



## The Code of School Behaviour

Better Behaviour  
Better Learning

2014

# Beenleigh State School

## *Responsible Behaviour Plan for Students*

### 1. Purpose

Beenleigh 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.

### 2. Consultation and data review

Beenleigh has a School Wide Positive Behaviour Committee comprised of Administration, teachers, Teacher Aides and P&C members. This committee meets fortnightly to discuss data and problem solve. These committee members discuss with the group they represent any issues that present.

Expectations for behaviour are regularly communicated in the newsletter, on parade and at P&C meetings.

The School Wide Positive Behaviour System is embedded, so reviews are conducted regularly and reported back to staff and parents.

The school matrix for behaviours based on our rules is continually being reviewed as the need arises.

### 3. Learning and Behaviour Statement

All areas of [Beenleigh State School](#) are learning and teaching environments. We consider a responsible behaviour plan is 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 [Beenleigh State School](#) to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be responsible
- Show respect
- Stay Safe.

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

#### 4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

##### Universal Behaviour Support

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

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

Beenleigh State Primary School – SWPBS Teaching Matrix, Updated November 2012

	All settings	Ovals	Classroom	Playground	Tuckshop - During class time	Tuckshop – During break time
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Follow rules</li> <li>Be on time</li> <li>Be prepared, with the right equipment</li> <li>"Nothing But the Best" behaviour at all times</li> <li>Taking responsibility for own actions</li> <li>Play appropriately with friends</li> <li>Follow staff member's instructions the first time</li> <li>Use equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Play in the correct place and be aware of others games</li> </ul>	<ul style="list-style-type: none"> <li>Return materials and equipment to the right place</li> <li>Keep or leave your area tidy</li> <li>Assist with class jobs</li> <li>Go to toilets and run errands responsibly</li> <li>Be helpful to others</li> <li>Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>Wear a hat</li> <li>Take turns and include others in play</li> <li>Tell someone if there is a problem</li> <li>Respond appropriately to bells at end of play so you are on time</li> </ul>	<ul style="list-style-type: none"> <li>Walk straight there and return immediately to the correct area</li> <li>Keep the lid on the box and carry the box with care</li> <li>Order your tuckshop before parade starts</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in bin and sit down to eat in the correct area</li> </ul>

<b>Show Respect</b>	<ul style="list-style-type: none"> <li>• Use manners and speak appropriately to staff and other students</li> <li>• Use clean language</li> <li>• Moving around the school grounds respectfully, so as not to disturb other lessons</li> <li>• Show listening skills with eyes on the person speaking to you</li> <li>• Speak nicely</li> <li>• Wear the appropriate uniform</li> <li>• Use appropriate language and tone</li> <li>• Keep environment tidy and put rubbish in bin</li> <li>• Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Play fairly</li> <li>• Let everyone play</li> <li>• Share and take turns</li> <li>• Respect others belongings</li> <li>• Ignore comments</li> </ul>	<ul style="list-style-type: none"> <li>• Respect your own and others' property</li> <li>• Ask to borrow/use materials</li> <li>• "Push ups" – "Not put downs"</li> <li>• Show care and acceptance of other people and their feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Respond respectfully to staff instructions and come when asked</li> <li>• Ask for help to resolve differences</li> <li>• Look after play equipment and return it when finished</li> <li>• Be aware of the game space of others</li> </ul>	<ul style="list-style-type: none"> <li>• Knock on the tuckshop door and wait patiently for an adult</li> <li>• Remember that other people's food is in the box</li> <li>• Wait your turn</li> <li>• Be mindful of smaller and younger children</li> </ul>	
<b>Stay Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to your self</li> <li>• Move around school sensibly</li> <li>• Think how your actions can affect others</li> <li>• Wear your uniform correctly, including hats on and shoelaces done up</li> <li>• Use all materials/objects/play equipment appropriately</li> <li>• Stay in bounds and in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Feet stay on the ground</li> <li>• Play in safe area and away from stairs</li> <li>• Take care around other children</li> </ul>	<ul style="list-style-type: none"> <li>• Carry chair in front of your body. Sit on chair correctly and keep desk stable. Tuck in chairs after use</li> <li>• Walk sensibly</li> <li>• Always ask permission to leave room and let teacher know where you are</li> <li>• Hand objects to others</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on hard surfaces</li> <li>• Admire trees from the ground and without touching</li> <li>• Only use Tennis balls and skipping ropes in Area 2</li> </ul>		<ul style="list-style-type: none"> <li>• Keep money in safe place</li> <li>• Exit tuckshop line with awareness of people and surroundings</li> <li>• Keep calm</li> </ul>

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Publicity in fortnightly school newsletters, communicating to parents and caregivers the “Expectations” being taught in that time cycle.
- Visual prompts/Scaffolds in relevant areas reinforcing the expectations for that week.

