behavioural Goals are set
- Student strengths are acknowledged
- Preventative teaching Strategies, including differentiated disability-specific strategies for Students with Disabilities are listed:
- Curriculum Adjustments





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- *Class, Playground and Transition Support*
- *Reinforcements for desired behaviour*
- *Student Support Network*
- *Individual Monitoring*
- *Case Monitoring / Evaluation*
- *Reactive Strategies are established*
- *Parent/Carer Communication*
- *Interagency Support is investigated*
- *Other Relevant Information is gathered*

The Process is undertaken by all stakeholders and monitored by the case manager until the identified Behavioural Goals are achieved. This level of support is provided on a needs basis and is overseen by the School Welfare Team. Regional Behaviour Support is instrumental in assisting with the development of the Plan and the provision of expertise throughout the process.

### Intensive behaviour support

#### Student Welfare Team

Beerburrum State School is committed to educating all students, including those with the highest behavioural support needs. Students whose behaviour does not improve after receiving targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention will be provided with intensive behaviour support. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Welfare Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as deemed appropriate for the student.
- works with the appropriate specialist behaviour services staff to achieve continuity and consistency

The school has a simple and quick referral system in place. Following referral, the Principal contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, the classroom teacher and regional behavioural support staff.

#### Intensive Behaviour Support Plans

Individual and intensive behaviour support may be co-ordinated through the development and regular review of an Individual Behaviour Support Plan (Intensive). Clearly aligned with The Code of School Behaviour as well as relevant legislation and policy, the IBSP (Intensive) may include:

- *Student Details*
- *School Details*
- *Student Profile – including only factual, social and behavioural information that has lead to the development of the IBSP.*
- *Identified Dates (e.g. commencement, review.)*
- *Critical Medical / External Agency Information*
- *Data (quantitative and qualitative sets which provide an observable measure of problem behaviour)*
  - *Strengths*
  - *Dislikes*
  - *Target Behaviours*
  - *Behaviour Analysis*
  - *Behaviour Goals*
- *Preventative and Teaching Interventions to reduce identified behaviour*
  - *Parental support from school*
  - *Strategies for parents to enact*
  - *Specific in class and out of class teaching strategies*
  - *Curriculum adjustments*
  - *Professional development for staff*





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- Monitoring strategies
- Acknowledgement / celebration programs
- Daily program / timetable
- Documentation of timetabled support
- Timetable adjustments

- Consequence-based interventions to reduce the likelihood of the continuance of the problem behaviour (e.g. a consequence flow chart)
- Student Support Network (all personnel who provide support to the student)
- Safety / Emergency Procedures (Risk Assessment and Crisis Intervention Plan)
- Evaluation - Who is involved in the evaluation?
  - What information is to be collected?
  - Which instruments will be used to measure the success of the IBSP

Support provided at this level is geared to meet the student's specific needs and in doing so aims to assist the student in reaching agreed goals.

The social-emotional, behavioural and academic development of the student is our objective and the IBSP (intensive) is the avenue through which support is provided.

### Intervention and Support Programs

Beerburrum State School may address abrupt, serious or persistent behaviour concerns with an Intensive Behaviour Support Plan (IBSP). This is co-ordinated through North Coast Behaviour Support Services.

This may require the implementation of a Functional Behaviour Assessment, a referral to the Guidance Officer for Intensive Behaviour Support or a recommendation to the Student Welfare Team

Referrals or recommendations to other programs, agencies or specialists may also be considered.

- Early Years (P-1)
- Across whole Primary School
- Particular cohorts in Primary School

"Student Management Support Teams" are accessed through a regional referral process. The following are services accessed by the school.

- Staff Training and Professional Development
- Classroom Profiling across identified cohorts of teachers or particular teachers.
- Training staff to deliver particular support programs.
- A consultancy service for our Student Welfare Team.
- Parenting Support, forums, workshops, seminars, etc.

## 5. Emergency responses or critical incidents

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

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

**Severe unacceptable 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.

### Immediate Strategies

- Avoid escalating the unacceptable 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





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Move slowly and deliberately toward the situation or incident, 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.

### Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Beerburum 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.





