Responsible Behaviour Plan for Students

based on

The Code of School Behaviour

The School Behaviour Plan has been developed in consultation with the school community. This Plan contextualises the review within the requirements of Education Queensland’s Code of Behaviour (2006) and is endorsed by the Principal, President of the P&C and the Principal’s line manager – the Regional Executive Director or the Executive Director (Schools).

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

• The rights of all students to learn
• The rights of teachers to teach
• The rights of all to be safe.

This Responsible Behaviour Plan for Students:

• Defines the responsibilities that all members of the school community are expected to uphold
• Recognises the significance of appropriate and meaningful relationships.
• Establishes standards which underpin the plan

This plan responds to and aligns with The Code of Behaviour through implementing systemic school-wide processes which:

• Engages students, the local community & staff in learning through socially relevant and syllabus-derived curriculum (in the Key learning Areas-KLA’s) which is appropriate to our community.
• Adapts to emerging needs through the school accountability policies.
• Reflect the social relationship process models developed through the Positive Parenting Program (PPP) and Responsible Thinking Framework (RTF) processes.
School beliefs about behaviour and learning

This school community believes that the foundation of positive classroom behaviour is through:
- Effective, organized and coordinated teaching,
- Inclusive and engaging curriculum and
- Respectful relationships between staff and students.  

This foundation embodies our educational philosophy of providing “Oceans of Opportunity” to our community, staff & students.

This foundation develops values which reflect the intent of The Code of Behaviour.

Consequently this school community believes that:
- Identity is developed through implementing (“walking the talk”) shared values. Shared values create this schools identity.
- School community members have rights (refer Rationale), consequent responsibilities and expectations (refer Code of Behaviour Standards).
- Appropriate and inappropriate behaviours have natural, predictable and/or agreed consequences.
- We learn “good” behaviour through setting standards, instruction and modelling. (Refer Education Queensland Policy & Procedures documents (http://education.qld.gov.au/strategic/eppr/), including Student Management and Support and Syllabus (KLA’s) documents. Bill Rogers Behaviour Management videos provide examples of practical implementation of these policies and documents).

This school community values (our “School Rules”):
- BE RESPECTFUL, BE RESPONSIBLE AND BE SAFE
- Deeds not only Words (Our school motto – we learn by demonstrating and participating and not by talking alone).

This school commends the Positive Parenting Program (PPP) to all parents seeking a program to guide and improve the quality of their family life.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Members of our school community are expected to behave in accordance with departmental standards. The standards are achieved at this school through the following processes:

**Whole-School Behaviour Support**
Typically a school tends to have a spread of support needs. Approximately 80% to 90% of students will have little or no difficulties managing their behaviour. Our whole school approach shapes, supports and recognises appropriate behaviours in all, and in particular these, students.

**Targeted Behaviour Support**
However about 10 to 15% of students may need additional support and timely intervention on some occasions. A targeted classroom and school approach shapes, supports and recognises appropriate behaviours in these students.

**Intensive Behaviour Support**
For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Our intensive school approach shapes, supports and recognises appropriate behaviours in these students.

Diagram showing proportion of students requiring targeted & intensive behaviour support compared to the school student population.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour at this school specifically include:

**Whole-school behaviour support**
These students comprise our Level 0 & Level 1 cohort within this school’s “Levels of Intervention” organisational structure & are inclusive of our Levels 2, 3 & 4.

**School Expectations**
These support the Code of School Behaviour standards.

Management of inappropriate student behaviours will not be the focus of school life. We expect that all community members will respect and support the beliefs and values of the school. Consequently management of misbehaviour should be an ever-diminishing school task and an ever-present community and family responsibility.

The school environment will be an orderly and industrious place where enjoyment and fun are an important part of learning. Teachers should rarely have to raise a voice to manage the behaviour of children.

The beliefs and values of this policy are to be promoted through the demonstration of appropriate school behaviours by all school community members. They will be demonstrated in a variety of ways, including:

- Teaching and modelling “good” behaviour as an explicit component of the school curriculum (refer to school resources and programs)
- Each class having a “buddy” class
- Students wearing the appropriate school uniform
- Staff dressing in a manner appropriate to WHS, tasks, employment and professional expectations

All school community personnel are expected to support the behaviour management policy by:

- Exhibiting personal exemplary behaviour
- Supporting and rewarding appropriate behaviours
- Reporting to administration noteworthy behaviours
- Taking steps to manage/stop inappropriate behaviours (refer to the ‘Levels’ organisational structure).

