The Code of School Behaviour
Better Behaviour Better Learning

Golden Beach

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Golden Beach is committed to providing a safe and supportive environment where each individual optimizes learning opportunities. Positive personal interaction and stimulating learning experiences enhance the development of skills, knowledge, respect, and social responsibility. The community of Golden Beach State School promotes the culture of *Learning, Caring and Sharing* – our school motto.

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

2. Consultation and data review

Golden Beach State School developed this plan in collaboration with our school community. Consultation with staff and students was undertaken through survey distribution and Behaviour Review Committee meetings, held during Semester Two, 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2007-2009 also informed the development process. The plan has been presented to the P & C for parent approval.

The Plan was endorsed by the Golden Beach staff, the Administration Team, Principal, the President of the P&C and Executive Director (Schools) in December 2009, and has been reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

At Golden Beach State School, we are dedicated to providing a supportive school environment that maximises the educational opportunities and outcomes of all students.

We believe:

- that learning and teaching reflect the principles of equity, effectiveness, responsiveness, participation and accountability
- education is a life long process
- in catering for individual abilities, needs, ideas and beliefs
- that children learn through a variety of styles at different rates
- in providing equitable learning opportunities
- in encouraging mutual respect within a safe, supportive school environment
- that all community members share social responsibility and provide role models for student learning

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

- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner

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 Golden Beach 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 four school rules. The Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

GOLDEN BEACH STATE SCHOOL EXPECTATIONS

	All Areas Always	Learning Areas	Entering/ leaving school	Play Areas	Eating Areas	Toilets	Transition	Tuckshop	Off Campus
Be Safe	*Keep my hands and feet to myself * Report any concerns * Use words to solve problems * Stay/Play in safe designated areas * Use equipment safely	* Walk when indoors *Ask permission to leave the room *Enter classrooms only when a teacher is present 	* Use the crossing * Obey crossing supervisors * Follow Road Rules * Follow Bus Code of Conduct * Wait undercover before 8.30am * Walk bikes/ scooters/ skateboards to and from crossing	* Wear enclosed shoes and a broad brimmed hat * Play school approved games * Stay in bounds * Walk on concrete	* Sit while eating * Eat my own food * Use my own drink bottle 	* Wash hands * Use toilets appropriately * Take a buddy during class time (P-2)	* Wait quietly in lines 	* Queue correctly 	* Look after my buddy * Follow Bus Code of Conduct * Stay with the group * Wear school uniform * Follow all teacher instructions regarding risk assessments.
Be Respectful	* Treat others the way I want to be treated * Follow adult directions * Use polite language * Wear my school uniform * Encourage and support others * Use manners * Listen to others	* Care for property * Allow teachers to teach * Allow others to learn	* Stay on pathways ▪ Wait your turn ▪ Keep your belongings nearby *Have your bus pass ready	* Share equipment * Consider others ▪ *Play fairly* – take turns, invite others to join in and follow rules *Care for the environment	* Ask permission to leave	* Respect privacy of others	* Walk quietly and appropriately 	* Line up quietly * Wait my turn	* Show pride in self and school * Walk thoughtfully in public places
Be Responsible	* Be on time * Be honest * Take responsibility for my own actions * Care for the natural environment * Leave valuables at home	* Keep the classroom tidy *Have my equipment ready	* Sign in when arriving late * Sign out when leaving early * Hand mobile phones to office staff on arrival	* Care for equipment * Return borrowed equipment 	* Pack lunchboxes away * Keep eating areas clean & tidy *Follow our school's waste minimisation SEMP & STARS policy.	* Report damages * Return to class promptly * Be water wise	* Visit toilet and have a drink after breaks before lining up	* Order lunch before school	* Look after equipment and own belongings * Return permission forms and money on time
Be a Learner	* Participate the best I can * Complete tasks * Ask for help when needed * Use words to solve problems	* Be organised * Listen to others when they speak		* Establish and agree on rules before play	* Use hygienic practices	* Use toilets before class and during breaks			* Be attentive

