



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

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

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

The principles of Choice Theory¹ (Glasser, 1998) underpin the implementation of our Plan and Procedures. This philosophy is about creating the conditions for each student to progress towards responsible self-management, whilst learning about how and why people behave the way they do.

The development of this Plan was guided by the following:

| | |
|--|--|
| <p>Guiding Principles Our school community provides a safe and ordered environment where:</p> <ul style="list-style-type: none"> ▪ students share the responsibility for their own learning ▪ the relationships within the school community are positive ▪ students are encouraged to develop self discipline and be self-managed by accepting responsibility for their own behaviour ▪ we insist on responsible student behaviour and develop practices that prevent irresponsible behaviour ▪ student rights are protected ▪ parental support is encouraged ▪ everyone models acceptable and appropriate behaviour. <p>The values developed from our Responsible Behaviour Plan, relating to self and others and civic responsibilities will assist students to actively contribute to the school, its community and eventually the wider community.</p> | <p>Why do we have this Plan?</p> <ul style="list-style-type: none"> ▪ We believe teaching children to be self-managed is a whole school community responsibility (students, staff, parents, wider community) ▪ Teachers have a right to teach, children have a right to learn ▪ To create an environment where productive learning can occur, where students feel comfortable and unthreatened ▪ To ensure teaching and learning time is used effectively ▪ To encourage students to take responsibility for their actions <div data-bbox="885 1176 1508 1646" style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #e0e0e0; margin-top: 20px;"> <p>ABOVE ALL... We value the right of teachers and teacher aides to teach and for students to have the right to learn in a safe environment, free from disruptive, dangerous or off-task behaviour.</p> </div> |
| <p>We value</p> <ul style="list-style-type: none"> ▪ Respect (and care for self and others) ▪ Cooperation ▪ Quality relationships ▪ Safety ▪ Shared responsibility ▪ Self Discipline ▪ Equality, inclusivity & fair treatment ▪ Common Courtesies | |

2. Consultation and data review

The original Plan was developed in collaboration with our school community during 2009 and reviewed in 2011. Each semester a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents is undertaken, which informs the continuing development process.

The Plan was endorsed by the Principal, and the School Council in 2015, and will be reviewed as required in legislation.

¹ See **Appendix 1** for a list of these principles



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3. Learning and behaviour statement

All areas of Peregrin Springs State School are learning and teaching environments (e.g. indoor, outdoor, car park, buses, on excursions and camps). We consider behaviour management and the provision of support for students to become self-managed to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

We operate from the following beliefs about behaviour and learning:

- education is a life-long process
- gender is not a determinant of capacity to learn or to get along with others
- children with disabilities are encouraged to access all educational opportunities
- children learn at different rates and through a variety of activities
- students, parents and teachers are part of a team, and the school is a focal point of the community
- courtesy and respect for all are encouraged
- our school community provides appropriate social role models
- an attractive environment enhances learning, and an environment that supports positive behaviour encourages change more effectively than one that focuses on negative behaviour.
- each child's self-esteem is developed and personal safety is taught and encouraged
- all behaviour is internally motivated and purposeful, and that the purpose is always an attempt to satisfy basic needs.
- we all choose what we do with our lives, and we are responsible for these choices.
- people can learn to satisfy their needs in responsible ways.

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

- Be safe
- Be responsible
- Be respectful
- Be courteous (See Appendix 2)

This is called our Code of Cooperation.

Our school rules have been agreed upon and endorsed by all staff members and our P&C Association. 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 Peregrin Springs State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent inappropriate behaviour and develop understanding of rights and responsibilities. It also provides a framework for responding to unacceptable behaviour.



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| POSITIVE BEHAVIOUR | | |
|---|---|---|
| Examples of Positive Behaviour <ul style="list-style-type: none"> obeying school rules speaking politely and respectfully to and of others following directions picking up litter playing sensibly and safely helping others using common courtesies | Positive Behaviour is recognised by <ul style="list-style-type: none"> a range of strategies adopted by individual staff, e.g. verbal praise, posters, letters home, positive notices acknowledgement in newsletter and at Assemblies and other school gatherings | |
| RIGHTS AND RESPONSIBILITIES | | |
| STUDENTS | STAFF | PARENTS/CARE GIVERS |
| Students have the right to: <ul style="list-style-type: none"> a quality education; learn in a safe and pleasant environment free from physical and/or verbal abuse; be free from discrimination; be treated with courtesy by other students, staff and adults; feel proud of their school; expect their property to be safe. Students have a responsibility to: <ul style="list-style-type: none"> respect the rights of others to learn; respect the rights of others to participate in and enjoy school activities; participate in educational programs to the best of their ability; be prepared and on time for classes; care for the school environment; adhere to safety regulations and avoid dangerous practices; use common courtesies when addressing others; respect the property of others. | Staff have the right to: <ul style="list-style-type: none"> be recognised as professional educators; be free from discrimination; carry out their duties in a safe, pleasant and supportive environment – free from physical and/or verbal abuse; be treated with courtesy by students and other members of the school community; have reasonable requests carried out promptly; manage student behaviour fairly and according to Education Queensland Regulations; expect their property to be safe. Staff have a responsibility to: <ul style="list-style-type: none"> treat students and other members of the school community with respect and in a fair and just manner; act in a professional and collegial manner; prepare learning programs cater for the interests and abilities of their students in accordance with departmental guidelines; teach to the best of their ability; be prepared and on time for classes; follow agreed school and departmental codes and procedures; be involved in the diverse aspects of the school's operation | Parents have the right to: <ul style="list-style-type: none"> expect their child will be educated in a supportive environment; be treated with courtesy by staff, students and other members of the school community; express their opinions about school matters; have access to school personnel at mutually arranged times; educational support from the school; be kept informed on all aspects of their child's education. Parents have a responsibility to: <ul style="list-style-type: none"> co-operate with teachers and other members of the school community; support their child's education; support personnel in maintaining a safe school environment; approach the school for appropriate support as needed; access support programs provided by the school; encourage their child to accept school regulations and make appropriate behaviour choices; recognise the professional role of teachers in educating their child. |

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The *Expectations Matrix* (see **Appendix 2**) outlines our agreed rules and specific behavioural expectations in all school settings.

