



The Code of School Behaviour

Better Behaviour
Better Learning

Shorncliffe State School

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

1. Purpose

Shorncliffe 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.

At Shorncliffe State School we aim for all our students to become active and engaged learners in a supportive, community focused environment equipping them with the qualities and skills to live in the wider world.

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

Shorncliffe State School developed this plan in collaboration with our school community. In early 2017 a process of consultation with parents, staff and students was undertaken through survey distribution and newsletters, parent representation on the Positive Behaviour Team and P&C Meetings. A review of school data sets relating to attendance, school disciplinary absences and behaviour incidents from 2015 – 2017 also informed the process.

The plan was endorsed by the Principal and the President of the P&C in 2018.

3. Learning and behaviour statement

All areas of Shorncliffe State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of education programs. Our school-wide framework for managing behaviour is School Wide Positive Behaviour Learning.

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

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

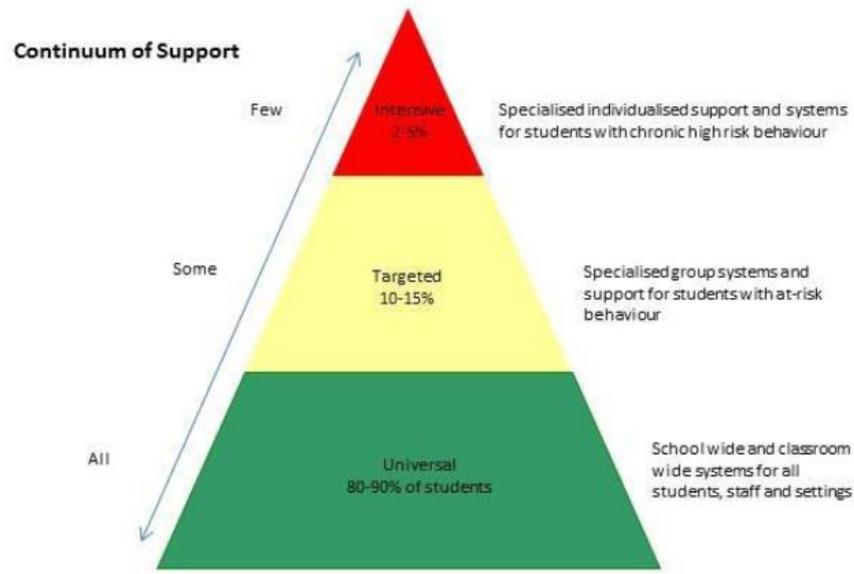
- Be safe
- Be responsible
- Be respectful

Our school rules have been agreed upon and endorsed by all staff and our community through the 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 Shorncliffe State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.



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



SHORNCLIFFE STATE SCHOOL

BEHAVIOUR EXPECTATIONS MATRIX

	ALL AREAS	TRANSITIONS	PLAYGROUND	EATING TIME	BAG RACKS	BEFORE AND AFTER SCHOOL	ASSEMBLY
B E R E S P E C T F U L	<p>I use whole body listening</p> <p>I treat all people and belongings with respect</p> <p>I follow directions</p> <p>I use my manners</p>	<p>I move quietly</p> <p>I follow instructions</p>	<p>I care for the school environment.</p> <p>I look out for other students</p> <p>I respect games in play</p>	<p>I talk quietly to my friends</p> <p>I ask permission to go to the toilet or if I need to get a drink</p> <p>I listen for the whistle, put up my hand and wait to be dismissed</p> <p>I line up quietly at the tuckshop and wait my turn</p>	<p>I only touch my own bag</p> <p>I leave space for others</p>	<p>I stay away from P.E. equipment</p>	<p>I show respect during the National Anthem.</p> <p>I take my hat off during assembly</p> <p>I respond with clapping to show my appreciation</p>
B E R E S P O N S I B L E	<p>I always try my best</p> <p>I am organised for learning</p> <p>I am ready to learn</p> <p>I wear my uniform with pride</p>	<p>I line up</p> <p>I use a quiet voice while waiting in line</p> <p>I leave the play area as soon as the bell rings</p> <p>I carry equipment and belongings carefully</p> <p>I go to the toilet, wash my hands and have a drink before I line up</p> <p>I put my lunch box in the correct place</p>	<p>I play fairly – take turns, invite others to join in</p> <p>I participate in school approved games</p> <p>I use the equipment appropriately</p> <p>I return equipment to the appropriate places</p> <p>I stay on the paths</p>	<p>I sit in the supervised area</p> <p>I put my rubbish in the bin when dismissed</p> <p>I close my lunch box and put it in my class box when I am dismissed</p>	<p>My belongings are inside my bag and my bag is zipped</p> <p>I only go to my bag at the right time or if I have permission from a teacher</p>	<p>I go to the toilet before I enter the classroom</p> <p>I organise my personal belongings</p> <p>Hand ball is the only ball game played before school</p> <p>All playground equipment is out of bounds before and after school.</p> <p>I stay in the supervised area</p>	<p>I sit quietly with whole body listening</p> <p>I follow my teacher's direction</p>
B E S A F E	<p>I keep my hands and feet to myself</p>	<p>I walk on hard surfaces</p> <p>I wait my turn to collect my lunch box</p> <p>I keep my hands and feet to myself</p> <p>I stay with my 'buddy' when going to the toilet in class time</p>	<p>I walk in the rainforest</p> <p>I wear shoes and socks at all times</p> <p>I wear a hat</p> <p>I stay away from out of bounds areas</p> <p>I leave sticks, stones and tree branches on the ground</p>	<p>I sit while eating</p> <p>I only eat my own food</p> <p>I walk when dismissed</p>	<p>I put my bag neatly on the bag rack</p> <p>I wait patiently to get to my bag when there is a queue</p>	<p>Before 8:15am I sit quietly on the seats outside the tuckshop</p> <p>I walk to put my bag away after the 8:15am bell rings</p> <p>I only enter my classroom when the teacher is present.</p> <p>I walk bikes/scooters in the grounds</p> <p>I leave the school grounds by 3.00pm</p>	<p>I walk in the assembly area</p>