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.*

Golden Beach State School implements the following proactive and preventative processes and strategies at a whole school level to support student behaviour, and maintain a safe and supporting learning environment through:

- open communication with the school community on key strategies, including The Code of School Behaviour and the school's Responsible Behaviour Plan for Students
- shared school values and a positive and inclusive culture that recognises the contributions of all members of the school community
- establishment of agreed programs and procedures that address harassment, bullying, violence and child protection that are known and understood by all members of the school community
- management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists
- maintain positive behaviours through class/playground expectations and procedures
- modified curriculum experiences to meet individual student needs
- induction programs in Golden Beach's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- model and practice appropriate behaviours
- 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 to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

<u>Reinforcing expected school behaviour</u>

To maintain the ethos of each student being a special member of the school community, proactive programs are an integral part of the whole school approach. Concepts and skills are taught ensuring all students clearly understand appropriate behaviours.

At Golden Beach 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. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Outlined below are the proactive strategies and programs implemented to foster and promote a safe and supportive school community.

<u>Golden Beach State School Positive Notice "Well Done" cards.</u>

Staff members hand Positive Notice (Well Done) cards 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 Positive Notice card. When students are given a Positive Notice card they drop the card in the designated collection point at the following locations:

- School administration block

Each Assembly the Deputy Principal or Principal draws six cards from the box and the students receive a material reward. All other students in the draw receive a Golden Beach "Good One" certificate to take home that week. Cards are never removed as a consequence for problem behaviour.

Classroom Reinforcement Schedules

In conjunction with the school-wide expectations matrix, individual classrooms operate class based reinforcement and consequences to allow teaching and learning experiences to be maximised. These schedules are developed collaboratively with students to ensure expectations are clearly defined and understood. Each teacher develops and implements positive reinforcement schedules within their classroom to recognise and reward student efforts to meet whole class expectations. Reinforcement may be delivered in a variety of ways including verbal acknowledgement and praise, social interaction, parent/carer contact, leadership responsibilities, material rewards etc.

Expectations Lessons

To ensure the necessary knowledge and skills are present to know how to meet the school's expectations, lessons are delivered teaching students the individual expectations as are outlined in the matrix. These lessons are conducted at the beginning of each year and revisited at the beginning of each term.

Social Skills

Students requiring targeted or intensive support for social interaction with their peers, may be given the opportunity to participate in Social Skills lessons. These are small, age appropriate groups designed to assist students with the cues, language and understanding to cooperate successfully with members of the school community.

Structured Lunchtime/Before/After School Support Programs

A number of structured support programs operate to give students the opportunity to engage with positive play and observe positive role models, they include:

- sporting activities/games run by Chaplin
- mixed games run by SEU personnel
- boys club
- gardening care
- chess club
- book club
- choir
- Indigenous mentoring and craft/culture sessions

Year Six Leadership Program

Our Year Six students are involved in a 12 week leadership program which focuses on the characteristics and behaviours of a leader. Students complete a range of activities which involve them getting to know themselves and others and understanding the roles, responsibilities and expectations the school and teachers have of them as being a leader. Students work with buddies and different year levels. At the completion of this course children are better prepared for Year Seven and being a leader of our school.

Hi-5 Program

The Golden Beach, HI-5 is a strategic way to deal with bullying and other types of inappropriate behaviour. Students are taught the HI-5 processes and are given practical examples of its application. The HI-5 consists of five steps:

1. Ignore
2. Friendly "I" message
3. Firm "I" message
4. Stop or I'll report – Walk Away
5. Report to an adult that you trust

The Level System - End of Term Celebration

The aim of the Golden Beach Behaviour Support Program is to create an environment where every member of the school community is able to function to the best of his/her ability. Our level based system focuses on the development and maintenance of self discipline. As acknowledgement of those students successfully meeting the school's expectations, a whole school celebration takes place at the end of each term. Students who have not had any major incidents recorded during the term are eligible to participate in this celebration.

