



The Code of School Behaviour

Better Behaviour
Better Learning



Responsible Behaviour Plan for Students

1. Rationale

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

Purpose

At Undurba State School we are committed to providing a safe and supportive learning environment. Our aim is to foster a caring, cooperative and supportive environment where students are happy and optimal learning can take place.

The school community recognises that as with all other skills and knowledge, a student's position on the behavioural developmental continuum is dependent on the individual and their specific circumstances. This individuality therefore requires each behavioural incident, either positive or negative, to be seen as an opportunity to empower students to make choices which facilitate positive outcomes for themselves and other members of the school community.

A supportive school environment which fosters positive behaviour development at is created by:-

- Ensuring all members of the school community feel safe and valued
- Social and academic outcomes being maximised to engage all learners
- All school community members displaying cultural awareness and embracing cultural diversity
- The implementation of quality practices in the area of curriculum, interpersonal relationships and school organization.
- A proactive approach being adopted by all members of the school community through defining, modeling and reinforcing the use of non-violent, non-coercive and non-discriminatory language and practices.

2. Consultation and data review

Undurba State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings and distribution of draft copies for feedback throughout the beginning of 2016. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

A team of staff, students and parents lead the development of the Schoolwide Positive Behaviour Support / Positive Behaviour for Learning (SWPBS/PBL) approach in the school. This lead group meet two or three times per term and regularly consult with staff and school community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and



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will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement

All areas of Undurba State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs. We are implementing the research validated 'Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to inappropriate behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Undurba 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 four broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- I Care for My Learning
- I Care for Myself
- I Care for Others
- I Care for My School

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

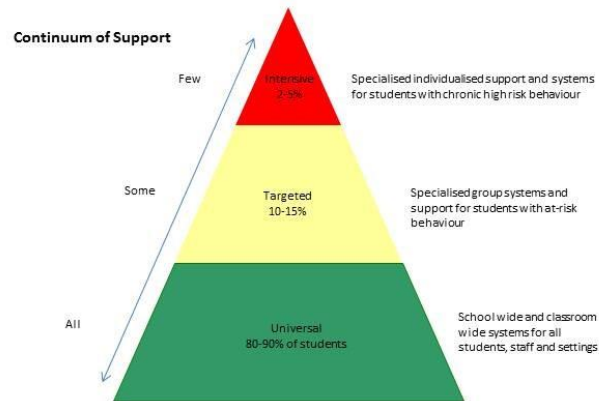
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Undurba State School uses a whole school, three tiered approach to supporting positive behaviour and responding to unacceptable behaviour. This three tiered approach acknowledges the varying needs of students through the provision of universal, targeted and intensive supports.



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Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Undurba State School we acknowledge the importance of explicitly teaching expected school behaviours to all of our students. The communication of these expectations to all of our school community members is a strategy aimed at providing universal behaviour support and preventing problem behaviour.

These expectations have been outlined in the Undurba State School Expectations Matrix. The matrix outlines expected behaviours which enact our four school rules in the different school contexts. To support the expectations matrix, expected behaviours are explicitly taught in the locations the behaviour is expected to be used and is reinforced by focus lessons, reminders on school assembly, induction processes, explanations in the school newsletter and in all conversations around behaviour choices at school.