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

- social and emotional literacy lessons (Bounce Back) including strategies for self-management are conducted by all teachers for 45 – 60 minutes per week;
- recognition when students are observed practicing the Code of Cooperation
- through the semester reports using the Effort and Behaviour Matrix (See **Appendix 3**).

Reinforcement of learning from these lessons occurs on school Assemblies through the school leaders and during active supervision by staff during classroom and non-classroom activities.



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Peregian Springs 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.
- Student Support Team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Peregian Springs 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.
- Development of specific policies, for example:
 - Mobile Phone and Personal Electronic Technology Device (**Appendix 4**)
 - Procedures for Preventing and Responding to Incidents of Harassment (**Appendix 5**).
 - Information on and consequences for bringing knives to school (**Appendix 12** – information for parents) (**Appendix 13** – information for students)
 - Process for behaviour management outside of school that affects the good order and management of the school. (**Appendix 14**)

Reinforcing expected school behaviour

At Peregian Springs State School, communication of our key messages about expected behaviour is provided continually through reinforcement. This provides students with specific feedback for engaging in expected school behaviour. All staff members are trained to give consistent and appropriate acknowledgement.

Class teachers develop their own personal ways of recognising student's efforts to meet the Code of Cooperation.

Responding to unacceptable behaviour

Students come to school to learn – both academic learning and social learning. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent inappropriate behaviour

When a student exhibits low-level and infrequent inappropriate 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 behaviour incidents is to ask students 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 standards, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Our process for assisting students become self-managed in the classroom and in the playground is described in **Appendix 6**.

Record Keeping

Class teachers will maintain individual records for each student. All staff will have a responsibility of dealing with low-level behaviour incidents, recording the incident and passing the information to the class teacher. Records will be kept of incidents, actions taken and parent contact. Minor behaviour incidents will be recorded on a yellow slip and given to class teachers as a record of the incident. More serious incidents will be referred to the Principal, Deputy Principal or Head of School who will record this in OneSchool and notify Parents as appropriate.

Targeted behaviour support

Each year a small number of students at Peregian Springs State School are likely to be identified (through our data) as needing extra assistance in becoming self-managed. In most cases the 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.

These students will be referred to the Student Support Team in the first instance who will plan for appropriate adjustments in the classroom and/or playground if required. These students have increased daily opportunities to receive positive contact with adults, additional support from the Student Support Team and increased opportunities to receive positive reinforcement. Where



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required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

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

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

Record Keeping

Class teachers will maintain individual records for each student. All staff will have a responsibility of dealing with behaviour incidents (which may include referring to the Administration for assistance), recording the incident and passing the information to the class teacher. Records will be kept of incidents, actions taken and parent contact.

• Intensive behaviour support

Peregian Springs 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. In these cases the Student Support Team:

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

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

Record Keeping

The Student Support Team will maintain individual records for each student receiving intensive behaviour support. The Student Support Team will also be responsible for ensuring the class teacher, other relevant staff and parents have access to the information required to plan, coordinate and implement effective support. Records will be kept of support plans, incidents, actions taken and parent/other agency contact.

5. Emergency responses or critical incidents

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

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

Severe behaviour incidents are 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 redirect 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).



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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 Peregian Springs State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

See **Appendix 7** for a flow chart detailing the steps staff will follow in responding to a critical behaviour incident.

Record keeping

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

- Incident Report (**Appendix 8**)
- Health and Safety incident record - <http://education.qld.gov.au/strategic/eppr/health/hlspr005/smsdataentryform07-1.pdf>
- Debriefing Report (for student and staff) (**Appendix 9**).

6. Consequences for unacceptable behaviour

Peregian Springs State School makes systematic efforts to prevent behaviour incidents 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, proportionate and logical to the nature of the behaviour. An office referral form is used to record all minor and major behaviour incidents. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:



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- 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 behaviours may result in the following consequences:

- a minor consequence logically connected to the behaviour incident, 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 time out.
- 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.

Major behaviours incidents are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviour incidents result in an immediate referral to Administration because of their seriousness. When a major behaviour incident occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then write a note and escorts the student to Administration (or sends to the office for assistance).

Major behaviour incidents may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to the Student Support Team
- AND/OR**
- **Level Two:** Parent contact, referral to Guidance Officer, referral to the Student Support Team, suspension from school. Student Disciplinary Absences will be used after consideration has been given to all other responses.
 - **Level Three:** Students who engage in very serious unacceptable behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect a proposal or recommendation for exclusion from school following an immediate period of suspension.

Appendix 10 outlines examples of major and minor behaviour incidents and **Appendix 11** outlining Procedures for Illegal Substances.

Relating behaviour incidents to expected school behaviours

When responding to behaviour incidents, staff members ensure that students understand the relationship of their 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 their behaviour choices continue; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should behaviour incidents 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 behaviour incidents

At Peregian Springs State School staff members authorised to issue logical consequences for inappropriate behaviours 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, through a range of social and emotional programmes, about how to respond when other students display problem behaviour, and the courteous way to respond



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when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support

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

- Parents
- Teachers
- Learning Enhancement Staff
- Gifted Education Mentor
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Classroom teachers who attend meetings to discuss the needs of individuals or groups in their class.

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

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.

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

10. Related policies



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- [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

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

Endorsement

Principal

P&C President or
Chair, School Council

Assistant Regional Director

Date effective:

from 21 January 2016 to 13 December 2019



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Appendix 1

The Principles of Choice Theory

- The only person whose behaviour we can control is our own.
- All we can give or get from other people is information. No one can 'make' us behave in a certain way.
- All long-lasting psychological problems are relationship problems.
- The problem relationship is always part of our present lives.
- What happened in the past that was painful has a great deal to do with what we are today, but revisiting this painful past can contribute little or nothing to what we need to do now: improve an important, present relationship.
- We are driven by five genetic needs: survival, love and belonging, power, freedom, and fun.
- We can satisfy these needs only by satisfying a picture or pictures in our quality worlds.
- All we do from birth to death is behave. All behaviour is total behaviour and is made up of four inseparable components: acting, thinking, feeling, and physiology.
- All total behaviour is designated by verbs and is named by the component that is most recognisable.
- All total behaviour is chosen, but we have direct control over only the acting and thinking components.