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

Re-directing low-level and infrequent problem behaviour
When 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 so as to align with the expectations of our school community.

Targeted behaviour support

In most cases the challenging behaviours of students requiring targeted support may not be immediately regarded as serious, but the frequency of their behaviours may put the students' learning and social growth at risk if not supported.

Students requiring further support are presented at the Student Support Services Team meeting which is held fortnightly. Prior to the meeting the class teacher, gathers all relevant information and parent/carer consent to present at the meeting. Upon reviewing all the data presented, a course of action is devised on how to best support the student, teacher or parent.

In addition to the whole school focus, strategies to assist students requiring targeted support include:

- Support Services referral
- Social Skills program inclusion
- Behaviour Support Consultant intervention
- Guidance Counsellor referral
- Chaplaincy support
- Supported lunch time play
- Buddy class
- Teacher aide assistance
- Restorative practices
- Alternative timetable
- Individual program modification
- Individual reinforcement schedule
- Parent/carer involvement in working with the school support team to develop an appropriate adjustment
- Community agency involvement

Teachers keep a record of, the student's behaviour and the targeted support in order to gauge if or when more intensive support is warranted.

Intensive behaviour support

Golden Beach 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. The *Student Support Services 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 and referrals as required for the student, and
- works with the Administration Team to achieve continuity and consistency.

Individual case management of students requiring intensive support follows a sequential process to ensure the appropriate action is taken. Following referral, a team member contacts parents/carers and any relevant staff members to form a case management team and begin the assessment and support process. In many cases, the case management team will include a member of administration, the parent/carer, the district based behaviour support consultant, the guidance counsellor and individuals from other agencies already working with the student.

Strategies to assist students requiring intensive support include:

- Involvement from community agencies
- Regular communication with parent/carer
- Negotiated Education Plan
- Education Adjustment Plan
- Functional Behaviour Analysis (at request from Regional Behaviour AVT)
- Time Sampling Observations
- Lunch time activity program
- Teacher Aide support
- Regional Referral to the AIM team (Assessment and Intervention Management)
- Regional Referral to the Guidance Officer for Intensive Behaviour Support
- Referral to Regional Behaviour Team
- Flexible Arrangements Schedule
- Alternate Timetable
- 1:1 involvement from Support Network Staff

5. Consequences for unacceptable behaviour

Golden Beach 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. Teachers interpret each individual student's behaviour in terms of context and expectations. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The need for a safe and supportive environment, where all students can optimise learning, is the primary focus when assessing inappropriate actions.

<u>Minor and major behaviours</u>
When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

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

Minor behaviours are those that:

- are minor breeches of the school rules

- do not seriously harm others or cause 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
- align with Level 2 within the school's Level System

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration
- align with Level 3 or above within the school's Level System

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

	MINOR BEHAVIOUR	MAJOR BEHAVIOUR
BE SAFE	* Running on concrete/bitumen * Out of school uniform * Riding bikes, scooters, skateboards etc in school ground * Swinging on building structures * Incorrect use/care of equipment * Playing non-approved school games * Minor physical contact * Out of bounds *Not wearing a hat in playground * Not wearing shoes outside	* Repeated minor behaviour * *Serious physical aggression* * Dangerous safety breaches * Sexual assault * Substance abuse * Possession/distribution of pornographic material * Possession, use or sale of illegal substance *Possession of dangerous objects * Throwing objects with intent
BE RESPECTFUL	* Bad sportsmanship * Minor swearing * Spitting or chewing gum * Littering * Not following instructions * Insolence * Minor bullying/harassment	* Repeated minor behaviour * Wilful damage or misuse of property, stealing * Verbal, written or gestural obscenity * Refusal to follow adult directions * Verbal or written obscene abuse of staff * Repeated insolence * Major bullying/harassment/defamation
BE RESPONSIBLE	* Forgetting equipment * Untidy work areas * Mobile phone switched on at school without permission * Mobile phone is not handed into the office before school. * Dishonesty * Inappropriate use of toilets * Lack of care for the natural environment * Inappropriate use of school resources (eg water)	* Repeated minor behaviour * Leaving school grounds without permission * Leaving class without permission (out of sight) * Use of mobile phone in any part of the school for voicemail, email text message or filming without authorisation * Bringing non-approved games, cards or equipment * Inappropriate use of technology eg internet, computers * Blatant or calculated dishonesty.
BE A LEARNER	* Incomplete work (class or home) * Task refusal * Not completing set tasks that are at an appropriate level * Refusing to work * Disorganised or late	* Repeated minor behaviour * Continual task refusal * Repeated disruption of others' learning