Our school expectations are communicated to students using a number of strategies, including:

- Explicit weekly lessons conducted by classroom teachers;
- Reinforcement of learning at school assemblies and during active supervision of students during classroom and non-classroom activities.

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

- **Personal and social capabilities program:** You Can Do It! You Can Do It provides a framework for fostering the social and emotional development of students linked to Australian Curriculum general capabilities of:
 - **Self-Awareness** - recognise emotions; recognise personal qualities and achievements; understand themselves as learners, develop reflective practice;
 - **Self-Management** - express emotions appropriately, develop self-discipline and set goals, work independently and show initiative, become confident, resilient and adaptable;
 - **Social Awareness** – appreciate diverse perspectives, contribute to civil society, understand relationships;
 - **Social Management** – communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict, develop leadership skills.
- **Communication** through the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations. Presentations on assembly using skits and expectation reminders are used to connect the students with our expectations;
- **Explicit Teaching of expected behaviours** in every classroom across the school;
- **Student of the Week** awarded each week on assembly, linked to our Behaviour Matrix and/or the You Can Do It keys;
- **Comprehensive induction programs** in the Shorncliffe 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;
- **Chaplaincy Program** supports our students wellbeing through classroom visits, involvement in school programs like You Can Do It!, working with individual students and providing specialist program support such as Friends for Life, Seasons for Growth and Rock and Water programs;
- **Year 4 – 6 Sporting Program** offers our senior students an opportunity to develop team work skills and demonstrate our five You Can Do It keys within a structured sporting program;
- **Professional Development** of all staff in developing student personal and social capabilities supported by our PBL and Wellbeing teams, Social Skill Programs and Essential Skills for Classroom Management.

Implementation of specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
- Appropriate Use of Social Media (Appendix 3) and
- Appropriate Use of ICT Contract for students (Appendix 4).

Reinforcing expected school behaviour

At Shorncliffe State School, communication of our behaviour expectations is reinforced by providing students with positive feedback and acknowledgement for displaying expected behaviour. A formal recognition and monitoring system is in place. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members give consistent and appropriate acknowledgement and rewards.

Shorncliffe State School “Gotchas”

All staff members hand out Gotchas every day when they observe students displaying expected behaviours in both classroom and non-classroom areas. Students write their name and class on the GOTCHA and place it in their House Box, Gilpin, Rainbow or Yundah. Each Gotcha received earns points for their house. At the end of each term the house with the most points participates in a celebration afternoon. A running points tally is visible in the school office. Fortnightly on assembly, the house with the most Gotchas is acknowledged and 4 student names are drawn out of this house’s box to win an individual prize.

Principal’s Afternoon Tea

Each fortnight teachers nominate a student from their class who has displayed consistently expected behaviours within the classroom. This student attends the Principal Afternoon Tea on a Friday afternoon.

Responding to unacceptable behaviour

1. 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.

2. Targeted behaviour support: Play Pals and Student Mentoring Program

Each year a small number of students at Shorncliffe State School are identified through our OneSchool behaviour incident data as requiring targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students accepted into the Play Pals and Student Mentoring Program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out mentors and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

The Play Pals and Student Mentoring Program is coordinated by the Diverse Learning Team with active Leadership Team support and staff involvement.

Students whose behaviour does not improve after participation in the Play Pals and Student Mentoring Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Diverse Learning Team

Shorncliffe 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. The *Diverse Learning Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- develops an Individual Behaviour Support Plan collaboratively with teachers and parents;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the Leadership Team to achieve continuity and consistency.