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

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

#### **4.1 Reinforcing expected school behaviour**

At [Beenleigh State School](#), communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. All staff are regularly reminded that behaviour change is an instructional process and that positive recognition of acceptable behaviours in the ratio of at least 5:1 is expected in order for changes to be embedded.

#### **Beenleigh State School Spot On Awards**

Staff members hand Spot On awards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Spot On Award. When students are given a Spot On award they give them to their class teacher who replaces it for a sticker on the Dartboard chart. When all the spaces are filled on the Dartboard, the class earns a reward. (e.g a pizza party). Spot On Cards are never removed as a consequence for problem behaviour.

#### **Beenleigh State School Virtues Awards**

Staff members nominate students from their classes to receive a certificate on parade each week. These certificates recognise a student's ability to demonstrate the virtue studied throughout the school for the week. The weekly focus 'Virtue' is explained on parade and reinforced explicitly in a weekly classroom lesson and activities. Weekly winners are acknowledged on Parade with a certificate.

At the end of term, students are awarded an Excellent, Highly Commended or Improving Award. Those who earn Excellent or Highly Commended participate in a free activity afternoon.

At the end of the year, those students who received 4 Excellent Awards also receive an Exemplary Award.

#### **Individual Classes**

Each classroom is provided a chart system (lower/upper) and acknowledge good behaviour through these charts or points system. Teachers decide on how they will positively reward good behaviour.

Lower school- Pegs on rungs of ladder.

Upper school- Diamond / points out of 10 Rating behaviour.

## **4.2 Responding to unacceptable behaviour**

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

### **A) Re-directing low-level and infrequent problem behaviour**

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

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 in order to align with the expectations of our school community.

### **B) Targeted behaviour support:**

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

Students identified attend their normal scheduled classes and activities with appropriate adjustments if required. Students may be referred to the school's **Planning Room**, where they are mentored and supported by the Planning Room coordinator and the classroom teacher to develop a behaviour plan to address the concerns identified.

Similarly, students may be referred to administration where a scaffolded process of in-class monitoring is negotiated and implemented. In most cases "Check In/ Check Out" will be organised with a significant adult who can assist in helping the student to set daily behavioural goals which will be checked on together.

These strategies provide for increased daily opportunities to receive positive contact with adults, additional support from adult mentors and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

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

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **C) Intensive Behaviour Support (More than 6 Office/Planning Room referrals)**

[Beenleigh State School](#) is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

As an S.W.P.B.S. school we adhere to its principles and guidelines.

Students with complex behaviours are referred to the School Social/Emotional Committee. The functions of the student's behaviours and school data are investigated and a support team around the students is established.

Students placed in Tier II support, work in intervention groups with school personnel. Their academic progress and social/emotional learning is supported and they participate in a Check-In/Check-Out process.

Students who exhibit extreme behaviours are supported individually by personnel within the school and outside agencies. A case manager is appointed for this student who monitors a daily Individual Behaviour Plan. As all behaviour change is an instructional process, students in Tier III may also attend alternate educational placements for intensive support.

## 5. Consequences for Unacceptable Behaviour

Beenleigh State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) **OR** a Planning Room referral is used to record problem behaviour that requires referral and the teacher's strategies used in response to the behaviours.

### Severity of Behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens (See 5.1)
- **Major** problem behaviour is referred directly to the school Administration team (See 5.2)

**5.1 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 (buddy room), individual meeting with the student, apology, restitution or work completed in own time.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
- Repeated minor behaviour concerns may result in referral to the Planning Room or to Administration for additional support including; mentoring and support by the Planning Room coordinator and the classroom teacher to develop a behaviour plan to address the concerns identified. From Administration, support includes a scaffolded process of in-class monitoring.

**5.2 Major** behaviours are those that:

- significantly violate the rights of others
- pose an unacceptable risk to the safety or wellbeing of students or staff- including swearing at staff
- repeated high level disobedience
- require the involvement of school Administration.

### A) Definition

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

### **B) Consequences**

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Planning Room  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Supportive School Environment Committee Support, extended planning room periods (including out of school hours), in-school withdrawal, suspension  
AND/OR
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

**Student Disciplinary Absences** are to be used after consideration has been given to all other responses.

The Principal is responsible for “controlling and regulating” student discipline, which may include after school hours and on days other than school days.

Principals can suspend for up to and including **10 days** without appeal.

