The Code of School Behaviour

Better Behaviour Better Learning

Beachmere State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

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

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Beachmere State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Beachmere State School developed this plan in collaboration with our school community. Extensive consultation was undertaken through staff meetings, a Teacher Aide Meeting, Senior Leadership Team Meetings, P&C Meetings and staff workshops during Student Free Days held during Semester One 2015. A review of school data sets from 2014 – 2015 relating to attendance, school disciplinary absences and behaviour incidents, also informed the development process.

The School Wide Positive Behaviour Support Committee (SWPBS Committee) coordinated the development of the Responsible Behaviour Plan. This lead group have met four times per term to complete this review. The SWPBS committee regularly consult with staff and community.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement

All areas of Beachmere State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social/emotional learning as well as a means of maximising the success of academic education programs. We are implementing the research validated *'Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning'* framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement

3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Beachmere State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three broad school rules / expectations to teach and promote our high standards of responsible behaviour. These rules are known as across the school as the Four Cares:

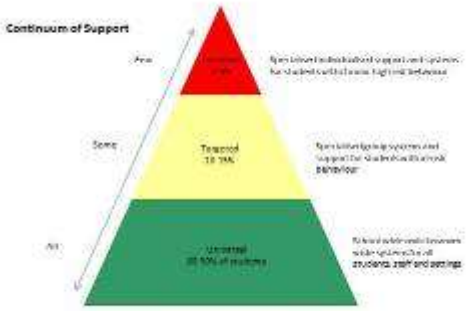
- **Care For Self**
- **Care For Others**
- **Care For Learning**
- **Care For School**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They have been in existence since 2008 and are a well-established part of expectations at our school. The Four Cares are aligned with the values principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'; Tier 2 'Targeted',** and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



The Behaviour Curriculum - Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Beachmere State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support. This strategy is directed towards **all** students and is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. The Matrix of Expected Behaviours below outlines our agreed rules and specific behavioural expectations for each school setting. This document is on display in every learning space in our school

BEACHMERE STATE SCHOOL BEHAVIOUR EXPECTATIONS

WHEN I...	LEARNING AREAS	PARADE	TOILETS	TUCKSHOP	EATING AREAS	BEFORE / AFTER SCHOOL	PLAY AREAS	HALL	OUT OF SCHOOL
CARE FOR LEARNING I AM.....	✓ Following rules ✓ Completing all work on time ✓ Following teacher instruction ✓ Displaying a positive attitude ✓ Giving my best effort to all tasks ✓ Being on time for class ✓ Taking pride in my work	✓ Listening to the speaker ✓ Looking at the speaker ✓ Sitting quietly in two straight lines ✓ Standing silently when instructed	✓ Using the toilet before and after school ✓ Using the toilets in a timely manner ✓ Using the toilets in an emergency during class time	✓Ordering my lunch before school	✓Making healthy food choices ✓Following teachers' instructions promptly	✓Arriving on time for learning	✓Moving straight to class when the bell rings ✓Listening to the teacher on duty	✓Arriving on time ✓Following the hall routines	✓ Completing all homework activities ✓ Following teacher instructions
CARE FOR SCHOOL I AM.....	✓ Treating school equipment with respect ✓ Leaving my learning area clean and tidy ✓ Wearing my correct uniform with pride	✓ Singing the National Anthem with pride ✓ Sitting with my class	✓ Using the toilets appropriately ✓ Reporting problems to a teacher ✓ Flushing the toilets only once	✓Putting all rubbish in the bin ✓Sitting and eating in the UCA after play bell ✓Picking up litter that I see on the ground	✓Putting rubbish in the bin at the end of eating time ✓Sitting in my eating area ✓Leaving my area clean and tidy	✓Walking on the pathways ✓Leaving the portracks empty at the end of the day	✓Putting rubbish in the bin ✓Eating in eating areas only	✓Walking on pathways ✓Taking all my belongings from the hall	✓ Wearing my full school uniform ✓ Representing the school with pride
CARE FOR OTHERS I AM.....	✓ Being respectful of others' right to learn ✓ Cooperating as part of a team ✓ Displaying a positive attitude ✓ Being a considerate class member ✓ Listening respectfully to others ✓ Behaving safely towards others	✓ Respecting others' right to listen ✓ Staying in my own personal space ✓ Clapping respectfully ✓ Using audience manners	✓ Walking with a partner ✓ Using a quiet voice	✓Buying and eating my own food ✓Being patient and waiting my turn ✓Keeping my hands and feet to myself	✓Speaking quietly ✓Waiting quietly to be dismissed ✓Using good manners while eating	✓Walking my bike or scooter to and from the bike racks ✓Parking my bike or scooter and going to the appropriate area ✓Waiting for the bus safely	✓Including others in games ✓Playing school approved games ✓Using play equipment safely ✓Using my High '5'	✓Listening to key messages ✓Sitting quietly in class lines ✓Listening to the speaker	✓ Respecting the rights of others ✓ Speaking politely with all community members ✓ Abiding by all road rules ✓ Following the bus code of conduct
CARE FOR SELF I AM.....	✓ Following all instructions ✓ Using equipment safely ✓ Asking permission to leave learning area ✓ Walking in my learning area ✓ Giving my best effort to all tasks ✓ Keeping hands clean/using gloves in the garden	✓ A role model for others ✓ Demonstrating respectful behaviour	✓ Washing my hands properly after toilet use ✓ Using break times to use the toilet	✓Lining up in a single line	✓Sitting down to eat ✓Eating my own food ✓Returning my lunchbox to my bag	✓Following teacher directions ✓Wearing a helmet on my bike or scooter ✓Seated and quiet on the bus	✓Wearing a hat ✓Playing safely ✓Playing in my correct area ✓Reporting injuries to the teacher on duty	✓Following all instructions	✓ Travelling safely to and from school ✓ Wearing a helmet when riding my bike or scooter ✓ Travelling directly home from school