Students are referred for Intensive Behaviour Support through our Diverse Learning Team referral process. 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 regional behavioural support staff.

5. Consequences for unacceptable behaviour

Shorncliffe 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. A OneSchool referral form is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred directly to the school Leadership 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to the Leadership Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Parent contact, time in office, removal from class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Play Pals or alternative playground supervision arrangements;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Please note these consequences are equally applicable to all Shorncliffe State School students with current Individualised Learning Programs.

Non-Attendance at camps, excursions, sports and other special activities (Principal's Responsibility Only)

From time to time students who have displayed major behaviours may be excluded from school activities. While we will attempt to include all students, we will consider non participation for behaviour which:

- could potentially disrupt the learning of others;
- is potentially dangerous to the student or others;
- reflects poorly on the school.

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

	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 	
	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 (for example, 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 	
	Other	<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: 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 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> • Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<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 • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including online use)	<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 / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Relating problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

Students are also explicitly taught how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour.



SHORNCLIFFE STATE SCHOOL BEHAVIOUR FLOW CHART

CLASSROOM MANAGED BEHAVIOURS

Not being in the right place at the right time
 Non-compliance with school routine
 Inappropriate language (eg. swearing)
 Speaking disrespectfully to others
 Disruptive attitude
 Physical misconduct with object (eg. playing with sticks, rocks)
 Physical misconduct unintentional (eg. rough play)
 Stealing property - minor
 Inappropriate use of property (sports equipment, classroom resources)
 Not moving around school appropriately (eg running, riding scooters)
 Inappropriate play in the rainforest (eg. climbing trees/fences, causing damage)

MINOR LEVEL BEHAVIOURS

Any repeated acts of classroom managed behaviours and/or misconduct is considered a medium level behaviour

MAJOR LEVEL BEHAVIOURS

Physical/verbal misconduct deliberately directed towards others
 Physical misconduct with objects deliberately directed towards others
 Targeted inappropriate behaviour (bullying)
 Unsafe or inappropriate use of digital technologies
 Vandalism (eg. chairs, desks, toilets, rainforest)
 Stealing property - major

TEACHER MANAGED

Strategies and Consequences

Establish clear and consistent expectations and routines	Use waiting and scanning
Give clear and concise instructions/redirections	Pause and wait
Restate the instruction, use a question to refocus	Selective attending/tactical ignoring
Rule/expectation reminder	Give a choice
Warn student of consequences of choosing not to follow the rules	Time away from the group (eg Thinking Chair), reposition student within the room or play area
Proximity- move to be nearer student to deter them from the behaviour of concern	Reflection (drawing or writing) on behaviour of concern and the rules followed by conversation with teacher
Make eye contact and use non-verbal cues to redirect student	1 on 1 conversation with student

Behaviour Resolved

Yes

Praise appropriate behaviour

No

Adjust strategies
Third Referral—
Minor

TEACHER MANAGED

Strategies and Consequences

Record on OneSchool
 Inform parents of behaviour of concern
 Given a choice focusing on making desired choices
 Loss of play time or logical consequence for behaviour of concern
 Restorative conversation/restorative plan
 Walk and talk break
 Social story
 Develop class/play plan
 Parent/Teacher Meeting to discuss behaviour of concern (preventative)
 Contact Admin (Principal 4-6, DP P-3)

Behaviour Resolved

Yes

Praise appropriate behaviour

No

Admin Referral

ADMIN MANAGED

Strategies and Consequences

Refer to Admin (Principal 4-6, DP P-3)
 Record on OneSchool
 Inform parents of behaviour of concern
 Restorative conference with restitution plan in consultation with class teacher and parents
 Supported/monitored playtime
 Behaviour contract/behaviour tracking card
 Loss of privileges
 Time away from class/playground
 Individual Behaviour Support Plan developed
 Internal suspension

Behaviour Resolved

Yes

Praise appropriate behaviour

No

Case Management
Referral
Suspension

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical intervention

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

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

Appropriate physical intervention may be used to ensure that Shorncliffe 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 and 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Leadership Team
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

8. Consideration of individual circumstances

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

Shorncliffe 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 nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time;
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and

- receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

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

Endorsement

Principal

P&C President or
Chair, School Council

Effective Date:

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.

All personal technology devices require permission to be brought onto Shorncliffe State School grounds.

Personal technology devices include, but are not limited to, iPhones, iPads, gaming 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 and devices of a similar nature.

Personal technology devices banned from Shorncliffe State School

Students must not bring valuable personal technology devices such as 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 disciplinary action.

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.