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### Record keeping

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

- Incident report entered into OneSchool
- Health and Safety incident record (where appropriate)
- Appendix 7: Critical Incident Debriefing Report

## 6. Consequences for inappropriate or unacceptable behaviour

When determining effective consequences for unacceptable behaviour, all factors need to be taken into consideration including: age, context and previous history. Each situation is unique and should be considered objectively. Primary unacceptable behaviours must be a main focus when considering consequences.

Beerburrum State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents may also be recorded in OneSchool. The recording of three minor behaviours constitutes a major behaviour.

### Minor and Major Behaviours

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

- Minor behaviour incidents are handled by staff members at the time it happens
- Major behaviour incidents may be referred directly to the school Principal

**Minor behaviours** are those that:

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

Minor problem behaviours may result in the following consequences:

A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out in a designated area- including attending Buddy Class), individual meeting with the student, apology, restitution or detention for work completion.

A re-direction procedure. The staff member takes the student aside and:

- names the behaviour that student is displaying,
- asks student to name the expected school behaviour,
- states and explains the expected school behaviour if necessary
- gives positive verbal acknowledgement for expected school behaviour.

**Major behaviours** are those that:

- Significantly violate the rights of others.
- Put others / self at risk of harm.
- Involve bringing knives and/or weapons (see Appendix 3: Working together to keep Beerburrum State School safe)
- Are repetitive minor behaviours that are shown to have a pattern or increase in intensity? School administration will become involved in managing these behaviours when teachers have exercised all classroom strategies or if it is deemed to be of a nature where administration support is needed. Administration support includes the student's removal from the classroom to continue their designated work under supervision.
- Require the involvement of school Principal





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Major behaviours result in an immediate referral to Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out Appendix 8 and escorts the student to, or calls for, the Principal.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out for reflection, loss of break times (detention), alternative lunchtime play areas and/or activities, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to the Principal

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral for specialist behaviour services, behaviour improvement conditions, suspension from school.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs can be expect to be recommended for exclusion from the school following an immediate period of suspension.

**Note:**

1. Where the safety of any person is compromised, the Critical Incident Plan is to be actioned.
2. When all other suitable and relevant avenues have been explored, suspensions and exclusions will be implemented at the discretion of the Principal. In cases where a proposal to exclude is made, the Principal will adhere to the relevant Department of Education and Employment procedures.

### Definition of consequences\*

<b>Time out for reflection</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised, completes a Behaviour Reflection Sheet and given an opportunity to re-join class in intervals of no more than 10 minutes. If a second Time Out is required this will take place in a Buddy Class or with the Principal.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Beerburrum State School has the power to temporarily remove property from a student, as per the procedure <a href="#"><i>Temporary Removal of Student Property by School Staff</i></a>.</p>

### School Disciplinary Absences (SDA)

<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> </ul>





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	<ul style="list-style-type: none"> <li>designed to help the student not to re-engage in the challenging behaviour</li> <li>no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>disobedience</li> <li>misconduct</li> <li>Possession or selling of drugs</li> <li>Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>other conduct that is prejudicial to the good order and management of the school,</li> <li>or breach of Behaviour Improvement Conditions.</li> </ul>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details

The following tables outline examples of minor and major behaviour incidents\*

	Area	Minor
Being Safe	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Unsafe use of the stairways</li> <li>Not walking bike/scooter in school grounds</li> </ul>
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> <li>Throwing and/or kicking objects</li> <li>Out of bounds</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Unsafe use of school facilities</li> </ul>
Being a Learner	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (e.g.: lateness after breaks)</li> <li>Not in the right place at the right time.</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>
	Cyber safety	<ul style="list-style-type: none"> <li>Minor breach of ICT student agreement</li> </ul>

Being Respectful	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Verbal harassment</li> <li>Disrespectful attitude to staff</li> <li>Disrespectful tone to staff</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for equipment and/or the environment</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying/harassment</li> </ul>

	Area	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> <li>Repeated behaviour that puts others at risk</li> <li>Unsafe use of facilities</li> </ul>
	Play	<ul style="list-style-type: none"> <li>Throwing and/or kicking objects at staff and/or students</li> <li>Continually Out of Bounds</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Continual non-compliance with School Uniform policy</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> <li>Weapons including knives and any other items which could be</li> </ul>