	The following outlines possible consequences of actions that may be implemented.	
	MINOR BEHAVIOUR	**MAJOR BEHAVIOUR**
	* Rule reminder * Loss of playtime for brief period (2-5 mins) * In class withdrawal for a brief period *Additional class time or missing an activity * Cleaning of work area * Walk with the duty teacher for a brief period * Clean up duty * Buddy class * Classroom consequence * Reparation process * Solution Room (1 or 2 days as stipulated by Administration) * Office Time Out * Loss of break time * Carer contacted	* Solution Room (Maximum of 3 days unless stipulated by Administration) * Carer contacted * Reparation process * Referral to school support services * Referral to regional support and external agencies * Withdrawal from school activities * Non-attendance of off campus and extra-curricular activities due to safety and duty of care * Privileges removed * Suspension

Level System

At Golden Beach State School a Level System is implemented to indicate to parents, carers, staff and students, individual progress in meeting the school's behavioural expectations. The level system focuses on the development and maintenance of self discipline. The system is used to identify the severity and intensity of student behaviours. The frequency of behaviours at each level provides valuable data on both the individuals and functioning within the school. School behaviour records enable insight to the level of support required to assist an individual within the school setting. All students should be aware of their behaviour level status. A display in each classroom allows students to identify their level status. ***(Appendix 4)***

Strategies to deal with unacceptable behaviour

Teacher response

To ensure consistent responses to problem behaviours at Golden Beach 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.

By adopting the pedagogical framework of the Art and Science of Teaching, the school will be involved in a three to five year professional development process, a number of aspects of which will contribute to a consistent approach to all aspects of teaching including behaviour management.

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.

Each classroom has an agreed Behaviour Support System, which reflect the whole school expectations.

When a student exhibits low-level and infrequent problem behaviour, staff may use the following strategies:

- rule reminder
- redirection to learning
- giving choice
- follow through

- class time out (10 mins with option to rejoin class)
- lunch time work completion (20mins max)
- additional class time or missing an activity
- cleaning of work area
- walk with the duty teacher for a brief period
- clean up duty
- buddy class
- parent/carer contacted

Behaviour Level Allocated

If a student persistently chooses not to correct their behaviour to meet the classroom expectations, the student may be allocated a Level as outlined in the Golden Beach Level System. Major behaviours – Level 3 and beyond *will* incur a loss of playtime, and a referral to Administration, and a letter sent to the parents/guardians.

Administration Referral

If a student continues to display major behaviours that disrupt the learning of others, Administration is notified.

- Possible office time out. Time spent at the office is determine by the severity of the behaviour and the impact on others learning
- Administration discussion with student, for successful return to class
- After time out, Administration returns student to class
- Possible Level adjustment
- Possible Solution Room

Individual Class Management Strategies

A student found to consistently challenge the constraints of the classroom may require individual management strategies. These may include:

- Environmental adjustments
- Curriculum modification
- Individual reinforcement schedules
- Communication book/card
- Parent/Carer communication

Support Services referral

If a teacher determines that a student requires targeted or intensive support, a referral is made to the Support Services Team, where the appropriate support plan is developed.

<u>Grounds for Golden Beach State School to use School Disciplinary Absences</u>

- Disobedience
- Misconduct or
- Other conduct of the student that is prejudicial to the good order and management of the school

    - Notification will be made to student and parents in writing, giving full reasons for the decision relating to the selected school disciplinary absence.
    - Period of time a student can be suspended from school;

- for not more than five school days, or
- if the principal is satisfied the student behaviour was so serious that the suspension should be longer than five school days, for not more than twenty school days.