Every person is expected to demonstrate respect for the rights and expectations of all other persons.

At all times respect must be demonstrated for the care and support of all:

- Persons
- Property
- School policy.

Behaviour which may in any way jeopardise the welfare of persons, property or school policy is not to be tolerated.

All children are to promptly follow the directions of teachers and supervisors on playground duty.
All teachers and supervisors on playground duty are to:
- Expect that students comply with the ‘Responsible Behaviour Plan for Students’
- Be continually vigilant
- Support school policy and expectations
- Listen to, investigate and follow-up the needs of students.

When travelling to and from school, students:
- Will show respect for themselves and others
- Will always promote the good name of the school through their behaviour
- Demonstrate proactive, safe behaviour
- Follow all road and bus rules
- Respect and protect property.

Children are under the care of their parents while travelling to and from school. They are expected to follow the school rules and directions of responsible school personnel. The school will work closely with bus operators to ensure that the service is the safest possible for passengers. Children whose behaviour is unsatisfactory on school buses may be suspended or excluded from bus use (refer Transport Queensland Bus Policy).

Appropriate reviews will be initiated by the Principal & school community to manage change in the social and cultural life of the school which effect student and adult behaviour. Examples include:
- Classrooms, grounds and facilities (pool, hall, play equipment)
- Student and staff clothing/uniforms
- Promoting exemplary programs (academic, sporting, cultural)
- School & community interface.
- Promoting healthy eating habits

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**Class Expectations**

Behaviour in the classroom will support the highest possible learning outcomes for all students.

Class program planning and implementation should:
- Have Realistic Expectations (of staff, students & volunteers)
- Use Assertive Discipline wherever possible
- Be Intellectually Stimulating
- Establish a Safe Environment for learning
- Allow for Restoration, Reflection & Self Development

Each classroom will develop its own set of rules which will reflect class:
- Rights
- Expectations
- Rewards
- Consequences

Students will demonstrate these behaviours in all class and learning situations:
- Show respect for themselves and others
- Maintain orderly behaviour appropriate to the program of instruction at the time.
- Be courteous and considerate
• Work diligently
• Be punctual
• Remain in seats when directed
• Raise their hands to speak and wait to be asked
• Follow directions promptly

Out of the classroom:

All movement between and around buildings and facilities will be made in a quiet and orderly manner. Teachers will teach and demonstrate to students how movements between classrooms are to be made. The same expectations, rewards and consequences as apply to classroom behaviour apply to movements between and around buildings and facilities.

Care must be taken to see that all students are as safe as possible at all times. This applies to behaviour of students and security for students. Children are to be accompanied by at least one other student when moving around the school.

During lunch breaks:
• Students have the right to expect they can sit in a clean and tidy place to eat.
• Students must be supervised and seated in the designated areas to eat.
• Children will be dismissed from their eating area by a playground duty supervisor. The bell is a "signal" for supervisors and does not allow students to leave the area of their own accord.
• All eating areas must be clean and tidy before students are dismissed.

Behaviour in the playground must:
• Show respect for self, others & property
• Be safe
• Not include games which are likely to lead to injury or violence (eg unsupervised tackle football).

Students must play:
• In designated areas (refer Playground Duties Areas)
• With maturity/age appropriate children or peers
• Under the supervision of staff on playground duty
**Individual Expectations**

**Rewards:**
- Positive behaviour will be promoted at all times. Teachers may reward appropriate individual or group classroom behaviour through, for example:
  - Appropriate individual rewards
  - Student selection of activities
  - Time spent on favourite activities
  - Class BBQ
  - Notification of administrators for whole school recognition on assembly or with peers (class or specific interest).

- Out of classroom exemplary behaviour should also be rewarded wherever possible through; for example:
  - Recognition with class or peers
  - Recognition on assembly
  - Informing parent(s) or guardian(s)
  - Student sent to administrator for praise
  - Student acknowledged in newsletter.