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Appendix 2

Expectations Matrix

Students, staff and parents of Peregrin Springs State School value: *respect, co-operation and the pursuit of excellence*. We demonstrate the importance of these values through our school expectations of **Be Safe, Be Responsible and Be Respectful**.

| | Whole school | Classroom | Playground Areas | Eating times | Toilets/ Drink Taps | Transitions | Tuckshop | Excursions/ Off Campus | Special Events/ Assembly | Resource Centre |
|----------------|---|---|--|---|---|--|--|---|--|--|
| Be Safe | <p>I am responsible for my behaviour.</p> <p>I wear my school uniform everyday.</p> <p>I follow adult directions.</p> <p>I look after my own property.</p> | <p>I am organised.</p> <p>I participate fully.</p> <p>I have my equipment ready.</p> <p>I am only in the classroom when a teacher is present</p> | <p>I wear a hat and shoes when outside.</p> <p>I stay in bounds.</p> <p>I am sun smart</p> | <p>I only eat my own food.</p> <p>I don't share food</p> <p>I wash my hands before and after eating</p> <p>I check my lunch for nut and egg products and I tell the teacher if I have these items</p> | <p>At the first bell, I visit the toilet, wash my hands and drink water.</p> | <p>I walk when moving around the school.</p> <p>I wait in the undercover area or before school.</p> <p>I respond quickly to the end of play bells.</p> <p>I only cross the road at the crossing.</p> | | <p>I follow my teacher's/leader's instructions</p> <p>I stay with the group</p> | <p>I move up quickly to receive an award or recognition</p> | <p>I don't run or play physical games inside.</p> |
| Be Responsible | <p>I am a listener.</p> <p>I am the best participant I can be.</p> <p>I know the school expectations.</p> <p>I am on time.</p> <p>I ask for help.</p> <p>I keep nature where nature is supposed to be.</p> <p>I place all litter in the bin.</p> <p>I place food scraps in the recycling bins.</p> <p>I clean up any spills/accidents or ask an adult for help.</p> | <p>I am responsible for my learning.</p> <p>I use water and electricity responsibly</p> <p>I keep my classroom tidy.</p> <p>I use equipment and furniture safely and appropriately.</p> <p>I return borrowed equipment and resources promptly</p> | <p>I use equipment safely and appropriately</p> <p>I play in my own area</p> | <p>I only eat food in the eating areas</p> | <p>I return to class promptly</p> <p>I use water and electricity responsibly.</p> | <p>I walk quietly so as not to disturb others' learning.</p> | <p>I order my lunch before school.</p> <p>I wait my turn in line.</p> <p>I use manners (Common Courtesies).</p> <p>I line up quietly.</p> <p>I line up at the appropriate time</p> <p>I make my selection quickly.</p> | <p>I take care of my own belongings</p> <p>I return notes and permissions on time</p> | <p>I recognise the efforts of others when they share their work.</p> | <p>I use a library bag for borrowing books</p> <p>I borrow one book a week unless I have specific permission</p> <p>I return books on time</p> <p>I book the library computers if I want to use them for research or learning purposes</p> |
| Be Respectful | <p>I use people's names when I greet them.</p> <p>I use please and thank you when I ask for something.</p> <p>I am honest.</p> <p>I listen when others are speaking.</p> <p>I keep my hands and feet to myself.</p> <p>I share the space around me.</p> <p>I respect other's property.</p> | <p>I ask permission to leave the class.</p> <p>I raise my hand to speak.</p> <p>I use positive language.</p> <p>I ask to borrow equipment and I return it promptly.</p> <p>I listen to others when they speak.</p> | <p>I ask to join in games.</p> <p>I play by the agreed rules.</p> <p>I invite others to join in.</p> <p>I share equipment.</p> | <p>I eat politely.</p> <p>I handle food appropriately.</p> <p>I allow others to eat without interference.</p> | <p>I wait my turn.</p> <p>I line up quietly.</p> <p>I respect the privacy of others</p> | <p>I wait at the door to be invited in.</p> <p>I keep to the left of the paths.</p> <p>I allow room for others to enter or leave a building when lining up.</p> | <p>I wait my turn in line.</p> <p>I use manners (Common Courtesies).</p> <p>I line up quietly.</p> <p>I line up at the appropriate time</p> <p>I make my selection quickly.</p> | <p>I use good manners when talking to others.</p> <p>I follow teacher instructions promptly</p> | <p>I use good audience manners.</p> <p>I show my appreciation at the appropriate time and in the appropriate manner.</p> <p>I shake hands when receiving an award or when thanking a visitor.</p> <p>I know the words of our National Anthem</p> <p>I watch where I step when moving through the audience.</p> | <p>I line up and wait outside for an adult to invite me into the resource Centre</p> <p>I know and am mindful that the Resource Centre is a quiet place for learning</p> |