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UNDURBA SWPBS BEHAVIOUR EXPECTATIONS MATRIX

	Whole school	Classroom	Play Areas / Sports	Eating Areas/ Tuckahop	Toilets
I Care for my School 	<ul style="list-style-type: none"> I proudly wear the correct school uniform I display sensible and responsible behaviour I follow school rules and routines I enter and leave the school grounds safely I model appropriate behaviour 	<ul style="list-style-type: none"> I keep my workspace and classroom clean and tidy 	<ul style="list-style-type: none"> I use school equipment safely and appropriately 	<ul style="list-style-type: none"> I keep the school clean 	<ul style="list-style-type: none"> I use the toilet safely and responsibly
I Care for my Learning 	<ul style="list-style-type: none"> I am a good listener I follow all adult instructions I get along with others 	<ul style="list-style-type: none"> I raise my hand to speak I am organised and ready for learning I use persistence at all tasks I allow others to learn I ask for help 	<ul style="list-style-type: none"> I take responsibility for my actions and accept consequences 		
I Care for Myself 	<ul style="list-style-type: none"> I use the High 3 to solve problems I am in the right place at the right time 	<ul style="list-style-type: none"> I enter classrooms only when a teacher is present and I ask permission to leave the room I manage my emotions 	<ul style="list-style-type: none"> I wear a sunsafe hat when I am outside I display good sportsmanship 	<ul style="list-style-type: none"> I line up safely and wait patiently I make healthy food choices 	<ul style="list-style-type: none"> I wash my hands
I Care for Others 	<ul style="list-style-type: none"> I move around the school safely and quietly I respect others by using my good manners I keep my hands and feet to myself 	<ul style="list-style-type: none"> I line up quickly and quietly I include others 	<ul style="list-style-type: none"> I play safely and fairly with others 	<ul style="list-style-type: none"> I follow the rules and procedures in the eating area 	<ul style="list-style-type: none"> I respect others right to privacy and to use the toilets safely

Policy Development

Policies have been developed and implemented to specifically address:

- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
- Working together to keep Undurba safe (Appendix 3)
- Appropriate use of social media (Appendix 4)
- Incident Referral Form (Appendix 5)

Whole School Positive Behaviour for Learning Practices

To uphold the requirements of the Responsible Behaviour Plan and to ensure a safe, supportive and disciplined learning environment, Undurba State School implements the following proactive, preventative and supportive processes and strategies to support student behaviour.

At Undurba State School our 4 school rules are reinforced through acknowledgement of these rules. A school wide acknowledgement system is implemented in all teaching and play settings in the school. This acknowledgement system is designed to increase the quantity and quality of positive interactions between staff and students. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Acknowledgement System

Free and Frequent

Undurba State School – GOTCHA Cards

Staff distribute GOTCHA Cards each day to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas. This



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reinforcement occurs continuously throughout the day. When staff 'catch' a student meeting expectations they can choose to give the student a GOTCHA Card. Students receiving a GOTCHA also go into a draw. Selected students are then acknowledged during school assemblies and their achievements are noted in the school newsletter.

Medium term

Undurba State School acknowledge positive student achievements on a weekly basis at school assemblies. Students are awarded 'Student of the Week' certificates and their photographs are taken during the ceremony and published in the newsletter throughout the term. Students demonstrating positive behaviour are invited to attend a Principals Afternoon Tea.

Long and strong

A longer term positive behaviour for learning procedure is also in place for staff to follow to acknowledge positive student behaviour. Students who achieve the "Go For Gold" are invited to attend 'Celebration Days' which are held at the end of each five week cycle. 'Celebration Day' acknowledges those students who consistently exhibit appropriate behaviour and reinforces the behaviour expectations of Undurba State School.

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

- Regular meeting of the Positive Behaviour for Learning Team
- Weekly Schoolwide lessons teaching the behaviours in the school's Expectations Matrix
- Communication through website and school signage to ensure public awareness of school's high expectations for all
- Student Leadership
- "Exit/Buddy Class" system
- Lunchtime support programs
- Lunchtime clubs and activities
- Inclusive curriculum
- Differentiated strategies for learning
- Parent communication
- Reporting processes
- 'High 5' Strategy
- Comprehensive induction programs in the Undurba State School Responsible Behaviour Plan for students – delivered to new students, parents and new and relief staff
- Individual Support Plans 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
- Use of Essential Skills for Classroom Management
- Clearly defined and taught school and classroom structures, routines and procedures
- Implementation of systems of acknowledgement and correction of behaviour



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- **School-wide expectations are displayed, taught, practised and referred to regularly in the classroom.**

- These expectations are also reinforced at the whole school level as part of assemblies, incidentally in the classroom and playground after an incident, proactively to avoid incidents. Visual prompts are displayed in most rooms of the school.