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Being a Learner		<ul style="list-style-type: none"> <li>considered a weapon being taken to school</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
	Class tasks	<ul style="list-style-type: none"> <li>Ongoing non-compliance with completion of set tasks at an appropriate level</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Continual lack of punctuality (e.g.: lateness after breaks)</li> <li>Refusal to return to class</li> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Repeated non-compliance with staff directions</li> <li>Major disobedience</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Major dishonesty that impacts on others</li> </ul>
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>Use of a mobile phone or other electronic device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
	Cybersafety	<ul style="list-style-type: none"> <li>Online behaviour or misuse of social media that includes bullying or harassment and/or sharing inappropriate material</li> </ul>

Being Respectful	Area	Major
	Language	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism of school facilities and/or environment</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Major bullying – persistent and targeted verbal and/or physical action</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

*\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*

Out of school behaviour, including inappropriate online behaviour, that affects the good order and management of the school through particular behaviours at school will be dealt with in accordance with the minor and major unacceptable behaviours outlined above.

### Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

### Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.





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### 7. Network of student support

Students at Beerburrum State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports.

The Student Welfare Team provides support to students who require more targeted or intensive support. The team consists of the school Guidance Officer, the Principal, Support Teacher Literacy & Numeracy, Special Education teacher, Chaplain and classroom teachers. The Student Welfare Team initiates behaviour support to all students (whole school, targeted support and intensive support).

Our team approach to behaviour support includes the involvement of the school Principal, staff, specialists, students, parents, members of the wider community and personnel from other agencies. The network of personnel (school based and external) that provide support for students in this school is drawn from a wide field, where expertise is accessed as required.

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.

### 8. Consideration of individual circumstances

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

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

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

### 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



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### 10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

### 11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

### Endorsement

Principal

P&C President

Date effective: from January 2018 to January 2020





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## Appendix 1

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

**Beerburrum State School is a signatory to the Queensland Schools Declaration Against Violence**

#### Our commitment

- We strive to ensure all students are able to learn and work in an environment where they feel safe and are free from bullying and/or violence.
- We seek every opportunity to encourage school staff, parents and students to work together to develop the knowledge, understanding and skills that support learning, positive behaviour and constructive social behaviour
- We implement policies and strategies guided by current research on effective approaches to the prevention of bullying and violence.
- We use our role in the community to raise awareness that bullying of and violence toward children and young people are issues for the whole community and require a community response.

**STUDENT WELL BEING** is paramount and further to the strategies already outlined, Beerburrum State School employs a management plan that empowers students to respond to incidents of bullying:

#### Purpose

1. Beerburrum State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Beerburrum State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Beerburrum State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion, disability or culture
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Beerburrum State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
2. The anti-bullying procedures at Beerburrum State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

#### Prevention

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:





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- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
2. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
  3. An initial introductory lesson is delivered, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
  4. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
  5. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Beerburum State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
  6. Beerburum State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
  7. **Bully Busting Techniques: Do the Hi Five**
    - IGNORE, TALK FRIENDLY, WALK AWAY, TALK FIRMLY, REPORT**
      - Use I statements – I don't like.... I will ...
      - Use a calm voice.
      - Maintain eye contact.
      - Confident body language.
      - Maintain relatively close body proximity.
      - I use positive and supportive words
      - Walk away and tell a staff member.
      - Go to a safety zone.
      - Bystanders - support and report.
      - Important Self-Talk Question: "Is what I am doing working (making things better)?"
      - If it isn't – then try something different.
      - Report, report, report until somebody listens.
  8. The Bystander:

*The role of the Bystander is crucial to the prevention of bullying. The stance of the peer group has a powerful impact on the outcome of the incident. By empowering the majority of the school population to be part of the solution we can create a safer and more supportive school environment for all students. A Bystander Code is part of skill training for STUDENTS*

### How to Avoid Being Involved in Bullying:

- Students tease to get a reaction. Be strong and follow your plan.
- Stand up for yourself – be assertive, not aggressive.
- Ignore gossip and rumours – keep them to yourself.
- Act confidently.
- Choose to use Getting Along behaviour.
- Respond, don't react – think before you speak.
- Keep your hands and feet to yourself.
- Hang around with a group.
- Remember that words can't hurt you unless you let them. Nobody can make you angry.
- Report bullying until you get help.
- Stay cool and calm.