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Appendix 3

Effort and Behaviour Matrix

| | Very High | High | Sound | Developing | Support Required |
|------------------|---|---|---|--|---|
| P-2 | | | | | |
| 3-6 | | | | | |
| Effort | Independently and consistently <ul style="list-style-type: none"> Remains focussed/on task Applies effort and aims for mastery Seeks extension work Completes set tasks within allocated time frame Seeks and uses teacher feedback/ assistance to improve work Adapts to any learning approach Self assesses own work to identify areas for improvement Contributes to class discussions Attempts difficult/new tasks Has equipment ready to use Is punctual Keeps own area/equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly Uses initiative | Consistently <ul style="list-style-type: none"> Remains on task Remains focussed Applies effort and aims for mastery Completes set tasks Uses teacher feedback/ assistance to improve work Adapts to any learning approach Self assesses own work Contributes to class discussions Attempts difficult/new tasks Has equipment ready to use Is punctual Keeps own area/equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly | Usually <ul style="list-style-type: none"> Works independently without distracting others Applies effort and works to full potential Completes set tasks Uses teacher feedback/ assistance Adapts to any learning approach Self assesses own work with some assistance Contributes to class discussions Attempts difficult/new tasks Has equipment ready to use Is punctual Keeps own area/equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly | With assistance <ul style="list-style-type: none"> Works independently without distracting others Applies effort Completes set tasks Uses teacher feedback / assistance Adapts to any learning approach Self assesses own work Contributes to class discussions Attempts difficult / new tasks Has equipment ready to use Is punctual Keeps own area / equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly | Rarely <ul style="list-style-type: none"> Works independently without distracting others Applies effort Completes set tasks Uses teacher feedback / assistance Adapts to any learning approach Self assesses own work Contributes to class discussions Attempts difficult / new tasks Has equipment ready to use Punctual Keeps own area / equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly |
| Behaviour | Independently and consistently <ul style="list-style-type: none"> Self managed in all areas. Assists others Uses common courtesies in all situations Takes a leadership role in playground Shows respect and consideration for others in all situations Cooperates with others and shares ideas Displays empathy to others Displays exceptional sporting behaviours Uses appropriate conflict resolution strategies Copes with change and supports others Works well with all staff and visiting teachers Able to work with limited supervision No yellow slips* | Consistently <ul style="list-style-type: none"> Self managed in most areas. Uses common courtesies in most situations Interacts appropriately in the play ground Shows respect and consideration for others Cooperates with others Displays positive sporting behaviours Copes responsibly with change Works well with all staff and visiting teachers Able to work with limited supervision No yellow slips* | Usually <ul style="list-style-type: none"> Self managed Sometimes requires teacher and/or parent support Uses common courtesies in most situations Interacts appropriately in the play ground Shows respect for others Cooperates with others Displays positive sporting behaviours Copes with change Works well with staff and visiting teachers Able to work with limited supervision. Occasional support required No more than 2 yellow slips in a semester* | <ul style="list-style-type: none"> Requires teacher/parent support while working towards self management (co-managed) Has required visits to buddy class Been on a behaviour contract Requires regular communication between home and school to assist with behaviour choices Been withdrawn from the playground or lessons for short periods (< a day) Needs reminders to use common courtesies Needs support to interact appropriately in the playground Shows respect and consideration for others, when prompted Cooperates with others when closely supervised With support, copes with change Has difficulty working well with staff and visiting teachers Has been withdrawn when a TRS is in Behaviour recorded in OneSchool > 2 yellow slips in a semester* | <ul style="list-style-type: none"> Requires admin support while working towards self management (co-managed) Regular visits to buddy class Withdrawn from the playground or lessons (a day or more) Has an individual management plan Been sent home Been withdrawn to the office for extended periods (a day or more) Received a suspension Needed regular reminders to use common courtesies Regularly needed prompts to interact appropriately in the playground With prompts, struggles to show respect and consideration for others Cooperates with others only when closely supervised Unable to cope with change Has difficulty working well with staff and visiting teachers Withdrawn when TRS is present Behaviour recorded in OneSchool > 4 yellow slips in a semester* |

* The number of yellow slips issued for a student, is not a 'hard and fast' rule in determining their level of behaviour and effort – this should be an on-balance judgement



Common Courtesies

- Say, *'Please'* whenever you ask for something.
- Say, *'Thank you'* when someone gives you something or does something for you.
- Say, *'I beg your pardon'* if you didn't hear what someone said.
- Say, *'Excuse me'* when you walk or lean in front of people.
- When people speak to you, look at their face and listen to what they say.
- Greet people when you see them.
- Use the person's name when speaking with them, e.g. *'Yes, Ms Sands.'*
- Say, *'Please may I...'* followed by your request, e.g. *'Please may I leave the room?'*
- Knock before entering a room, walk in and stand where the teacher can see you. Wait quietly to be asked your business.
- Be on time for the beginning of lessons and excuse yourself if you are late.

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Appendix 4 Mobile Phone and Personal Electronic Technology Device Policy

In making reasonable rules about what students can and cannot bring to school, schools can ban anything that is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive.

Mobile phones and electronic storage devices, particularly those with the capacity to record images and footage can be appropriately incorporated into the learning program. However, except in times when the use is a sanctioned part of the educational program, mobile phones and other personal electronic devices (including those with Bluetooth functionality) will be restricted. This includes (and is not limited to) games devices (e.g. PSPs, Gameboys) laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPhones, iPods, iPads, iWatches and other devices of a similar nature, and storage devices (e.g. USB pens).

With this in mind the following restrictions apply

- Mobile phones are not needed by students at school. The use of these devices can be disruptive to the normal routine of the school;
- If it is necessary for a student to bring a mobile phone or other such device to school it is to be signed into the school office on arrival with the student's name clearly marked on the phone. The item can be collected at 3.00pm from the office by the student. Students will not be permitted to use their mobile phone during the course of the school day;
- Mobile phones and other electronic storage devices are brought to school and used at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from Education Queensland's negligence;
- If a student is found to have a mobile phone during the school day they will be in breach of this policy. In response to this breach the device will be confiscated and the parent notified that it must be collected from the Principal;
- Mobile phones and other devices are not to be used inappropriately (e.g. as a medium to harass, bully or threaten other students; or used to capture and distribute images of violence and malice). Serious consequences in accordance with the school's *Responsible Behaviour Plan for Students*² will apply. Teachers will cover appropriate use of such devices in the learning program;

Confiscation

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.

Recording voice and Images

Every member of the Peregian Springs State 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.

There may be opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, video cameras or voice recording devices. Use of Departmental recording devices is only permitted when expressed consent is provided by the class teacher.

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

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. Even where consent is obtained for recording, the school will not

² Available on the school's website at <http://www.peregianspringsss.eq.edu.au>



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tolerate such images or sound being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

are in breach of this policy, and may be subject to discipline (including suspension and recommendation for exclusion).

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

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.

Text communication

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

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.

This policy has been developed in reference to: SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students, and has been sanctioned by Peregian Springs State School P&C Association.

Section 474 of the Criminal Code Act 1995 states that it is an offence to use a telecommunications device to menace, harass or cause offence. Students need to be aware that they could be charged with such an offence and may face legal penalties. Generally, a community, police or family response will be more appropriate for off-campus incidents. However off-campus incidents that have an impact on a student (in their role as a student) or if they adversely affect the safety and/or wellbeing of a student whilst they are at school, may be addressed by the school and consequences similar to those for on-campus incidents may be applied.

Cyber bullying occurs when a person is targeted by another through the use of information and communications technology, including social media. □□It involves the **misuse** of mobile phone, computer, internet, social media sites, email, **making** of and /or **distributing** pornographic, obscene, offensive, violent, sensitive, shocking materials, **invading a person's privacy**, or images depicting dangerous behaviour, bullying and harassment.