Grounds for Suspension include:

- Disobedience
- Misbehaviour
- Conduct that adversely affects or is likely to adversely affect other students
- Conduct that adversely affects or is likely to adversely affect the good order or management of the school
- Posing an unacceptable risk to the safety or wellbeing of students or staff
- If the student is charged with a serious offence
- If a student is charged with a non-serious offence but it is in the best interests of other students and staff for the student not to attend.
- For serious misconduct off school premises and out of school hours

**Only suspensions of more than 10 days may be appealed to the Chief Executive, who makes a decision “as soon as practicable.”**

**The Principal may make recommendations for Exclusion (expulsion) to the Chief Executive for instances such as:**

- Repeated failure to respond, even to repeated suspensions and/ or behaviour improvement conditions i.e persistent disobedience
- Possession of illicit or illegal drugs
- Threatening use of weapons
- Immediate and serious threat to the safety of staff or students
- Posting on the Internet of grossly inappropriate material concerning a staff member e.g. threats, abuse, gross denigration, insinuations or privacy breaches
- Or other very serious misbehaviour which threatens the good order and management of the school

### 5.3 SUMMARY OF MAJOR & MINOR INDICATORS (MAJOR/ MINOR)

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike 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> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> <li>Not wearing the uniform/ wearing it incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>Frequent and persistent breaches in uniform policy</li> </ul>
	Other		<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> </ul>
<b>Being Responsible</b>	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 (eg: lateness after breaks)</li> <li>Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <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>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Persistent non-compliance</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Graffitiing, destruction of property</li> </ul>
	Mobile Phone	<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>	<ul style="list-style-type: none"> <li>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> </ul>
<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<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>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</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>	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> </ul>

### Relate problem behaviours to expected school behaviours

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

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

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

### Ensuring consistent responses to problem behaviour

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

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

## **6. Emergency or Critical Incident Responses**

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

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

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

#### *Maintain calmness, respect and detachment*

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

#### *Approach the student in a non-threatening manner*

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

#### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

### *Debrief*

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### **Physical Intervention**

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

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

Appropriate physical intervention may be used to ensure that [Beenleigh 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 must not use physical intervention if they believe use of such intervention places them at risk of personal harm.**

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. Staff at Beenleigh State School trained in Non-violent Crisis Intervention would usually be the first staff to intervene in extreme situations.

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 being displayed.

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

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

Any physical intervention made must:

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

### **Record keeping**

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

- Incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff) (Appendix 5).

## 7. Network of Student Support

Students at [Beenleigh School](#) are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- DP Student Services
- Behaviour Advisory Teacher

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

## 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.

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

## 10. Related Policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-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](#)
- [The Virtues Project](#)

## ***Endorsement***

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Principal

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P&C President

Effective Date: 28 January 2014 – 31 December 2014

### 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.

#### Rationale

Beenleigh State School acknowledges the efficacy and reality of mobile phones as a 21st century technological tool and that technological skills are important to students' future life choices. They are also effective communication tools and provide, particularly for parents, peace of mind about the safety and security of their children, especially, for example, when normal routines of arriving to and leaving school may be varied.

Beenleigh State School is committed to establishing and sustaining a safe and happy environment for students that best fosters quality learning and the social development of every child. Every student has a right to privacy, integrity, to feel safe and learn. Every teacher has a right to teach in a setting that is optimum to quality learning.

#### 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.

Mobile phones, MP3 players and other technological devices can cause significant disruption to the learning and teaching rights of others. There is also a significant potential for theft and/or damage to these items. This situation has led us to put in place firm rules and boundaries around the use of mobile phones, MP3 players and other recording devices such as cameras and video recorders.

#### Mobile Phone Policy

**Students are permitted to have devices at school and at school related activities if used in the following manner. The school reserves the right to ban mobile phones (and like apparatus) at special events. The school phone is available for emergency student use.**

- Students must have the phone *switched off* at all times.
- Phones must be left at the office during the school day
- Students who do not require a phone for parent contact are encouraged to leave phones at home.
- No liability will be accepted by the school in the event of loss, damage or theft.
- Students must display courtesy, consideration and respect for others when using a mobile phone.

#### Guide to approved use

Students may use their mobile phones for important calls to parents before or after school. **Calls using mobile phones are only to be made from the school office.**

#### Guide to inappropriate use

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 [Beenleigh 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 and will not be tolerated.

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 may not be 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 Queensland Police Service.**

#### **Consequences of inappropriate use of personal technology devices\***

- Phones or recording devices seen at school will be confiscated by the teacher or staff member and taken to the office on the first occasion. The student can reclaim the equipment at the end of the school day. A referral to the Planning Room may be given.
- For a second breach, the device will be confiscated and held at the office until a parent can collect it.
- A third breach of the policy will result in disciplinary action, and may include suspension.
- Failing to hand devices over: Reported to Administration.

#### **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.

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

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.

### **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.*

## Appendix 2

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

#### Purpose

1. **Beenleigh 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 Beenleigh 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 **Beenleigh State School** include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At **Beenleigh State School** there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

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

levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
  
9. 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.
  