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 being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Shorncliffe 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 for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

Text communication

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

Assumption of cheating

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

Recording private conversations and the *Invasion of Privacy Act 1971*

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

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

Special circumstances arrangement

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

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

Purpose

Shorncliffe State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising achievement and attendance;
- promoting equality and diversity and;
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Shorncliffe State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Shorncliffe State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

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

At Shorncliffe State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

The anti-bullying procedures at Shorncliffe State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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

This will ensure that:

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

We have a school wide approach to anti-bullying with lessons taught by all teachers in all classrooms and linked to Australian Curriculum HPE and Personal and Social Capabilities and school wide process of Positive Behaviour for Learning. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

At regular intervals teachers deliver lessons to all students; explicitly demonstrating the use of the 5-step process we call the High 5. We encourage all students to use this strategy when experiencing bullying behaviour either as a person being bullied, the person bullying or as a bystander. These lessons are supported by follow up mini-lessons, class discussions and through assembly presentations.



Each year, students in year 3-6 participate in a 60-minute lesson on Cyber Safety, Cyberbullying and appropriate use of technology. In P-2 Cyber Safety is taught through Digital Technologies curriculum and ICT capabilities.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Shorncliffe State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Shorncliffe State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

What is Bullying?

“Bullying, No Way” defines bullying as an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online and it can be obvious or hidden.

Single incidents and conflicts or fights between equals, whether in person or online are not defined as bullying.

Bullying can be:

- Physical –hitting, poking, tripping or damaging someone’s belongings;
- Verbal - name calling, insults, homophobic or racist remarks and verbal abuse;
- Social - lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone;
- Psychological - threatening, manipulation and stalking;
- Cyber –using technology to bully verbally, socially or psychologically;
- Sexual – physical, verbal or sexual misconduct.

What bullying isn’t:

- mutual arguments or disagreements;
- single episode of social rejection or dislike;
- single episode of acts of nastiness or spite;
- random acts of aggression or intimidation.

At Shorncliffe State School our aims in responding to bullying are:

- to find a positive solution for all students;
- to prevent reoccurrence, and
- to restore relationships between the students involved.

When a student reports bullying (including online bullying) we utilise a flow chart to respond (taken from Bullying. No Way! <https://bullyingnoway.gov.au/>)

1. Listen carefully and calmly, and document what the student tells you. (*Clarify if there are immediate safety risks and let the student know how you will address these*).
2. Collect additional information;
3. Discuss a plan of action with the students;
4. Inform the student what you intend to do;
5. Provide suggestions on what to do if the bullying occurs again;
6. Set a date for follow up review/s;
7. Record the incident/student contact in OneSchool;
8. Notify appropriate school personnel;
9. Contact the parent/guardian informing them of the incident and your course of action;
10. Make sure to follow up with students over the next several weeks and months.

The Bullying No Way website has resources to support parents at <https://bullyingnoway.gov.au/RespondingToBullying/Parents>.

Parents can support by:

1. Listening calmly and getting the full story;
2. Reassuring your child that they are not to blame;
3. Asking your child what he/she want you to do;
4. Visiting <https://bullyingnoway.gov.au/RespondingToBullying/Parents> for strategies;
5. Contacting the school;
6. Checking in regularly with your child and their teacher.

If your child reports to you they are or have been bullied:

Parents can report bullying by contacting the classroom teacher in the first instance. We ask parents to provide as much detail as possible when making the report.

- When the bullying is taking place?
- Where the bullying is taking place?
- Who is involved?
- What are the behaviours of concern?
- How long has the bullying been occurring?

Appropriate use of social media

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

Shorncliffe State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Shorncliffe State School will face disciplinary action for simply having an account on Facebook or other social media site.

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

This policy reflects the importance of students at Shorncliffe State School engaging in appropriate online behaviour.

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared;
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it;

- Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room;
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it;
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

Shorncliffe State School will legally pursue any incident where students, staff or community members have been identified and defamed online in their line of duties/engagements with Shorncliffe State School.

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

- Unlawful stalking;
- Computer hacking and misuse;
- Possession of child exploitation material;
- Involving a child in making child exploitation material;
- Making child exploitation material;
- Distribution of child exploitation material;
- Criminal Defamation.

There are significant penalties for these offences.

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

Appendix 4

Behaviour Incident Report: An example of questions that may be asked. All behaviour incidents are recorded on OneSchool.

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
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).		

Debriefing Report

Formal debriefing

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

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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/s

- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).

Appendix 6: Knives and other weapons in school

WORKING TOGETHER TO KEEP SHORNCLIFFE STATE SCHOOL SAFE

We can work together to keep knives and other weapons out of school. At Shorncliffe State School every student has the right to feel safe and be safe at school.

- No knives or other weapons are allowed to be taken to school by students;
- There is no reason for a student to have a knife or weapon at school, and it is against the law for a student to have a knife at school.

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

What kinds of knife are banned?

- No knives 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 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. This may include 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 Shorncliffe 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.