Re-entry

A planned re-entry to school is convened after enforcing a suspension to minimize recurrence of unacceptable behaviour and disruption to the student's education. Parties who may be involved in this process: Principal, Parent/ Carers, Student, Guidance Officer, Deputy Principal, Teacher and relevant support staff.

- Re-entry interview and procedures are completed.

- Individual Behaviour Support Plan may be implemented or reviewed at this time.

Suspension recommendation - Exclusion

- After all other approaches have been exhausted or rejected ranging from the least intrusive sanctions to this the most stringent step; exclusion is considered when the student's disobedience, misconduct or any other conduct is so serious that suspension of the student is inadequate to deal with the behaviour. Consultation with Education Queensland representatives with all relevant information regarding the case will be had before any decision is to be made.

- Suspension pending exclusion from all schools

  - His or her safety and attendance at the school or schools presents an unreasonable risk to the safety of other students or staff
  - The student has engaged in gross misbehaviour that adversely affects the education of other students
  - Principal may refer matter to Director General for consideration.

Relate challenging behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- model the expected behaviours and support the child to practise it,
- offer choices to the child that may be helpful to reach the desired goal behaviour; and
- remain calm when responding as all dealings with behaviour are teachable moments.
-

Behaviour Outside of School

When it is reported that students of Golden Beach State School engage in behaviour which affects the good order and management of the school, the Administration team investigate the reported behaviour whenever possible. If this behaviour is substantiated, parents and any other relevant parties and/ or organisations are contacted and a plan of action formulated.
If deemed necessary, the process of exclusion will be followed.

6. Procedures for Preventing and Responding to Incidents of Bullying

At Golden Beach State School, we strive for all students to develop respect for others and their rights. All students and teachers have the right to learn and work in an environment free from harassment. Our approach is to teach students appropriate response to incidents of bullying and ensure all staff following the procedures for dealing with bullying type behaviours.

(Appendices 2 & 5)

Defining Bullying

People are often bullied because of a perceived difference. The difference can be related to culture, gender, sexuality, mental ability or disability, religion, body size and physical appearance, age, or economical background. Bullying behaviours are also displayed when people enter into a new school, workplace, country, social group or even sporting team.

There are many ways a person can be bullied. Most definitions agree that there are five main types of bullying behaviour:

- **Physical** – hitting, kicking, taking belongings, damaging property
- **Verbal** – name calling, racist remarks, insulting, threats, nasty emails or text messages
- **Social** – spreading nasty stories, excluding from groups, ignoring
- **Psychological/Emotional** – stalked, intimidated, manipulated, given dirty looks
- **Cyber-** use of text messages websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Usually, bullying has common features

- it is deliberate, hurtful behaviour
- it is often repeated over a period of time
- it is difficult for those being bullied to defend themselves
- it is often difficult for those who bully to learn new social behaviours
- the person who bullies has, and exercises power inappropriately over another

What Bullying 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:

1. **Mutual conflict**

In mutual conflict situations, there is an argument or disagreement between students 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.

2. **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.

3. **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.

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

Defining Cyber Bullying

Cyber bullying is a contemporary phenomenon that can have serious repercussions for school-aged young people.

- Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

- Cyber bullying usually involves systematic communication over a period of time but can involve a one-off communication such as a message containing an indication of serious intended harm or humiliation. As the bullying action is delivered via the written word or through images, the target can read or view (and therefore be affected by) the same action repeatedly over time.

As inappropriate use of technology can have detrimental affects for those involved, the use of Personal Technology Devices at Golden Beach State School is clearly defined. ***(Appendix 4)***

Educative Approach

Golden Beach State School aims to teach students the skills to enable them to confidently deal with situations where they may encounter bullying, including cyber bullying, behaviours. As well as undertaking lessons to know what bullying is and how as individuals, they may respond, students are encouraged to report bullying.