**Consequences:**
- The general patterns of consequences for inappropriate behaviour are:
  - The responsible person at the time decides what action to take in line with school policy
  - Minor breaches are dealt with on the spot by the responsible person
  - More serious/repeated behaviours will follow the procedures set out in “Levels of Intervention”.
**Targeted behaviour support**

These students comprise our Level 2 cohort within this school’s “Levels of Intervention” organisational structure.

Where a student has particular difficulty learning appropriate behaviour, the class teacher/staff member should plan strategies for eliminating misbehaviour mindful that misbehaviour usually occurs in the following time sequence:

<table>
<thead>
<tr>
<th>Setting Event(s)</th>
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<tbody>
<tr>
<td>This is the situation the student finds him/herself in. As much detail as possible should be obtained about relevant:</td>
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<tr>
<td>- school situation</td>
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<td>- family situation</td>
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<tr>
<td>- educational ability</td>
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<tr>
<td>- medications and health issues</td>
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<td>- peer group</td>
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<td>- habits</td>
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<td>- to allow significant others or those who contribute to the situation to be involved in planning for change.</td>
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</table>

*Where possible, changes should be made to effect a consequent change in response to Antecedent Events.*

<table>
<thead>
<tr>
<th>Antecedent Event(s) or Triggers</th>
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<tbody>
<tr>
<td>Specific actions or situations which immediately trigger the misbehaviour should be listed.</td>
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<tr>
<td><em>Where possible, changes should be made to reduce the likelihood of triggering misbehaviour.</em></td>
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<tr>
<th>(Mis)behaviour(s)</th>
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<tr>
<td>The misbehaviour should be clearly described.</td>
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<tr>
<td><em>Where possible, an immediate &amp; consistent response to the behaviour should be applied.</em></td>
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<tr>
<th>Valued Outcome(s) or Consequence</th>
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<tr>
<td>What happens after a student has misbehaved should be clearly defined. In most situations, the outcome/consequence is “worth it” to the offending student and has value for her/him.</td>
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<tr>
<td><em>Plan to implement an outcome/consequence for misbehaviour that has little or no value to the student. Reduce the value s/he sees in misbehaving.</em></td>
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</tbody>
</table>

Teachers/school staff should consider providing the student with more ‘scaffolded’ support by completing a Level 2 Behaviour Notification Form and/or a Special Needs Referral form.

After contextualising the identified (mis)behaviour, staff should consider and apply a range of strategies which promote good behaviour and engage the student(s) in productive learning. “Things that Work”, a compilation of strategies listed under Intensive Behaviour Support should form the basis of the intervention(s).
Intensive behaviour support

These students comprise our Level 3, 4 & Level 5 cohort within this school’s “Levels of Intervention” organisational structure.

The following processes and procedures form the basis of behaviour-focussed interventions at this school:

Managing Individual & Group Behaviour

The school Resource Centre (Library) has a set of BILL ROGERS videos which provide a comprehensive “hands on” approach to managing individual and group behaviour. They are available for loan.

Things that Work
(Examples of proven behaviour intervention strategies)

Teacher compiled ideas are listed below with a brief descriptor and purpose. They form the basis of systemic intervention where required (e.g. when an administrator/Guidance Officer assists a staff member with managing student behaviour).