Learning Areas: Classroom, PE, Music, Library, Garden, Hub, Office, Out of classroom lessons

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

Tier 1 'Universal' Behaviour Support

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

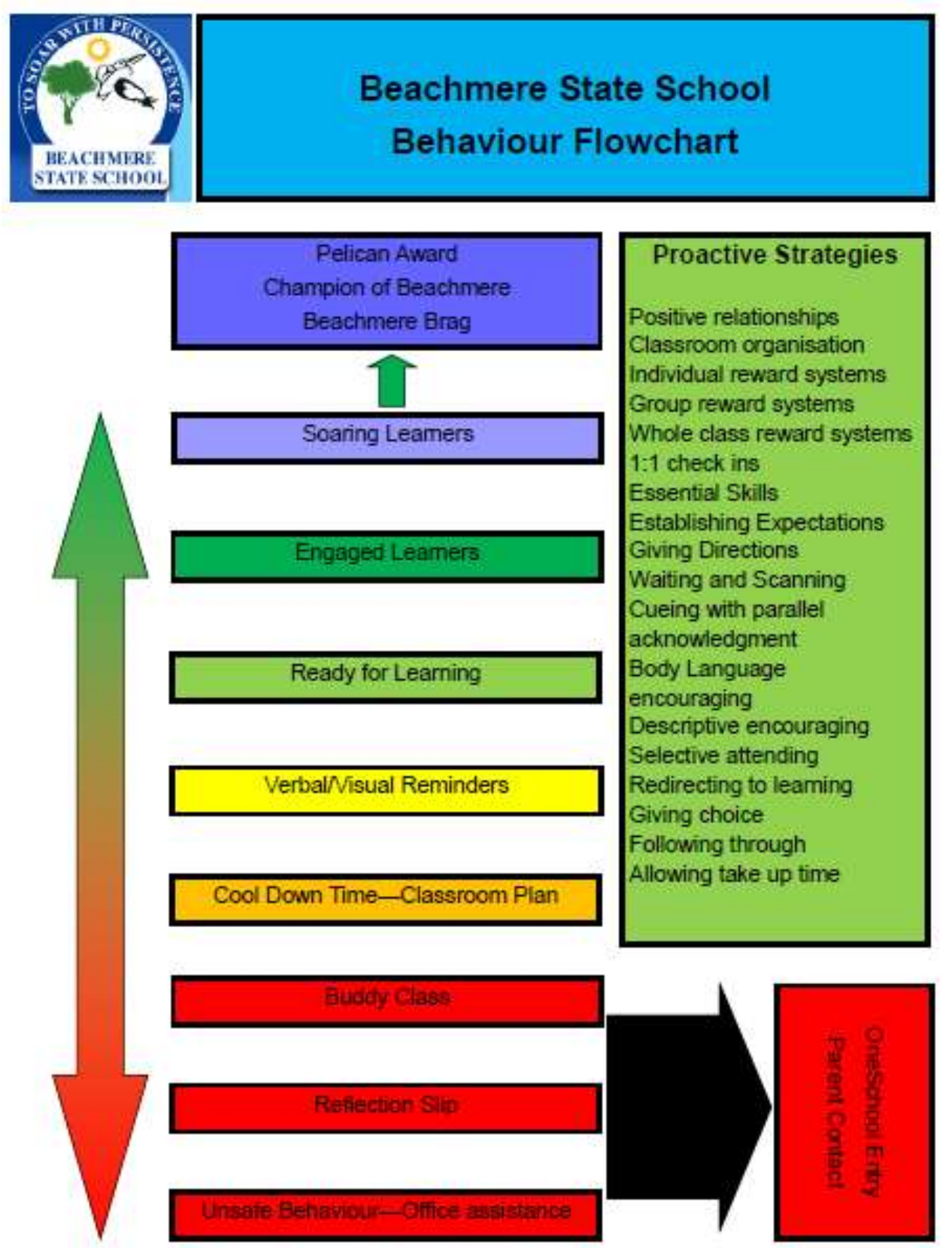
These behaviour expectations contained within the Matrix are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers in the form of weekly Pelican Lessons
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff in all school settings.
- School newsletters and school website updates: https://beachmeress.eq.edu.au