To prevent or minimise the impact of cyber bullying, Golden Beach has adopted a proactive approach, to educate parents and students with the necessary skills and awareness to communicate responsibly via digital technology.

During Child Protection Week, the whole school utilizes the website Cybersmart, to deliver age appropriate lessons on cyber awareness. Developed by the Australian Communications and Media Authority, Cybersmart is part of the Australian Government's cyber safety program. The units of work and activities in which students participate, becomes an ongoing learning experience for all school community members.

http://www.cybersmart.gov.au

An educative approach addresses the following aspects:

- increasing empathy by teaching students that the perceived anonymity of the online world does not reduce the harm that can be caused
- encouraging supportive bystander involvement amongst peer groups
- awareness and understanding that digital footprints provide data and evidence to track those who offend
- understanding the legal ramifications (Section 474 of the Criminal Code Act 1995)

Off campus incidents may be addressed by the school, if they 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 the school.

It is important to remember that the Student Protection Policy SMS-PR-012 requires Golden Beach State School to report student harm caused by the actions of another student, including criminal offences, directly to the Queensland Police Service.

7. 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. The procedures and processes followed at Golden Beach State School are outlined in the Critical Behaviour Response Plan. ***(Appendix 6)***

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 Golden Beach'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:

- that only staff trained in Non-Violent Crisis Intervention Practices should restrain students 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.

At Golden Beach State School all staff have been given access to on-site training from staff who have been accredited in Non-violent Crisis Intervention.

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:

- Health and Safety incident record (link)
http://education.qld.gov.au/strategic/eppr/health/hlspr005/smsdataentryform07-1.pdf
  - *Debriefing Report process and record keeping (appendix).*

7. Network of student support

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

- Parents
- Student Support Services Team
- Teachers
- HOSES
- Administration Staff
- Guidance Officer
- Behaviour Support Consultant
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health

- Department of Communities (Child Safety Services)
- Police
- Local Council
- EVOLVE Therapeutic Services
- AIM Team
- Laurel House
- Lifeline
- Link In Assoc.
- Juvenile Justice
- Integrated Family and Youth Services

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.

Golden Beach 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,

We value and address the needs of individual students through a consultative process involving stakeholders to identify individual needs;

- District Office and Regional Personnel are consulted
- District Individual Behaviour Support Plan is drawn up
- Individual Education Plans identify behavioural needs
- Case Managed Conferences are organised
- Individual assistance is identified

Disciplinary action by the school will be based upon the seriousness of:

- its potential to impact on other students and teachers;
- its potential to disrupt learning activity;
- the circumstances existing at the time of the offence/action, ie. (context, emotional wellbeing, culture, gender, socio-economic situation and impairment.)

In the consideration of individual circumstances it is important to note that while the school maintains a consistent approach towards all behaviour there is a degree of flexibility built into to the consistent responses to behaviour to allow for individual circumstances to be attended to.

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

Endorsement

Principal	P&C President or Chair, School Council	Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013

Appendix1

Use of Personal Technology Devices

The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and signed in at the office before school and collected after school. Personal technology devices may only be used in emergency situations once parent/carer, teacher and/or Administration approve usage.

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal

or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

---

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

Responding to Bullying

Procedural Flowchart for dealing with incidences of Bullying

Bullying is a form of aggressive behaviour which is usually hurtful, deliberate, persistent and repeated.

Layer 1: Whole School Behaviour Support

Student experiences bullying:

Utilizes 5 STEPS

1. Ignore
2. Friendly 'I' message
3. Firm 'I' message
4. Stop or I'll report and walk away
5. Report to trusted staff member

Playground

Student experiences bullying in the playground:

- Reports to Teacher on duty who deals with the incident
- Teacher investigates incident and applies appropriate minor/major misbehaviour consequence
- Record in duty folder

Classroom

Student experiences bullying in the classroom:

- Reports to Teacher who deals with the incident
- Teacher investigates incident and applies appropriate minor/major misbehaviour consequence
- Record on One School