These ideas apply equally well to all students, and can provide them with considerable motivation to engage and achieve in a variety of learning environments/contexts.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>1. The Introduction that Connects</td>
<td>Before applying a consequence to a student with a history of confrontation. Remind them that you like them. E.g., “You know XXXXX that I like you. But what is the rule?”</td>
<td>Reduces the probability of the student acting angrily. Increases the probability that the student will engage with the behaviour change. You need a positive relationship with the child to make this work.</td>
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<tr>
<td>2. The Voice</td>
<td>Use a calm, quiet voice that encourages a positive response. In some cases, a totally flat affect with minimum eye contact is needed.</td>
<td>This approach can avoid a family pattern. Many children have been patterned to confront at home with yelling, swearing and screaming.</td>
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<tr>
<td>3. Behaviour Contract</td>
<td>One or two negotiated goals and a timetable are set with reward/s on a daily/weekly basis. Ticks are earned on a session/ set timeframe.</td>
<td>Many behaviours are habitual. This approach gives children motivation to change specific misbehaviours.</td>
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<tr>
<td>4. Behaviour Chart/ Star Chart</td>
<td>Whole class reward system often used with groups.</td>
<td>Provides general reinforcement for lower order behaviours. Also through peer pressure can assist in moderating problem behaviour.</td>
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<tr>
<td>5. Raffle Tickets with Lucky Dip</td>
<td>Whole class reward system but less often used with groups.</td>
<td>As above and can be used to provide immediate association between desirable behaviour and pleasant event.</td>
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<tr>
<td>6. Class Money</td>
<td>Whole class reward system and children can use their bank accounts to save and purchase one off rewards as well as bid at a secret auction.</td>
<td>As above and provides another approach that keeps the reward systems fun. This is also very easy to integrate into maths.</td>
</tr>
<tr>
<td>7. Class Certificates</td>
<td>A glossy and official certificate is awarded for achieving a desirable goal. E.g. “Most Improved Student”</td>
<td>Another external reward but very useful in encouraging family praise to reinforce behaviour change.</td>
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<td><strong>8. Thirty Second Phone Call</strong></td>
<td>A quick phone call to say something positive about a student’s behaviour being careful not to say anything negative.</td>
<td>This encourages positive association between the school and the family and is more likely to result in positive child parent interaction.</td>
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<tr>
<td><strong>9. One to One</strong></td>
<td>Pick a time when students have left or are leaving the room but are nearby, to discuss the student’s behaviour.</td>
<td>This allows the teacher to apply a consequence or find out more without the student having an audience and the need to save face with misbehaviour.</td>
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<tr>
<td><strong>10. Behaviour Correction Routine</strong></td>
<td>This is a script used by the teacher to pattern the child’s responses (refer to the BEHAVIOUR CORRECTION ROUTINE on Page 10)</td>
<td>Over time this is less confusing for children and reduces the probability of the teacher saying the wrong thing.</td>
</tr>
<tr>
<td><strong>11. Ask/Say “What’s the Reason?”</strong></td>
<td>When investigating an event avoid using the word “Why?”</td>
<td>Asking “why?” has a higher probability of an irrational or no response. Saying “What’s the reason?” is more likely to produce a rational dialogue.</td>
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<tr>
<td><strong>12. Class Meetings</strong></td>
<td>Students are taught to organise a meeting and vote on issues they or the teacher raise.</td>
<td>This approach has multiple purposes but for misbehaviour it can be a forum for children to state how they expect each other to behave. It is also an opportunity to plan team building activities and celebrate successes.</td>
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<tr>
<td><strong>13. Sociogram</strong></td>
<td>Children are confidentially surveyed on whom they would like or not like to work with. This is drawn up on a matrix to provide a map of social acceptance and rejection.</td>
<td>For very difficult clients this allows the teacher to see if they have any friends and in turn to influence them to use positive peer pressure. For example by using class meetings to really explore what a friend is.</td>
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<tr>
<td><strong>14. Hypothetical</strong></td>
<td>Teacher reads/tells a story in which a student has to make a choice about an important ethical decision. Children write what they would choose and their reasons for it.</td>
<td>This also has multiple uses and for difficult clients allows the teacher to investigate their value system and potentially explore the consequences of a belief individually or in a group.</td>
</tr>
<tr>
<td><strong>15. Positive Statement</strong></td>
<td>Children write something positive about each other. The statements are collated and shared.</td>
<td>This creates a caring class environment and as a result emotional energy for self change.</td>
</tr>
<tr>
<td><strong>16. Team Building</strong></td>
<td>Children are involved in any activity they believe is worthwhile and requires cooperation. Eg. class BBQ, lunchtime disco.</td>
<td>Motivates positive social interaction and highlights ineffective behaviours. Can also improve frustration tolerance.</td>
</tr>
<tr>
<td><strong>17. Buddies</strong></td>
<td>Older children are teamed up with younger for a cooperative activity. At risk children need a carefully selected partner.</td>
<td>One purpose is to teach older children about responsibility. Another is to model high levels of acceptable behaviour to young at risk students. Can be used very effectively to improve literacy levels for participants.</td>
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</table>
**Behaviour Management Plans**

Students unable to learn and demonstrate appropriate school behaviours within the context of the 6 step organisational process detailed in the school’s “Levels of Intervention” organisational structure will require more specific assistance.