This can involve students or staff using SMS text, social media sites, email, chat rooms, websites, blogs and mobile phones, to **download**, and possibly **send** messages or images and / or post / upload materials with the intention of **distributing** this material so as to threaten, humiliate, intimidate or harass another student, teacher or someone else within the school or greater community.



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Cyber Safety Program (eSmart)

Rationale

Peregian Springs State School is an eSmart accredited school, with the Alannah and Madeline Foundation. We are committed to educating our students on cyber safety, and taking action to protect students from cyber bullying. It is important that students, staff and parents/carers, have a shared understanding of what Cyber Safety is, as while there are filters and other technological solutions for protecting students online, they are not a substitute for teaching children how to stay safe online.

In creating of our eSmart Cyber Safety Program, Peregian Springs State School has utilised the model presented in – *Working Together, A toolkit for effective school based action against bullying*. This document is an initiative of the Queensland Schools Alliance Against Violence 20 October 2010.

<http://education.qld.gov.au/studentsservices/behaviour/qsaa/school-resource.html>

Peregian Springs State School has utilised a Holistic Approach to Cyber safety and Bullying, as outlined in ACMA Australian Government Cyber Smart website:

www.cybersmart.gov.au/Schools

Peregian Springs State School has established a eSmart team which:

- comprises members
 - who have completed eSmart training, from the Alannah and Madeline Foundation
 - with knowledge of common internet applications used by its students
 - as representatives on the school Relationships Team and Student Support Team, and who has direct communication with the Leadership Team
- consults staff and students to identify key cyber safety issues and ensured current policies and procedures adequately address these issues
- consults relevant state education advice on school Cyber Safety *Queensland Schools Alliance Against Violence website: <http://education.qld.gov.au/studentsservices/behaviour/qsaa/cybersafety.html>
- ensures students are aware of the code of conduct, specifically the school's bullying policy and consequences of breaking rules
- reviews policies and procedures annually as technologies and use of them evolve rapidly, including the school's mLearning program
- plans for and implements the inclusion of cyber bully and eSmart education within the curriculum, in accordance with state guidelines
- completes an annual student technology audit Year 4-7, which identifies how students use computer and mobile phone technologies. This information assists with the targeting of eSmart lessons, addressing address local needs. This information is presented to all staff, to ensure we have a whole school approach to Cyber Safety
- provides eSmart and cyber safety information to parents. This can be in the form of brochures, newsletter articles, and school assemblies to raise awareness of school's anti bully policy or information sessions. This ensures as a community, we work together for the safety of our students. Key information includes: potential risks faced online, the ways children use technology, and tips and strategies on how to keep children cybersafe
- ensures key staff have the opportunity to attend professional development in this area of Cyber Safety and Cyber Bullying

School and community beliefs about Cyber Safety

It is important that students, staff and parents/carers, have a shared understanding of what cyber safety and being eSmart are, how it impacts on people and how bullying does occur.

Cyber bullying is a method of bullying, which includes the deliberate, repeated use of mobile phones, instant-messenger services, social networking sites, emails or videos, to cause harm or distress to an individual. It can happen at school, at home or online. Cyber bullying **is not** one-off incidents, but repeated and deliberate incidents with an imbalance of power involved.

Educational and Prevention Programs

Peregian Spring State School provides a community specific Cyber Safety program, which is structured in a Scope and sequence format, which runs from Year 3 to Year 7. This program has been modified from key elements of the **Cyber smart curriculum program**

<http://cybersmartcurriculum.org/cyberbullying>. Refer attached Scope and Sequence Document.

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Cyber Smart Student Curriculum is a standards and research-based approach, which adopts best practices from face to face bully prevention, school violence prevention, character education and cyber security education. Cyber smart believes that students should have access to, and instruction in the use of Internet and other information for learning, socialisation and for preparing for higher education and 21st Century work and citizenship.

Peregian Springs State School conducts an annual *Student Technology Audit*. Information gathered from this audit drives modifications to the Cyber bully program, to ensure we present a program in touch with the present technology uses of our students.

Students in each year level, view and discuss videos and other key material, to educate and arm students with strategies to combat bullying and unsafe situations online. Teachers also explicitly teach students, actions to undertake if they are being Cyber Bullied online. These include:

Action to take

If you are being harassed online, take the following actions immediately:

- **Tell an adult you trust.** This can be a teacher, parent, older sibling or grandparent – someone who can help you to do something about it.
- **Leave the area or stop the activity.** People who bully get their kicks from knowing they've upset their target. Don't let them know they've upset you, and you've taken away half their "fun". Easier said than done when it's face-to-face, but if it's on your mobile or the Internet — easy!
- **Block the sender's messages.** If you are being bullied through e-mail or instant messaging, block the sender's messages. Never reply to harassing messages.
- **Keep a record.** Save any harassing messages and record the time and date that you received them.
- **Advise your Service Provider.** Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
- **Report to police.** If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it's a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.

Responses to Cyber Bullying (See Appendix 4 for details of Peregian Springs State School's eSmart Program)

Reports of Cyber Bullying will be investigated and acted upon. Responses to Cyber Bullying can include the following responses:

Disciplinary approach: disciplinary measures will be applied fairly, proportionately and consistently and taking account of any reasonable adjustments students may require and the needs of vulnerable children.

Disciplinary measures have three main purposes:

- to impress on perpetrators that what they have done is unacceptable
- to deter them from repeating that behaviour
- to signal to others, the behaviour is unacceptable and deter them from doing it

Restorative Practice: this approach is to work with students, underpinned by the principle of restorative justice, whereby the student causing harm is held to account for his/her behaviour. This means:

- Accepting responsibility for the harm caused to the individual bullied
- Recognising the need to take action to begin to repair the harm caused
- All those involved agreeing to a range of actions, which will be monitored over an agreed period of time

Restorative practices are used in conjunction with, not in place of, disciplinary measures.

Reporting and Monitoring Bullying

At Peregian Springs State School, reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

- Face to face meeting with school staff
- Phone call to school



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- Letter to school
- Email to school staff

Reports of cyber bullying will be collated and monitored, to identify particular areas of concern, and to ensure staff are aware of the applications and ways that students have been bullied.