Layer 2: Targeted Behaviour Support

Student experiences further bullying:

- Completes Bullying: Student Report Form
- Teacher completes action section with student and records on One School
- Student Report Form given to Administration – appropriate action taken
- Student Report Form filed in offenders central file
- Incidents are discussed at Leadership Team. Referral to the school based support personnel if required
- Carer contact may be required

Layer 3: Intensive Behaviour Support

Student experiences ongoing serious bullying

- Case Meeting to review situation
- Action Plan devised:
  - * referral to Community agency may be appropriate
  - * ongoing support from school based support network eg GO
  - * support for all parties involved
  - * restorative practices
  - * suspension of one or more parties may be required
  - * ongoing Carer contact may be required
  - * Police involvement may be required (Section 474 of the Criminal Code Act 1995)

Appendix 3

Office referral Form

GOLDEN BEACH STATE SCHOOL - BEHAVIOUR SHEET - BLACK FOLDERS AREA __

Date	Name of Teacher Reporting Incident	Student Name	Class	Period Code	Location Code	Incident Details	Category Code	Level Recommended Please circle
								2 or 3
								2 or 3
								2 or 3
								2 or 3
								2 or 3
								2 or 3
								2 or 3
								2 or 3

GOLDEN BEACH STATE SCHOOL
RECORD OF LEVEL 2 & 3 CLASSROOM BEHAVIOURS

CLASS: _____

					RECOMMENDATION				ADMIN RESPONSE		
DATE	TIME	TEACHER	STUDENT	BEHAVIOUR	L2	L3	RECORDED ON ONE SCHOOL	LETTER SENT	NO. DAYS IN SOLUTION ROOM 0 - 3	MONITOR	SIGNED

Appendix 4

Behaviour Level System Flowchart

FLOWCHART for BEHAVIOUR MANAGEMENT

Level 1 Classroom or Playground incident

No official recording required. Teachers keep at their own discretion.
Logical/natural consequences.

Level 2 Classroom incident
(Minor – see Behaviour Plan)

Teacher records on Daily Record sheet located in Roll folder, including suggested consequences. Admin ratify or modify, indicated by a signature/comment.

Teacher records in One School, sends Level 2 Behaviour Notice to home and **copy to Office** and completes entry

Level 2 Playground incident
(Minor – see Behaviour Plan)

Record in Duty folder, returned to Office.

Admin follow up with consequences/letter home as required and One School recording.

Level 3 incidents (Major – see Behaviour Plan)

Referred to Admin via either classroom Daily Record sheet or Duty folder.
Admin to process.

Teachers can track the consequences applied by reading the Daily Notices. Students going to Solution Room will be listed including the Level and number of days of attendance.
If other consequences have been applied, there will be a 0 days entered beside the Level.

GOLDEN BEACH STATE SCHOOL

Appendix 5

Bullying: Student Report Form

Student: _____

Date: _____

There are many ways a person can be bullied. Tick the type of bullying you are reporting.

- ☐ **Physical**-hitting, kicking, taking belongings, damaging property
- ☐ **Verbal**-name calling, racist remarks, insulting, threats, nasty emails or text messages
- ☐ **Social**-spreading nasty stories, excluding from groups, ignoring
- ☐ **Psychological/Emotional**-stalked, intimidated, manipulated, given dirty looks
- ☐ **Cyber-** use of text messages websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Who was involved?	Where/when does it happen?	What happened?