Students in this situation may:

- Require a more specific, consistent and focused behaviour management program delivered by a range of people in different situations in order to change a student’s misbehaviour. In these instances:
  - The Behaviour Management Committee meeting on a weekly basis identifies students and their needs through:
    - Class Teacher/Staff advocacy
    - Data gathered from Behaviour Notification forms
  - **STUDENT BEHAVIOUR MANAGEMENT PLANS** (often called CONTRACTS) are then developed and implemented for these students.

and/or

- Have a medical condition or impairment that requires specialist assistance and intervention. Students sometimes use misbehaviour to “hide” their inabilities and maintain self-esteem. Once identified, the student’s needs may best be provided through the resources available to the Special Needs Committee. A **SPECIAL NEEDS REFERRAL FORM** should be completed to initiate the process for providing special needs support to a student in this situation.
**Behaviour Correction Routine**

*Amended Triple P (Positive Parenting Program)/ RTF (Responsible Thinking Framework)*

This routine should be implemented by those staff who provide a coordinated program of support to students requiring intensive behaviour support:

1. **Ensure** target student is attending prior to instruction. If necessary get close, give eye contact until attending.
2. Tell them/class what to do in a calm quiet voice.
3. Pause time, mentally count to 3.
4. If they comply, praise cooperation and use non-verbals to support eg. Thanks everyone for cooperating.
5. If not, commence *Responsible Thinking Script* and use non-verbals to support ie. flat affect, reduced or no eye contact:
   - What are you doing?
   - What is the rule?
   - What happens when you break the rule?
   - Is this what you want to happen?
6. If they continue to not comply back your instruction up with a consequence/s that matches the misbehaviour.

**Example of a Misbehaviour Correction Sequence:**

1. Be calm and decisive. Always try to apply consequence/s at the time of the misbehaviour.
2. Withdraw the activity - after 5 minutes return the activity and provide extra supervision to scaffold success.
3. If misbehaviour restarts remove activity for a longer period with another consequence. See below.
4. Time out - "I see you have decided to break the rule. (Pointing to a place on the floor). Sit there and look at the wall" Use 1 minute of silent time out. Restart if the child speaks or looks around. "You were told to look at the wall. Your one minute will now restart."
5. Time out - at the Planning Desk to complete the planning section of the level 2/3 form
6. Time out in another room. (By prior arrangement with the other class teacher).
7. Time out - in office for level 3 misbehaviour. (Phone, send child, after they leave complete form and send with a trusted child).

**Follow up**

Once a consequence is completed try and immediately involve the child/children in an activity and do not mention previous behaviour.

*In time this routine can be shortened to “What’s the rule?” and working from there.*
The Playsafe Passport:

The playsafe passport is provided to students who are being monitored or are "re-entering" the playground as a component of a Behaviour Management Plan.

Points to note:
1. The passport is given to a child before going out to play.
2. The child hands the passport to the teacher/supervisor on playground duty in the relevant area and goes off to play in the area nominated.
3. The teacher/supervisor is mindful of watching the child while at play. Watching this child should not be at the expense of neglecting other children. The passport is a reminder that this child needs special supervision. It should be signed by supervising staff and annotations made on it where appropriate.
4. The teacher/supervisor hands the passport on to the next person who is relieving them on duty.
5. At the end of playtime the child collects the passport from the playground teacher/supervisor and takes it back to their Deputy at the office.
6. Any incidents in the playground are handled in the playground in the normal fashion.
7. Any unusual incidents are reported to the class teacher for their advice & information.

Consequences for acceptable and unacceptable behaviour

The focus of the Responsible Behaviour Plan for Students is on proactive and preventative whole school approaches.

Certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

The following table "Currumbin State School Levels of Intervention" details school recognised levels of behaviour and the agreed consequences and school process for acceptable and unacceptable behaviour.
### Currumbin State School
### Levels of Intervention

Wherever able, when a Level 3 or higher behaviour notification is sent home, the parent will be advised by telephone by the person sending the letter.