### The Bystanders' Code:

- Choose not to join in.
- Look displeased to show that you don't agree with the bullying behaviour.
- Tell others you don't like the bullying behaviour.
- Call a teacher for help immediately.
- Go with the targeted student to tell the teacher.
- Show care for the targeted student by standing near them.
- Ask the bullied student to join your game.
- Ask the student if he/she is feeling OK.
- Distract the student who is bullying.







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## Appendix 2

### The Use of Personal Technology Devices\* at School

#### GUIDELINES AND PROCEDURES FOR APPROPRIATE USE OF MOBILE TELEPHONES AND ELECTRONIC DEVICES BY STUDENTS

Beerburrum State School acknowledges that mobile phones and other electronic devices are now an integral part of modern society. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

### Certain Personal Technology Devices Banned From School

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

The use of mobile phones, pagers, portable CD and MP3 players, Personal Digital Assistants, digital cameras (including video) and similar electronic devices in school may be disruptive to the learning environment of all students and is strongly discouraged. Students wishing to use these devices in special circumstances should negotiate arrangements with their classroom teacher and or the school administration.

The use of such devices at school by students will only be permitted where circumstances warrant such use as deemed by the teacher and/or school administration. All students, parents and caregivers are reminded that no liability will be accepted by the school in the event of loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department's negligence.

If student is required to have a mobile phone at school, they are to be switched off and handed to the office for safe keeping during the day.

These guidelines also apply to students during school excursions, camps and extra-curricular activities.

### Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

### Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

### Recording voice and Images

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

We uphold the value of trust and the right to privacy at Beerburrum State School.

Students should not use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc). It is an offence to disseminate among the student body or outside the school, by any means (including distribution by phone or internet posting) which then builds a culture of distrust and disharmony.





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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

### Text communication

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

### Assumption of cheating

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

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

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

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

### Special Circumstances Arrangement

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

\* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices), Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.



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





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## Appendix 3

### Working together to keep Beerburrum State School safe

We can work together to keep knives and weapons out of school. At Beerburrum State School

- Every student has the right to feel safe and be safe at school.
- No weapons, knives and weapons are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

#### What kinds of knife are banned?

- No knives and weapons of any type are allowed at school, including flick knives and weapons, ballistic knives and weapons, sheath knives and weapons, push daggers, trench knives and weapons, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives and weapons or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences of suspension for 6-20 days with a case manager and education program or recommended exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

#### How can parents help to keep Beerburrum State School safe?

- Make sure your child knows what the laws and rules are about knives and weapons.
- Do not include knives and weapons or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives and weapons at school, please contact the principal 07 5439 5222.



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## Appendix 4

### Beerburrum State School Value Expectations

(Based on the 'You Can Do It' Program)

#### GETTING ALONG

- *Play by the rules to protect everyone's rights*
- *Think first before acting*
- *Be tolerant of others and see the good in them*

#### ORGANISATION

- *Be prepared for school and use time wisely*
- *Set goals that are challenging yet achievable*

#### PERSISTENCE

- *Work through difficult situations positively*
- *Give effort to all tasks*
- *Display a positive "I can do it" attitude*

#### CONFIDENCE

- *Be an independent worker yet not overly concerned with what other people think*
- *Be prepared to take risks and not afraid to make mistakes*
- *Accept yourself for who you are, not based on your achievements or failures*

#### RESILIENCE

- *Keep things in perspective*
- *Find someone to talk to and share your feelings*
- *Use positive self-talk and focus on the positive*
- *Stay calm and relaxed.*
- *Find something fun to do.*

All staff members will receive Professional Development on the program, which is also promoted to the wider community through information in the school newsletter, office displays and signage throughout the school.