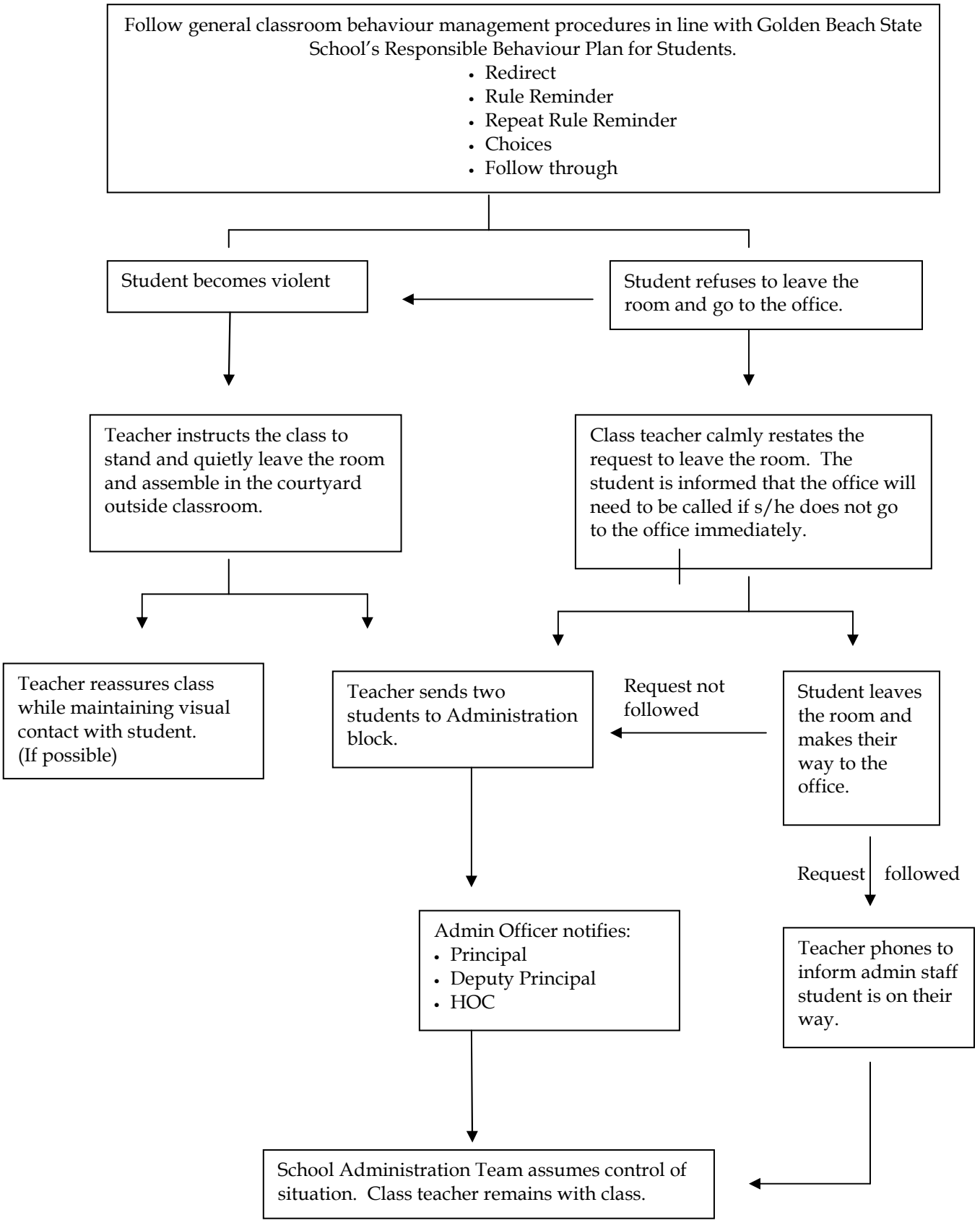
What did you do?	If this happened again, how would you deal with it? (complete with teacher or administration)

What action has been taken?	Administration signature: Date:	One School entry complete? Y N

NOTE: ONCE COMPLETE FILE IN CENTRAL FILES

Appendix 6

Critical Behaviour Response Plan



Appendix 7

WORKING TOGETHER TO KEEP Golden Beach State School SAFE

We can work together to keep knives out of school. At Golden Beach 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 kinds 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.

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as a Level 3 consequence or possible suspension
- 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.

[The points below apply to Education Queensland schools. Non-state schools need to consider if any of these points may also apply to their school]

- 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 Golden Beach State School safe?

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