Related resources include:

School Wide Positive Behaviour Support

www.learningplace.com.au/deliver/content.asp?pid=24668

Alannah and Madeline Foundation - <http://www.amf.org.au/AboutUs/>

BOUNCE BACK! - <http://www.bounceback.com.au/>

FRIENDS for Life - www.friendsinfo.net/index.html

Friendly Schools and Families Program - <http://www.friendlyschools.com.au/about.php>

Kids Helpline - <http://www.kidshelp.com.au/>

KidsMatter - <http://www.kidsmatter.edu.au>

MindMatters - <http://www.mindmatters.edu.au/default.asp>

ReachOut - <http://au.reachout.com>

National Centre Against Bullying - <http://www.ncab.org.au/about/>

National Safe Schools Framework

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework.htm

You Can Do It! - www.youcandoit.com.au

ACMA Aust Government Cybersmart - www.cybersmart.gov.au/Schools.aspx

Key sources of information for Peregian Springs State School - policy and program

<http://education.qld.gov.au/student/behaviour/qsaa>

<http://www.cybersmart.gov.au/Schools>

<http://bullyingnoway.com.au/>

<http://cybersmartcurriculum.org/cyberbullying>

An excellent site for students to explore: Bully No Way

<http://www.bullyingnoway.com.au/talkout/spotlight/cyberbullyingmain.shtml>



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Appendix 5

Procedures for Preventing and Responding to Incidents of Harassment, Discrimination and Violence

All staff members are committed to consistent procedures for preventing and responding to incidents of harassment.

What is bullying/harassment?

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Peregian Springs State School has adopted the following definition of bullying as provided by Dr Ken Rigby from the School of Education at the University of South Australia.

The definition of bullying is when the following sort of things happen again and again and again to someone who finds it hard to stop them happening:

1. *Being ignored, left out on purpose or not allowed to join in*
2. *Being hit, kicked or pushed around*
3. *Lies or nasty stories are told about them to make other kids not like them*
4. *Being made afraid of getting hurt*
5. *Being made fun of and teased in a mean and hurtful way*

Bullying and harassment

- may be physical (hitting, kicking, pinching), verbal (name-calling, teasing), psychological (standover tactics, gestures), social (social exclusion, rumours, putdowns) or sexual (physical, verbal or nonverbal sexual conduct)
- may be done directly (e.g. face to face) or indirectly (e.g. via mobiles or the internet)
- may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- have an element of threat
- can continue over time
- are often hidden from adults
- will be sustained if adults or peers do not take action.

Indirect bullying

This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone;
- Damaging someone's social reputation and social acceptance; and
- Cyber-bullying, which involves the use of email, text messages, chat rooms or other electronic means, to humiliate and distress someone.

What Bullying/Harassment is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.



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Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Staff may refer to individual cases as a *mean moment*.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.³

Discrimination

Discrimination is treating one person or group less fairly or less well than others. Discrimination may be direct or indirect and based on factors such as ability, culture, ethnicity, gender, sexuality, sexual orientation, physical appearance, age, religion, marital status, parenting status or economic status.

Violence

Violence is the damaging and destructive use of force. Violence is often used to assert power over individuals.

Violence:

- is not just physical – it takes many forms
- affects the safety, rights and freedom of others
- may be a one-off incident between individuals or groups
- can involve an ongoing relationship between parties
- may involve provoked or unprovoked acts
- may be used by those victimised by bullying to redress the imbalance of power.

The procedures for preventing and responding to incidents of harassment, discrimination and violence are

- explicit teaching about harassment, discrimination and violence and its effects on individuals and groups
- explicit teaching in what to say and do when experiencing or observing these events, including clearly defining the difference between asking for help and 'dobbing'
- a school culture of 'Walk and Report'
- thorough investigation of all reports
- counselling for the victim and the perpetrator – this may include the use of restorative justice for reaching agreements and resolving conflict
- recording of incidents to determine patterns of behaviour or 'problem' areas in the school.



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³ Taken from *Safe Schools are Effective Schools*. Department of Education and Training, Victoria 2006.



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Appendix 6

Peregian Springs State School process for assisting students become self-managed

Procedures for Managing Classroom Behaviour

Each teacher has their own style of classroom management in which the year level of students is taken into account. However, in the interests of a consistent and fair approach that is educative by nature, all staff members use the following steps as guidelines. The prerequisites are negotiated class rules, quality curriculum, a respectful class culture, and a trusting and supportive class environment.

1. Use management-focussed language – the 10 Classic Micro-skills

When student is on-task

Language of Acknowledgement

5. Body language encouraging

6. Descriptive encouraging

Language of expectation

1. Establishing expectation

2. Instruction giving

3. Waiting and scanning

4. Cueing with acknowledgement

When student is off-task

Language of Correction

7. Selective attending

8. Giving choices

9. Following through

10. Defusing

2. Teacher redirects student with a respectful, friendly request (best done privately), then turns away and continues teaching the group. The body language of turning away shows that the teacher expects the request to be carried out. Teachers may refer students to displayed rules.

3. Warning

- State the problem and clearly state the required behaviour.
- Be assertive and use 'I' statements, e.g. 'I don't want you to throw paper in the room, and if you do it again you will be choosing to _____ (state the consequence).'

4. At an appropriate time (when both parties are calm and in private) the staff member counsels student using self-evaluation questions such as:

1. *What do you want to happen when you are choosing that behaviour?*
2. *What are you doing to help you get what you want?*
3. *Is what you're doing getting you what you want?*
4. *What else could you do?*
5. *So, what's your plan?*

5. Teacher calmly and privately gives the student a choice:

'If you decide to continue ... (state specific problem behaviour) you are choosing (natural consequence or time at the thinking chair)'

'If you decide to ... (state specific desired behaviour), you're choosing to stay in class. I'm sure you'll make the best choice.'

Walk away and give short take-up time, e.g. 1-2 minutes. **Then follow through.**

6. Thinking / Planning time within the room or in a buddy classroom (no longer than 10 minutes from time of arrival)

7. Loss of privilege e.g. games, sport, use of computers, etc. or go to Steps 12, 13 or 14 depending on the nature of the misbehaviour, play times.

8. Parent / Caregiver contacted and system arranged for regular communication.

9. Referral to Student Support Team or Administration for appropriate intervention – e.g. intensive counselling; individual management plan.

10. Individual Management Plan developed with teacher, student, parent and Support Teacher.

11. Cool Down Time (as a regular part of the student's program). This needs to be pre-arranged with another class teacher or Administration – the exact system will vary to suit each individual.