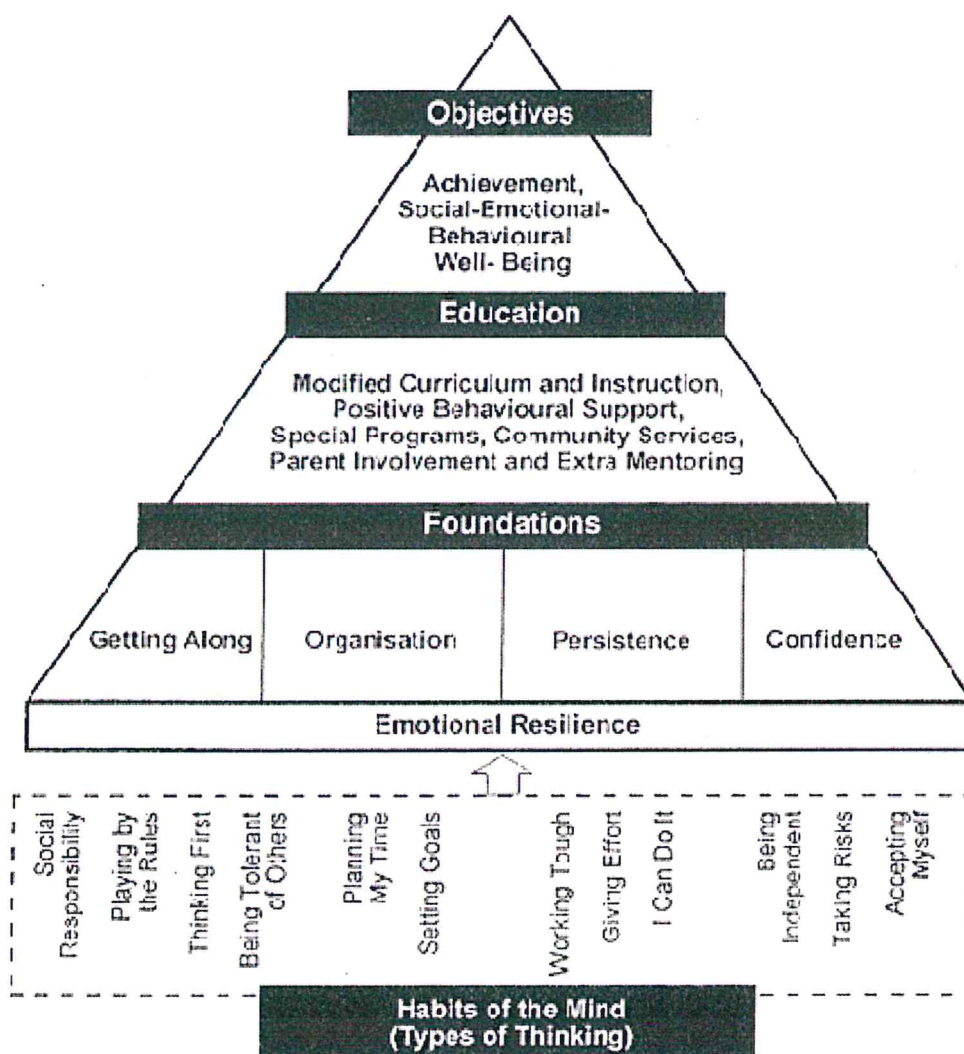


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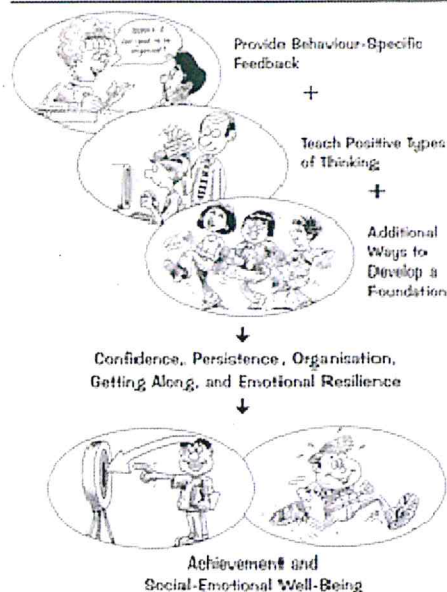
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## Appendix 5