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

- Positive Behaviour Leadership / SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Beachmere State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual behaviour support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Whole School strategies for acknowledging positive learning behaviours and addressing inappropriate behaviours for learning are captured in the following **Beachmere State School Behaviour Flow Chart:**



Reinforcing expected school behaviour
At Beachmere State School communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

Free and Frequent
Staff distribute **Pelican Awards** each day to students they observe demonstrating **The Four Cares** in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff 'catch' a student meeting expectations they can choose to give the student a Pelican Award. Students enter these Pelican Awards into a draw at each parade for a tuckshop voucher. Students drawn out on parades and are listed in the school newsletter.

Medium term
Beachmere State School acknowledge positive student achievements on a weekly basis at school parades, to which parents are invited. In addition to Pelican Awards, students from each class are awarded **'Champion of Beachmere'** certificates for outstanding effort and demonstration of the focus learning behaviour for the week from **The Four Cares.** Students' photographs are taken and displayed in the school newsletter.
'Beachmere Brag' Postcards are also completed by teachers when students demonstrate a significant development or achievement within **The Four Cares.** These postcards are sent home to parents in the mail as positive recognition of student achievement and effort.

Long and strong
A longer term schoolwide behaviour procedure is also in place to acknowledge consistently positive student behaviour. Students who achieve an 'A' rating on their end of semester report card for Overall Behaviour are invited to a special sausage sizzle catered for by the school and cooked by the Principal and Deputy Principal.

Class Teachers organise an end of term Incentive Day for students in their class. These events are designed to be a low key celebration of class achievement and team spirit to include all class members.

Responding to unacceptable behaviour

Tier 1 'Universal' behaviour support:

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Beachmere State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out / reflection room for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to **Care for Self, Others, Learning and School.**

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.

At Beachmere State School, Class Teachers use the response to behaviour flowchart (Appendix) to respond to mid to high level unacceptable behaviours.

Tier 2 'Targeted' behaviour support:

Each year a number of students at Beachmere State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- the Referral Committee process for teachers seeking assistance to support the identified students
- a team approach to supporting students engaged in targeted programs
- use of data for evaluation and review of targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
    - Adult mentoring for students
    - Behaviour Cards for students
    - Check in / check out for students
    - targeted / small group social skilling through 'Friendly FISH', 'Chill Out' and 'Fun Friends' programs
    - The 'Games Room' for students requiring adjusted playtimes
    - Peer Mediator program for students
    - Buddy programs for new students.

Tier 3 'Intensive' behaviour support:

Beachmere State School is committed to educating all students, including those with the highest behaviour support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Staff at Beachmere State School:

- monitor the impact of support for individual students through case management and ongoing data collection;
- make adjustments as required for identified students through the development and review of Individual Behaviour Support Plans;

- work together to develop appropriate behaviour support strategies for identified students;
- work with relevant stakeholders to achieve continuity and consistency for students;
- facilitate a Functional Behaviour Analysis if required, for identified students to inform an individualised intensive intervention plan if current support systems are unsuccessful;
- develop flexible / alternative learning options for identified students;
- create and maintain productive partnerships with relevant external agencies to support students with challenging behaviours and high level needs

In addition to students being identified through current school behaviour data, the student Referral Committee has a system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the committee also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Physical Restraints: (Individual Plan)

Physical restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
    - restoring safety in other practicable ways such as removing harmful objects;
    - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
    - use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint

- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. 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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 and Restraints – Immediate or Emergency Response

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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Beachmere 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.
Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
    - the behaviour that preceded the use of physical restraint
    - the type and duration of restraint used
    - staff members and other witnesses present during the period of the restraint
    - student's physical condition before and after the period of physical restraint
    - planned future action to prevent further incidents of the behaviour

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Debriefing

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held

- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical intervention, a OneSchool incident report is completed in accordance with whole school policy.