12. In-school withdrawal (for appropriate period, i.e. a session; part days; whole days). Parent / caregiver notified.

13. Voluntary parent / caregiver withdrawal. Students report to the Principal on return to school

14. Suspended from school for specified period (e.g. one to five days / six to twenty days). Written records and reports need to be kept by the class teacher, Student Support Team and the Administration team to support these decisions

15. Suspended from school with recommendation to exclude.

In cases of extreme behaviour or refusal to follow teacher direction in this behaviour process, consequences will be applied from a higher level before all steps have been taken at a lower level.





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Appendix 6 (continued)

Procedures for Managing Playground Behaviour.

- The staff members on duty are responsible for the safety and acceptable behaviour of students in the areas they supervise.
- They should be punctual and carry any useful resources with them.
- Positive Notices can be issued for positive behaviour.
- For minor breaches of the school rules, some of the following strategies may be used:
 - Call the student aside and motivate him or her towards acceptable behaviour.
 - Sit the child out of the play area for a few minutes.
 - Have the student walk with the teacher.
 - Community service
- Yellow slips should be issued for more serious offences or repetitive misbehaviour. These are to be completed and given to the student's class teacher for record keeping purposes. Yellow slips are not a consequence of a misbehaviour, rather they are a communication tool between staff members.

1. **Playground staff redirects student** with a respectful, friendly request. Then turns away and continues moving about the area. The body language of turning away shows that the teacher expects the request to be carried out. Request made in positive terms, e.g. 'Please walk', rather than 'Stop running'.
2. **Playground staff may use a further redirection** such as 'What are you doing? What would you be doing if you were following our rules?'
3. **Playground staff counsels student** using self-evaluation questions such as: -
 - What do you want to happen when you are choosing that behaviour?
 - Is what you're doing getting you what you want?
 - What else could you do?
 - So, what's your plan?
4. **Student timed out on seat to cool down** (or alternatively, walk with teacher/teacher aide) for a five to ten-minute period.
5. **Student referred to Admin** for lunch period, where a staff member helps a student through a general counselling process and student has time to reflect on their behaviour choices and their consequences.
6. **Removal from playground to Maximum Supervision Area** for a period of time. Parents/caregivers informed.
7. **Voluntary parent / caregiver withdrawal.** Return to school when ready to make better choices. Students to report to the Principal on return to school
8. **Suspended from school for specified period** (e.g. one to five days / six to twenty days). Written records and reports need to be kept by the class teacher, Student Support Team and the Administration team to support these decisions
9. **Suspended from school with recommendation to exclude.**

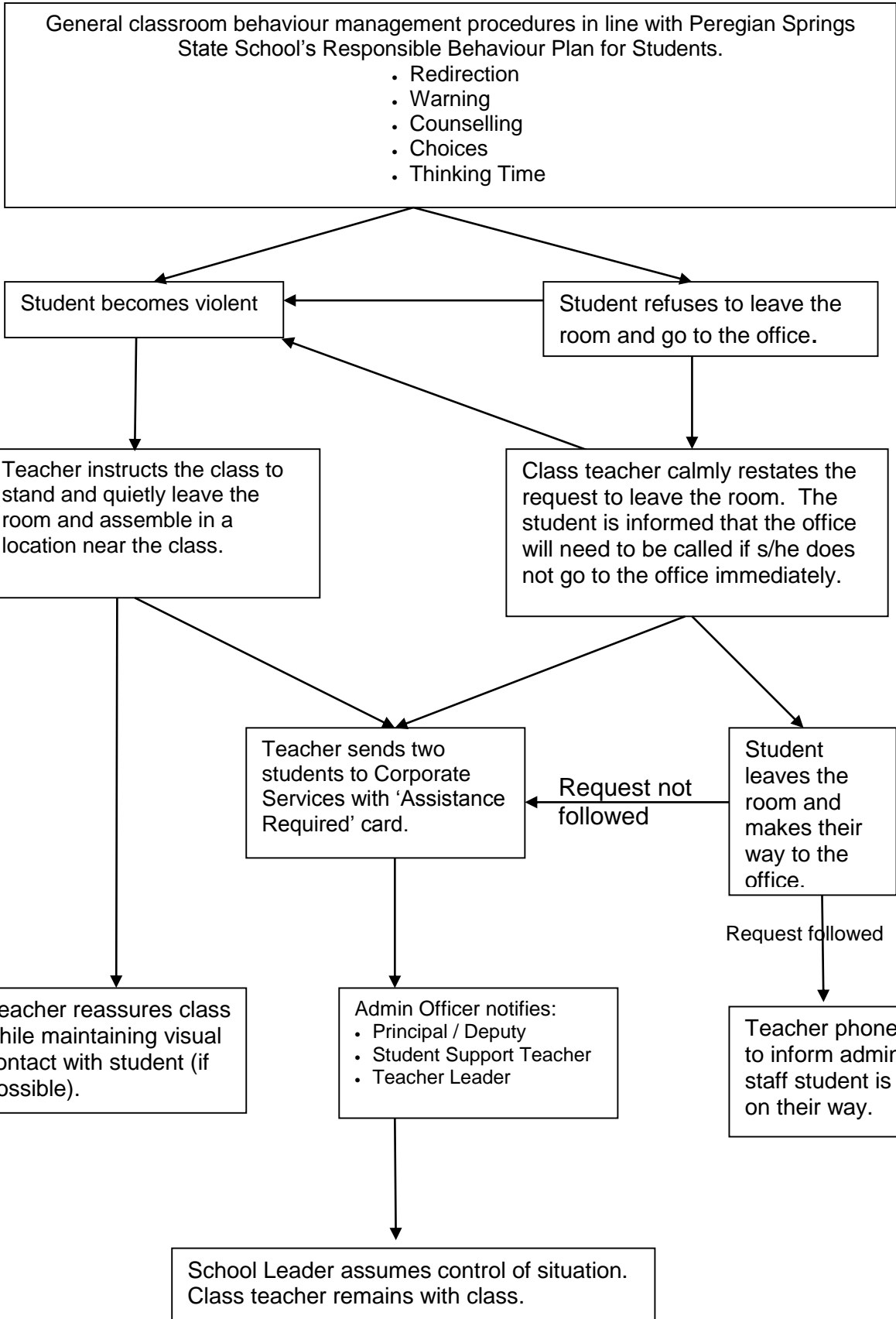
In cases of extreme behaviour or refusal to follow teacher direction in this behaviour process, consequences will be applied from a higher level before all steps have been taken at a lower level.