### You Can Do It Education Keys to Success



### Basic Equation for Teaching the 5 Foundations



*The Keys to Success (Foundations) are taught using a basic equation. Behaviour-specific feedback, coupled with the teaching of positive types of thinking and an array of school-generated strategies (e.g. signs, posters, puppets, stories), assists in the development of the Foundations within each student. Our aim is to produce students who achieve academic success as well as social-emotional well-being. These life skills encourage a positive outlook and empower people to make wise choices throughout life.*



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## Appendix 5 continued

Eliminating a Negative Mindset and Developing a Positive Mindset is integral to the proactive approach of our Responsible Behaviour Plan. Blockers are identified and are replaced with the Keys to Success. Students learn to recognise a negative mindset and are encouraged to engage in positive self-talk resulting in a rational response. Each class has a Barrier Chart and teachers are encouraged to use it with their students

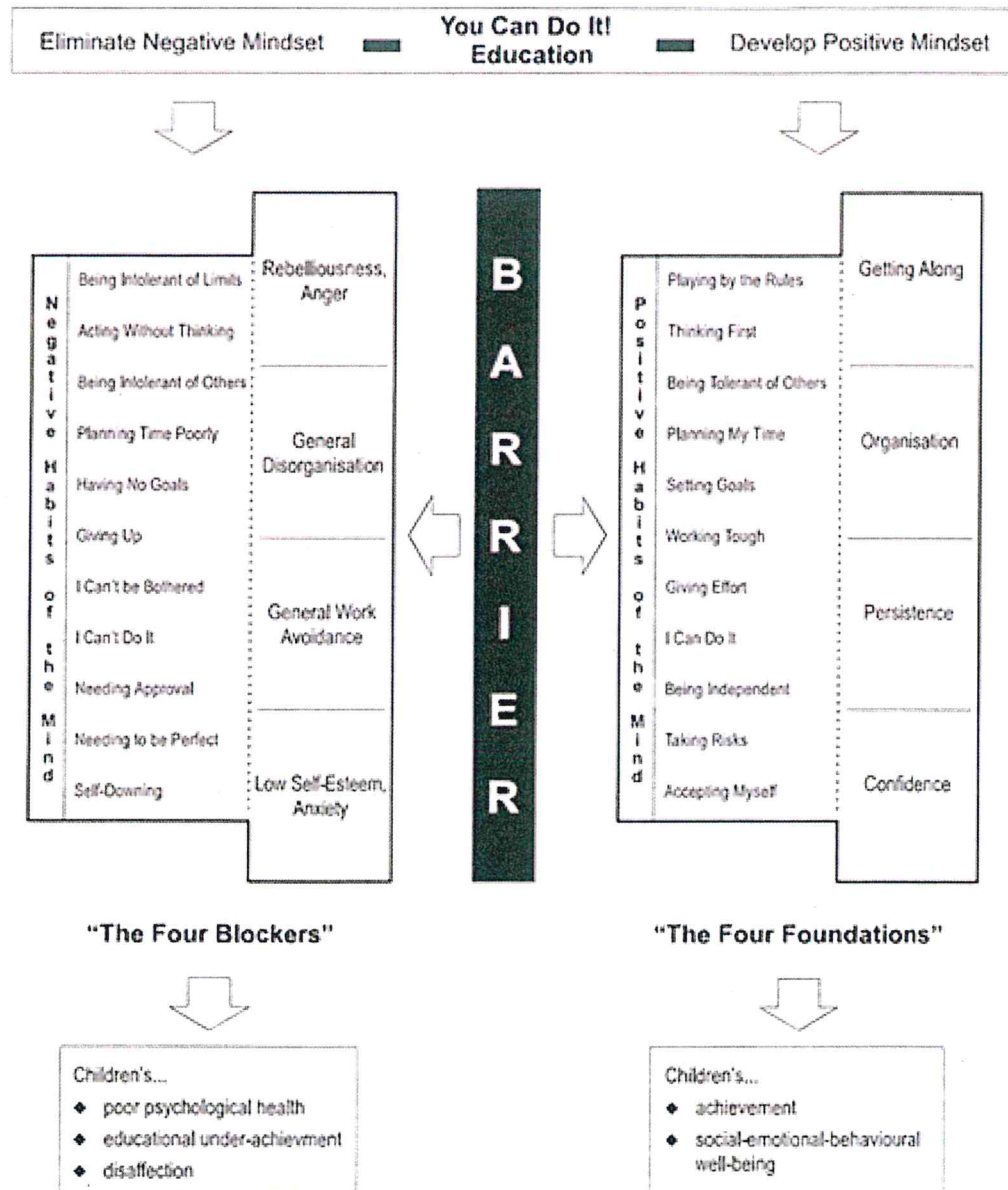
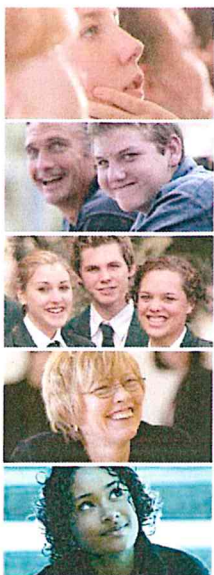