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Behaviour</th>
<th>Staff</th>
<th>Guidance Officer</th>
<th>Administrator</th>
<th>Parent</th>
</tr>
</thead>
</table>
| 0     | Demonstrates very acceptable behaviour | Teaches and models appropriate and expected scholastic, social and playground behaviour  
Acknowledges & rewards student appropriately  
Advises parents and administrator where appropriate | Supports policy implementation | Supports staff wherever possible | Supports school as necessary |
| 1     | Demonstrates minor misbehaviour.  
Recognises and uses these situations to “learn from own mistakes”  
Develops “self-monitoring” & “self-correcting” skills. | Redirects child  
Uses situations and incidents to teach correct behaviour in context | Provides informal collegiate incidental support (personal or in general discussion) | Supports staff wherever possible (becoming aware of issue(s) & providing input where necessary/able) | Advised as necessary by staff member at appropriate time |
| 2     | Demonstrates moderate misbehaviour - usually repeated minor misbehaviour | Staff organised consequence (e.g. time out for up to 30 min.)  
Record details of event(s) & actions.  
File Behaviour Notification Notice in student folio.  
Teacher may provide information for the next Behaviour Review Meeting. | Provides informal collegiate incidental support (personal or in general discussion)  
At a Special Needs meeting/Behaviour Review Meeting, may provide advice in development of a Student Behaviour Plan. | Forward a Behaviour Notification Notice home  
Supports staff wherever possible (becoming aware of issue(s) & providing input where necessary/able)  
May be invited to parent/teacher interview where concerns exist.  
May require student to participate in school program(s), e.g. friends club. | Advised by personal letter and invited to attend an interview  
Ideally, the parent attends the interview  
Parent(s) contribute towards improved child behaviour. |
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<th>Level</th>
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<th>Parent</th>
</tr>
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<tr>
<td>3</td>
<td>Demonstrates serious misbehaviour - perhaps repetitive, antisocial, immoral, dangerous</td>
<td>Withdrawal of privileges (core scholastic program provided, e.g. may be withdrawn from interschool activities)</td>
<td>Provides formal collegiate support (personal or in general discussion) at a Special Needs meeting &amp; other times.</td>
<td>Forward a Behaviour Notification Notice home.</td>
<td>Attend a meeting with staff member and deputy principal</td>
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<td></td>
<td></td>
<td>Record details of event(s) &amp; actions.</td>
<td>Assists in development &amp; implementation of a Student Behaviour Plan.</td>
<td>Copy letter for staff member</td>
<td>Informed of Student Behaviour Plan for child.</td>
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<td></td>
<td>Send/escort child with Level 3 Behaviour Notification Form to deputy principal</td>
<td>Follow-up with deputy principal. Teacher will provide information for the next Behaviour Review Meeting.</td>
<td>Negotiate meeting with parents and staff</td>
<td>Permissions sought where appropriate.</td>
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<td>Follow-up with deputy principal</td>
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<td>Record on database</td>
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<td>File copy of letter</td>
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<td>At a Behaviour Review Meeting, work with staff to prepare and implement a Student Behaviour Plan.</td>
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<td></td>
<td>Attends a meeting preparing a “re-entry” Student Behaviour Plan</td>
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<td>Establishes &amp; uses external networks to respond to student needs</td>
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<tr>
<td>4</td>
<td>Demonstrates very serious or extreme cases of misbehaviour Can be extreme cases, or repetitive cases of Levels 2-3</td>
<td>Immediate withdrawal of student from activity</td>
<td>Provides formal collegiate support (personal or in general discussion), e.g. debriefing and recording details.</td>
<td>Forward a Behaviour Notification Notice home.</td>
<td>Attend a meeting with child and Principal/Deputy on day of re-entry to school.</td>
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<td></td>
<td></td>
<td>Send/escort student with Behaviour Notification Notice to deputy principal</td>
<td>Assists in development &amp; implementation of a “re-entry” Student Behaviour Plan.</td>
<td>Consult Principal to decide on suspension details (in school or out of school, e.g. number of days or STEP Attendance)</td>
<td>Attends a meeting with staff member and deputy principal to negotiate re-entry to normal school activities</td>
</tr>
<tr>
<td></td>
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<td>Record details of event(s) &amp; actions.</td>
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<td></td>
<td></td>
<td>Follow-up with deputy principal</td>
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<td>Chair a meeting preparing a “re-entry” Student Behaviour Plan</td>
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<td>File copy of letter</td>
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<tr>
<td>5</td>
<td>Behaviour which cannot be tolerated at school</td>
<td>Immediate withdrawal of student from activity</td>
<td>Informed and becomes involved at the direction of the Principal</td>
<td>Principal to decide on appropriate action with collegiate advice (e.g. number of days suspended, PPP attendance, application for exclusion)</td>
<td>Parent to be involved as indicated in Education Queensland policy and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Send/escort student with Behaviour Notification Notice to deputy principal</td>
<td>Establishes &amp; uses external networks to respond to student needs</td>
<td>Deputy &amp; Guidance Officer to process as necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Record details of event(s) &amp; actions.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Follow-up with deputy principal and Principal</td>
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</tr>
</tbody>
</table>
The network of student support

Networks external to the school.