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Appendix 7 Critical Behaviour Management Plan





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Appendix 8 Incident Report⁴

| |
|--|
| Student name: |
| Name and role of person completing form: |
| Today's date: |
| 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 immediately 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). |



⁴ For major incidents where physical intervention has been used



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Appendix 9 Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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





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Appendix 10

Examples of major and minor behaviour incidents

| | Area | Minor | Major |
|--------------------------|-------------------------------|--|--|
| Being Safe | Movement around school | <ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds | <ul style="list-style-type: none"> On roof of school buildings or covered walkways |
| | Play | <ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets | <ul style="list-style-type: none"> Throwing objects Possession of weapons |
| | Physical contact | <ul style="list-style-type: none"> Minor physical contact (e.g. pushing and shoving) | <ul style="list-style-type: none"> Serious physical aggression Fighting |
| | Correct Attire | <ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Wearing inappropriate clothing for uniform free days (e.g. tank tops, offensive slogans) | <ul style="list-style-type: none"> |
| | Other | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Possession or selling of drugs (including alcohol and cigarettes) (See Appendix 11) |
| Being Responsible | Class tasks | <ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work | <ul style="list-style-type: none"> |
| | Being in the right place | <ul style="list-style-type: none"> Not being punctual (e.g.: lateness after breaks) Not in the right place at the right time. | <ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission |
| | Follow instructions | <ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour | <ul style="list-style-type: none"> Continual refusal to follow instructions of staff |
| | Accept outcomes for behaviour | <ul style="list-style-type: none"> Minor dishonesty | <ul style="list-style-type: none"> Major dishonesty |
| | Rubbish | <ul style="list-style-type: none"> Littering | <ul style="list-style-type: none"> |
| Being Respectful | Mobile Phone/technology | <ul style="list-style-type: none"> Mobile phone not handing into the office at the beginning of the school day mLearning - Using devices (including laptops) outside of classrooms before and after school mLearning - Using devices (including laptops) outside of classrooms at breaks without permission from teacher downloading and updating software at school attempting to access inappropriate websites or using social sites at school use of EQ email for non-learning purposes | <ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Use of a mobile phone or (other electronic device) to harass others, including unauthorised filming, the posting of images and recordings on the Internet Harassment of staff members or students through the use of technology, including social media sites(e.g. email, YouTube, web pages, chat rooms, etc) either at school or outside the school |
| | Language | <ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone | <ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity |
| | Property | <ul style="list-style-type: none"> Petty theft Lack of care for the environment | <ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism |
| | Others | <ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment | <ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance Harassment of staff through the use of technology (e.g. FaceBook, YouTube, web pages, chat rooms, etc) |





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Appendix 11

Illegal substance procedures

Illegal substances

Peregian Springs State School is committed to:

- providing an environment that caters to the needs and safety of others in the school
- protecting the health and safety of the student(s), other students, school staff and the wider community involved in drug-related incidents

This includes students found or suspected to be in possession of :

- alcohol
- tobacco
- illicit substances
- unsanctioned prescription medication

Peregian Springs State School staff will

- inform local police when an illicit substance is found by school staff and arrange for police to collect the substance as soon as possible and follow the procedures in [Temporary Removal of Student Property by School Staff](#)
- inform the Principal's Supervisor when police are called to respond to a drug-related incident
- adhere to the procedures outlined in [Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- consider the role of the parent and their right to be involved in discussions and plans for follow up action in regard to a drug-related incident
- follow the procedure [Safe, Supportive and Disciplined School Environment](#) in dealing with a drug-related incident
- assess the need for referral to other agencies and establish protocols with relevant professionals and agencies to provide:
 - professional development for school staff
 - advice and resources for school staff, parents and students
 - medical assessment, in particular, counselling and rehabilitation services for students involved with illicit and other unsanctioned drugs
- ensure confidential records or drug-related incidents at school are maintained to support monitoring and evaluation of intervention policies and procedures

School Staff:

Where they reasonably suspect that a student is in possession of an illicit substance:

- they accompany the student, together with the student's school bag, to a safe place, for example, the administration building
- immediately inform the principal
- arrange for local police to be contacted, where possible
- organise for a second staff member to be present until police attend (where possible at least one staff member will be the same gender as the student present) and
- pass a found substance believed to be alcohol or an illicit drug (including illegally supplied prescription drugs) to the principal.



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Appendix 12

Working Together To Keep Peregian Springs State School Safe

We can work together to keep knives out of school. At Peregian Springs State School

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

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

What kind of knives are banned?

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

Ms Gwen Sands and/or the Deputy Principal can take tough action against a student who brings a knife to school.

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

How can parents help to keep Peregian Springs 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 Peregian Springs State School



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Appendix 13

Working Together To Keep Peregian Springs State School Safe

We can work together to keep knives out of school. At Peregian Springs 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 kind of knives are banned?

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

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

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 by suspension or 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 that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Peregian Springs State School safe?

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



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Appendix 14

Responsible Behaviour outside Peregrin Springs State School.

Purpose

The Peregrin Springs State School community has identified and is committed to the Code of Cooperation which applies to all students attending the school. The Code encompasses the following rules:

- Be safe
- Be responsible
- Be respectful
- Be courteous

It is expected that all students will comply with the Code in the following situations outside the school:

- Attending activities/functions that are directly related to the school.
- Travelling to or from school, which includes private and public transport.
- Being visible to the public while wearing the school uniform.

Procedures for Managing inappropriate behaviours outside of school

Prevention:

- Students and families will be aware of their commitment to uphold the good order and management of the school.
- Students and families will be aware of the Code of Cooperation.

Reporting and school follow-up Process:

- All reports of inappropriate behaviour are to be forwarded directly to the Principal, Deputy Principal or Head of School.
- Contact with the informant will be made to clarify or seek further information.
- Relevant students or parents will be contacted to seek further clarification.
- Outside agencies may be accessed such as Police, Bus Companies and/or Child Protection Authorities
- Appropriate consequences (see section 6 of the Responsible Behaviour Plan) will be applied.
- Incidences may be recorded in One School.



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