6. Consequences for unacceptable behaviour

Beachmere 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. Beachmere State School seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour, while at the same time considering the needs and circumstances of the individual student.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying and Cyberbullying
- Appropriate Use of Social Media
- Work together to keep knives out of school

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause suspicion that the student may be harmed
- do not violate the rights of others in a 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:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
    - a reflection slip for 1 or 2 days depending on the severity of the behaviour

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

Major behaviours result in an immediate referral to Administration because of their serious nature. When major problem behaviours occur, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Continued non-compliance and active refusal may result in the following consequences or the escalation of these consequences.

Major problem behaviours may result in the following consequences:

- Alternative lunchtime activities, loss of privileges, (e.g. not participating in Incentive Day or playtime), loss of break times, warnings regarding future consequences for repeated offences, playground plans, chaplaincy support, 3-5 day card for tracking behaviour
- Time Out in class or exit to a Buddy Class

  Time Out processes may be used:

    - as one of a range of options for students to manage their own behaviour
    - in order to assist a student in the calming down process
    - as a strategy to reduce the frequency of a particular behaviour

  All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out (in class) and Buddy Class (out of class) at Beachmere State School. These include:

    - giving the student opportunity to rejoin class from Time Out at intervals of no more than 10 minutes or 20 minutes for Buddy Class
    - providing the student with opportunities to complete school work to fulfil educational requirements
    - ensuring when using Time Out and Buddy Class as a management technique, that it is consistent with the developmental stage and age of the student, and any individual needs that the student may have
    - ensuring the student is safe and under supervision at all times
    - ensuring emergency procedures are in place for students ‘out of class’
    - the regular review of Time Out procedures, frequency of use with particular students, and effectiveness measured using OneSchool data
    - Parent contact to be made for a Buddy Class referral in accordance with the Behaviour Flowchart

Reflection Room Process (Detention) may be used as a consequence for inappropriate behaviour or as an alternative to suspension or exclusion.

The Reflection Room process may be applied during school hours or after school hours. The decision regarding details of Reflection Time for students is at the principal's discretion. Individual circumstances, severity of behaviour and age of the student will always be taken into consideration when determining this consequence for students. Students will always be kept safe and supervised during Reflection Time. Parents will be notified of student attendance at Reflection time during school hours.

Parents will be consulted about Reflection Time consequences for students out-of-school hours. This Reflection time may be completed as Community Service. The location and duration of the Community Service, and parent's responsibility to arrange travel and supervision to and from Community Service will be arranged prior to the event. Suitable times will be negotiated with the parents and Community Service will be completed within the parameters and resources available at Beachmere State School.

Student Disciplinary Absence may be applied after consideration has been given to individual circumstances of the student and all other behaviour responses, in conjunction with the unique circumstances of the behaviour incident.

Students who engage in very serious, high risk behaviours such as major violent physical assault, or the use or supply of weapons or drugs may expect a consequence of Student Disciplinary Action, followed by the possibility of recommendation for exclusion from Beachmere State School

Major infringement procedures for staff members:

1. Staff member to ring office and report that a "major infringement" has occurred with details. The staff member will record the incident on OneSchool.
2. Admin Officer will ***immediately*** contact Principal or Deputy Principal (or delegate if admin staff are away from school). There must always be a designated member of the admin team available to deal with these incidents. The Admin Officer will always know who the designated person is
3. Principal or Deputy Principal (or delegate in case of absence from school) will respond
4. Results will be communicated to teacher in person, by phone call or through email.

The following table outlines examples of minor and major problem behaviours. Individual circumstances for each child will be considered before consequences are given. If a student has a specific and high level behaviour problem, the school will consider alternative consequences in dealing with infringements to best support the student in modifying their behaviour.