Parents & Carers: Responsibility for developing appropriate social behaviours in children is primarily a parent/carer concern. School staff work with parents/carers to achieve expected standards of behaviour for all students.

Development Assessment Team: A parent or school initiated referral accesses Queensland Health services for young children (0 to 6 years old).

Community Health: A parent initiated referral which accesses local and general Queensland Health services for children.

Police: Local police work with staff to promote respectful behaviour and assist individuals to change inappropriate behaviours.

Child & Youth Mental Health Services (CYMHS): A parent or school initiated referral accesses Queensland Health services for treatable psychiatric illness.

Networks internal to the school.

Buddies & Mentoring: Teacher initiated programs where a "senior" class joins with a "junior" class at planned and informally arranged times to develop and foster a supportive personal environment that extends beyond a particular year level.

Parent/Carers Meetings: Initiated by the school on a regular basis (eg presenting report cards), parents and/or students at appropriate times.

Behaviour Program Teacher: A teacher engaged to provide support to targeted students and students requiring intensive ‘scaffolding’ in order to succeed at school. The Administration Team’s Weekly Behaviour Review Meeting reviews student behaviour management plans on a weekly basis.

Guidance Officer: A teacher with specialised training in therapy, restricted assessments (eg IQ testing) and special needs. The Guidance Officer is available for individual work without referral through a Special Needs Committee or Behaviour Committee referral.

Guidance Officer roles and duties encompass, yet are not limited to:

- Verification & AIMS
- Case conferencing
- Therapy (grief, anxiety & the like)
- Assessments (e.g. Connors, IQ)
- Year level repeats
- Parent, Class Teacher, student liaison
- Whole class social skills
- Student Behaviour Management Planning assistance
- Case & File management
- Programs (Friends Club, Beyond Friends)
- Behaviour Management meetings & planning
- Special Needs committee
- File & Case Management (Ascertainment)
- PPP parenting program
**Friends Club & Beyond Friends Program**: Programs implemented by a Teacher Aide during breaks under the supervision of the Guidance Officer. They target students who have been identified as needing to learn cooperative & interdependent playground play skills (e.g. turn taking, rules of games,….)

**Play Program**: A play area, presently the Assembly Hall Verandah, with games and other social activities that can be played indoors (e.g. Twister, Marble Run, Checkers…) at first break each day. All students may attend the Play Program provided there is space available.

*Activities, Resources and Documentation that support these Networks.*

**Lego Club**: A supervised play area in the Technology Room where students of all ages may play using Lego at first break each day.

**Computer Club**: Students access the computer lab to complete tasks of interest or “surf” the MIS managed Internet during breaks.

**Resource Centre/Library**: All students may visit the library during first break each day. They may access audiovisual media, books and computers.

**Special Needs Committee**: Meets weekly meeting convened and chaired by an administrator/Guidance Officer. It serves to gather consistent information on particular students and coordinate programs for them.

**Behaviour Management Committee**: Meets weekly meeting where plans are made for individuals (usually contracts, specific instructions concerning class programs & lunch breaks activities).

**Playground Folder**: Collected & returned to the administration room by playground duty supervisors.

**Planning Room**: A teacher supervised location where students complete their Behaviour Notification Form and wait during first &/or second break play time.

**Enrolment Agreement**: An agreement, signed on enrolment by all parties (parent, student, school representative) requiring all parties to abide by The Code of School behaviour and other endorsed conditions imposed by the school.

**Risk Management Profiles**: A single A4 sheet detailing MEDICAL conditions that a particular student may have, and the requirements for their treatment should they have an “episode”. The profiles relate to allergies or conditions (asthma, epilepsy…..) which may be life threatening if left untreated.