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
  
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
  
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at [Beenleigh State School](#) takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
  
13. [Beenleigh 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.

# Beenleigh State School – Behaviour Referral Form

Behaviour Incident  
Recorded in OneSchool  
*Classroom Teacher Signature*

**Referring Staff Member:** \_\_\_\_\_ **Class:** \_\_\_\_\_

<b>Student/s Involved</b>	<b>Class</b>	Date of Incident: _____		
		Refer to : <input type="checkbox"/> Principal <input type="checkbox"/> Deputy Principal   Teacher: _____		
		<b>Time (Period)</b>	<b>Location</b>	<b>Behaviour Strategy</b>
		<input type="checkbox"/> Before School <input type="checkbox"/> 9:00-10:00am <input type="checkbox"/> 10:00-11:00am <input type="checkbox"/> First Break <input type="checkbox"/> 11:45-1-15pm <input type="checkbox"/> Second Break <input type="checkbox"/> 1:45-2:45pm <input type="checkbox"/> After School	<u><b>INDOORS</b></u> <input type="checkbox"/> Classroom <input type="checkbox"/> Computer Lab <input type="checkbox"/> ESL <input type="checkbox"/> ICIs <input type="checkbox"/> Library <input type="checkbox"/> Music <input type="checkbox"/> Office <input type="checkbox"/> Planning Room <input type="checkbox"/> SEP <input type="checkbox"/> Other (indoors)	<input type="checkbox"/> Alternate Program <input type="checkbox"/> Apology <input type="checkbox"/> Behaviour monitoring card <input type="checkbox"/> Buddy class <input type="checkbox"/> Community service <input type="checkbox"/> Contract <input type="checkbox"/> Counselling <input type="checkbox"/> Diary entry <input type="checkbox"/> Disable login <input type="checkbox"/> Indiv. Behaviour Support Plan <input type="checkbox"/> Letter home <input type="checkbox"/> Litter duty <input type="checkbox"/> Lunch time detention <input type="checkbox"/> Natural consequences <input type="checkbox"/> Office <input type="checkbox"/> Planning Room <input type="checkbox"/> Restorative justice <input type="checkbox"/> Student Services referral <input type="checkbox"/> Timeout/Reflection <input type="checkbox"/> Warning <input type="checkbox"/> Writing rules/lines <input type="checkbox"/> Other
<b>Witness/es</b>	<b>Class</b>			
<b>Incident Details</b>		<b>Behaviour Category</b>	<u><b>OUTDOORS</b></u> <input type="checkbox"/> Area 1 <input type="checkbox"/> Area 2 <input type="checkbox"/> Area 3 <input type="checkbox"/> Area 4 <input type="checkbox"/> Bus Shelter <input type="checkbox"/> Excursion <input type="checkbox"/> Outside School <input type="checkbox"/> Sporting Trip <input type="checkbox"/> Other (outdoors)	
		<input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Defiant/threats to adults <input type="checkbox"/> Disruptive <input type="checkbox"/> Dress Code <input type="checkbox"/> IT Misconduct <input type="checkbox"/> Late <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Non compliant with routine <input type="checkbox"/> Other conduct prejudicial to the good order and management of the school <input type="checkbox"/> Physical misconduct <input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Prohibited items <input type="checkbox"/> Property misconduct <input type="checkbox"/> Refusal to participate in program of instruction <input type="checkbox"/> Substance misconduct involving tobacco and other legal substances <input type="checkbox"/> Substance misconduct involving illicit substance <input type="checkbox"/> Third minor referral <input type="checkbox"/> Threats to others <input type="checkbox"/> Truant/skip class <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Other		
<b>Subject</b>		<b>Motivation for Behaviour</b>		
<input type="checkbox"/> English <input type="checkbox"/> Guided Reading <input type="checkbox"/> HPE <input type="checkbox"/> ICIs <input type="checkbox"/> Inst. Music <input type="checkbox"/> Maths <input type="checkbox"/> Music <input type="checkbox"/> SOSE <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> The Arts <input type="checkbox"/> Other		<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult attention <input type="checkbox"/> Obtain Tangible object <input type="checkbox"/> Obtain Activity or event <input type="checkbox"/> Obtain Sensory Stimulation <input type="checkbox"/> Escape/Avoid Activity or Event <input type="checkbox"/> Escape/Avoid Instructional Task <input type="checkbox"/> Escape/Avoid Adult Attention <input type="checkbox"/> Escape Peer Attention <input type="checkbox"/> Escape Sensory Stimulations <input type="checkbox"/> Don't Know		
		<b>INCIDENT</b> <input type="checkbox"/> <b>Major</b> <input type="checkbox"/> <b>Minor</b>		

## Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	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).		

### 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.**