Behaviour Incidents Possible Consequences

	Learning Areas	Possible response and consequence	Other Areas
MINOR – Teacher Managed	Non-compliant with school rules Off task behaviours Disruptive to learning Unprepared for learning Put downs towards others Work avoidance/ time wasting behaviours Unintentional swearing Disrespectful language Not following directions Misuse of classroom property Refusal to engage in learning tasks Absent from classroom without permission Persistent late arrival to school Dishonesty Refusal to attend Reflection Room	• Classroom Management Plan implementation • Essential Skills • 1:1 Close Talk • Rule Reminder • Redirection – verbal/visual • Warning/Give choice • Thinking Chair • Classroom Plan • Sin Bin • Homework Club • Loss of Privileges • Buddy Class attendance • Walk and talk with teacher • Verbal/Written Apology • Community Service (in class/out of class) • Restorative Chat • Reflection Slip • Reflection Room • Parent Contact • One School Data Entry • One School Data Entry for buddy class attendance	Non-compliant with school rules Out of bounds area Interrupting play of others Arguing with/teasing others Not following directions Playing inappropriate games Engaging in unsafe play Property damage No hat or inappropriate uniform Taking property of others Disrespectful language Put downs towards others Littering Running on concrete Riding bicycles/scooters/ skateboards in school grounds Using toilets inappropriately
	Individual circumstances will always be taken into consideration in the decision making process		
MAJOR – Office Managed	Persistent minor behaviours not responding to intervention Persistent unexplained absence Property destruction Wilful defiance, challenging authority Swearing/verbal misconduct towards an adult/student Verbal harassment/ social bullying ongoing Physical appearance harassment, racial comments or sexual harassment Physical harassment or intimidation Physical aggression against another student Physical aggression against an adult Lying/Cheating Substance misconduct involving illicit substance and or other drugs, alcohol and tobacco IT misconduct Possession of a dangerous/ prohibited item	• Warning • Redirection • Classroom Plan • Buddy Class • Reflection Slip • Reflection Room • Admin Reflection • Lunchtime Plan • Admin Contact • Withdrawal from Class • Loss of Privileges • Lunchtime Community Service • After School Detention • Parent Contact • Parent Collection • Restorative Conference • After School Community Service • Non-participation in Inventive Day • 3/5 Day Card • Flexible Learning Plan • Suspension • One School Data Entry • Multiple occurrences of high level behaviours or persistent behaviour after the intervention process may result in suspension or exclusion at the discretion of the Principal	Self-exiting school without permission Wilful stealing/theft Vandalism of buildings or property, including toilets Wilful defiance, challenging authority Swearing/verbal misconduct towards an adult/student Verbal harassment/ social bullying ongoing Physical appearance harassment, racial comments or sexual harassment Physical harassment or intimidation, with/without object Physical aggression against another student - assault Physical aggression against an adult - assault Bullying against another student or adult Substance misconduct involving illicit substance and or other drugs, alcohol and tobacco Possession of a dangerous/ prohibited item

Ensuring consistent responses to problem behaviour

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

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

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- SWPBS team
- Student Referral Committee
- Behaviour Support Personnel
- Chaplain
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Based Police Officer

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Caboolture Early Years Centre
- Refocus
- Evolve
- RAIS (Mission Australia)
- Family and Child Connect

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.

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

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

9. Related legislation

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

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

_____ _____

Principal **P&C President**

Effective Date: 1 January 2016 – 31 December 2018

Appendix 1

The use of personal technology devices* at school

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

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

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

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

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

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

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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 include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Beachmere 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.

There is no place for bullying in Beachmere State School. Those who are 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.

Bullying behaviours that will not be tolerated at Beachmere 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

The anti-bullying procedures at Beachmere State School are an addition to our 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

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

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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.

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 Beachmere 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’.

Beachmere State School records inappropriate behaviour and 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.

Appendix 3

Appropriate use of social media

Beachmere State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Beachmere State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Beachmere State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within Beachmere State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Beachmere State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Beachmere State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Beachmere State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Beachmere State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Beachmere State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.

- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Beachmere State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Beachmere State School expects its students to engage in positive online behaviours.

Appendix 4

Working together to keep Beachmere State School safe- possession / use of knives at school

We can work together to keep knives out of school. At Beachmere 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 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 eg a chisel

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

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- 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 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 the 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 Beachmere State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied 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.

How can parents help to keep Beachmere State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives 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 at school, please contact the Principal or Deputy Principal.

Referenced at
http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/working_together_toolkit.pdf