**Student Folios**: A folder which contains information relevant to an individual student. It becomes a record of progress from year to year.

**School Newsletter**: The newsletter is provided to each family on a weekly basis. It is also available on the internet.

**School Website**: People can access and download this policy and information sheets related to school refusal, bullying, parent break-ups and the like.

**Special Needs Referral Form**: The initial documentation required referring a student to the Special Needs Committee at this school. The referral contains parent and
teacher information, and allows the committee to make decisions about appropriate assessment, programming, and resourcing for individual student needs. Referrals are current for 12 months.

**Student Behaviour Plan:** A documented plan intended to change an individual student’s behaviour. It is collaboratively created and implemented at school administration level, with input and assistance where necessary and available from teachers, staff, parents, students and service providers.

**Behaviour Notification Form:** The paper document provided to parents detailing specific incidents of individual misbehaviour. The school Behaviour database information is compiled using the information on the form.

**Consideration of individual circumstances**

All members of the school community are expected to abide by the standards of The Code of Behaviour. This Responsible Behaviour Plan for Students applies equitably to all students, staff & personnel at this school.

The processes, strategies, resources, and programs described in this policy are inclusive. For example “Things that Work” described as being of benefit for students requiring intensive support works equally well with all students regardless of age, ability or circumstance.

The processes detailed in this plan aim to ensure that prospective educational outcomes for the diverse needs of students are maximised.

Responses to inappropriate behaviours consider each student’s particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

**Related legislation**

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- 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 Regulation 1997
- Freedom of Information Act 1992
Related policies

SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
SM-16: School Disciplinary Absences
HR-07-1: Code of Conduct
CS-01: Gender Equity in Education
CS-05: Educational Provision for Students with Disabilities
CS-10: Drug Education and Intervention in Schools
CS-15: Principles of Inclusive Curriculum
CS-16: Cultural and Language Diversity
CS-17: Anti-Racism
LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
Bullying. No Way! (www.bullingnoway.com.au)
MindMatters (www.curriculum.edu.au/mindmatters)
Bill Rogers instructional VIDEOS. Available through the school library
Positive Parenting Program. Available through our school Guidance Officer.

Principal
P&C President
Regional Executive Director or Executive Director (Schools)
Appendix 1

The Use of Personal Technology Devices* at School

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

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

Students at Currumbin State School are offered the privilege of using their own personal device (which meets the minimum specifications set by the school) during school time. These devices are to be used in the classroom as directed by the teacher. If for any reason, students take their device home they must not use that device before school, during breaks or on the way home. Personal devices are only to be used at school in the classroom as directed by the teacher.

When students take personal devices home, they must not download inappropriate Apps, as the primary purpose of these devices is to enhance learning in the classroom. Parents are asked to enforce this procedure with devices at home.

If students are transporting technology devices to and from school they must understand and take responsibility for the risk for potential damage and theft. The school does not provide insurance to cover the cost of damage.

With regards to mobile phones, students who bring them to school do so at their own risk. Mobile phones may NOT be used inside school grounds. School staff should never see a mobile phone. If a student must bring a mobile phone to school, it will be switched off inside the student’s school bag. Students, who must bring a phone to school, can turn this phone on and check messages or make contact with parents, once they leave the school gates as they depart school. If required, the students can book their mobile phone into the school office for safe keeping, switched off, during the school day (as students are not allowed to use phones on school grounds). This policy is to ensure the safety of students.

Students must NOT use Social Media forms (such as Facebook, Instagram, SnapChat, Viber, Kik etc) whilst at school. Inappropriate use of social media at home can also be addressed by the school or police in line with educational policy or law.
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 Currumbin Primary 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 (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy), unless directed by a teacher for an educational purpose.

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

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

Students 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 is prohibited in school hours. In addition to this, those texts 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.

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

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*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

**Special Circumstances Arrangement**

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 2

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

Purpose

1. Currumbin Primary School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Currumbin Primary School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Rationale

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

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the school rules and have been taught the expected behaviours.
   - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school.
   - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. Bullying Surveys are conducted yearly and strategies taken from this data may include:
   - Classroom units of work
   - Police visits
   - Targeted group behaviour management strategies
   - Guest speakers
   - Theatre productions

10. 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 Currumbin takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Currumbin Primary School also uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can 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.