Fig. 3





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## Appendix 6

### BEERBURRUM BANKING BUCKS REWARDS PROGRAM

**Beerburrum Banking Bucks (BBB)** is a **School-Wide** initiative at Beerburrum State School.

#### **Aim:**

- To **promote and reinforce positive behaviours** within the classroom, the school and the wider community.
- To **provide positive feedback** to students doing the right thing within the classroom, the school and the wider community.

"BBB can be used as a positive reward system throughout the school at any time by any staff member."

**Beerburrum Banking Bucks (BBB)** is directly connected to the Beerburrum State School Behaviour and Teaching Matrix and, our school wide behaviour expectations of:

**BE A LEARNER**

**BE RESPECTFUL**

**BE SAFE**

#### **The focus is on:**

- Those students who demonstrate our school wide behaviour expectations
- Those students who have displayed significant improvements in demonstrating our school wide behaviour expectations
- Those students who demonstrate our school wide behaviour expectations when representing the school in the wider community.

#### **Acknowledgement System - Beerburrum Banking Bucks**

Staff member's handout Beerburrum Banking Bucks (BBB) each day to students they observe following the Student Code of Behaviour Matrix in both classrooms and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff identify a student following the rules they can choose to give them a BBB (immediate reinforcement). When students are given a BBB noting the explicit behaviour, the students then drop the BBB into the BBB banks located in the following areas:

Classrooms (for during class time) & inside the library entrance (for all other times)

Each Monday on Parade the submitted tickets are used as a surprise raffle (short term reinforcement). Students who have their name drawn receive a prize and have their photo and names published in the fortnightly newsletter.



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The number of BBB is tallied at the end of each term. When a particular target number of BBB is reached, the whole school receives a reward (long term reinforcement).

### The Process

All Staff are issued with Beerburum Bucks Cheque Books  
At the beginning of each term Whole school target and reward are set and displayed.

Staff identify students demonstrating our school wide behaviour expectations (as defined in the Beerburum State School Behaviour and Teaching Matrix)

Staff will issue students with a cheque.

Students will then deposit cheques in the Beerburum Bucks Bank located in classrooms and the Library

BBBs are collected weekly and tallied at the office and the target is updated.

Every Whole School Parade a number of BBBs will be drawn and students will receive a reward and a Certificate  
Recognition is also via newsletter

If the Whole school term target is achieved the Whole School will receive the designated reward

### Additional Notes

Extra Cheque books will be available from the Office when needed.

All staff members are able to give BBB to any student who is demonstrating our school wide behaviour expectations (as defined in the Beerburum State School Behaviour and Teaching Matrix)

The data will also be entered into OneSchool to reflect each individual's positive behaviour

Weekly recognitions will still occur:  
Student of the Week  
Class-based recognitions  
OneSchool entries to reflect individual positive behaviour





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## Appendix 7

### Critical Incident Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

#### Questions for staff

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

#### Questions for student

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

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





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## Appendix 8

### Beerburrum State School Incident Report

Student Name:

Date:

Person Completing Form:

Major		Minor
(Circle the appropriate level of behaviour)		
Date of incident ended	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred <b>immediately</b> before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing). OneSchool		