- **A plan is collaboratively developed with students in class and displayed.**

- Plan includes classroom expectations and consequences (consistent with whole school strategies)
- Plan is referred to on a regular basis

- **Teachers engage students by providing:**

- Learning experiences that are relevant and meaningful
- An appropriate level of challenge for each student
- Learning experiences and assessment techniques that are matched with student interests and learning styles
- Avenues for co-operative learning
- Opportunities for students to make decisions about their own learning
- Open and honest communication in relation to fair and reasonable expectations
- Goal setting opportunities and the encouragement to persist in problem solving situations

- **Supportive interpersonal relationships are developed by:**

- Catching students being good – verbal positive acknowledgement, Gotchas
- Communicating a genuine interest in and care for the students
- Ensuring effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up
- Remaining calm and in control
- Knowing your students, their patterns of behaviour, needs and triggers for misbehaviour
- Sharing responsibility with all staff for all students
- Establishing rapport with and welcome the involvement of parents

- **Self esteem in students is enhanced by:**

- Planning for success by breaking tasks into manageable steps which ensure individual success
- Acknowledging success (class and whole school) – using praise, gotchas, awards, certificates and reward celebration days
- Communicating success to parents
- Minimising criticism and accepting mistakes as part of the learning process
- Communicate regularly with all students
- Creating a sense of belonging to the classroom group
- Giving students responsibility
- Developing a sense of responsibility for students' own progress and personal behaviour goals
- Principal's afternoon tea (weekly) to support the positive behaviour displayed in the classroom and playground.





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Targeted behaviour support

Using information from our school data base we are able to identify particular students and groups who need extra support and particular areas and behaviours in the school causing concern.

The Student Support and Wellbeing Committee, and the Behaviour Support Teacher meets regularly to review “at risk” students and uses the data from the database to make decisions about the management of individual students and also to respond to whole school needs.

Proactive strategies and programs are then developed to address these targeted needs.

Targeted Positive Behaviour For Learning Strategies	
Proactive Strategies	Response Strategies
Gather and monitor data Teaching of expected behaviours Communication with Parents Teaching and support for Social and Emotional development Chaplaincy support Guidance Officer referral Classroom Management Plan Individual Behaviour Support Plan MYCP 1-2-3 Magic Check in Check Out Monitoring Goal Cards Pine Rivers Neighbourhood Centre programs	Use of Essential Skills for Classroom Management Time Out in own classroom Time Out in “Exit Class” Positive Planning Behaviour trackers Restorative Conference Alternative lunch time activities Suspension from school Educative responses

Intensive behaviour support

The staff at Undurba State School are 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. A team approach is employed to plan and provide individualised support to students that have been identified as requiring intensive support. The team may include school staff, district specialists, guidance officers, senior guidance officers, external agencies.

The following strategies and programs are implemented to support students who require intensive support:

Intensive Support Strategies	
Proactive Strategies	Response Strategies
Cool down time or exit card Check In Check Out Monitoring Regular communication with parents Individual Behaviour Support Plan	Use of Essential Skills for Classroom Management Time Out in own classroom Time Out in “Buddy Class”



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Crisis Management Plan	Positive Planning
Guidance Referral	Restorative Conference /chat
Functional Behaviour Analysis	Alternative lunch time activities
Outside agency referral	Suspension from school
CYMHS referral	Educative responses
Medical Referral and Liaison	Police contact
Learning and attendance arrangement	Exclusion

5. Consequences for unacceptable behaviour

In 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.

Undurba State School makes systematic efforts to prevent inappropriate 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. Undurba State School staff use our electronic OneSchool Database to record all moderate and major problem behaviour.

Minor, Moderate and Major behaviours

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

Minor behaviours are those that:

- are minor breeches of the school rules
- are handled by staff members at the time it happens
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Moderate behaviours are those that:



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- begin to impact on the rights of others
- is a problem behaviour that can be a series of minor, in school or playground offences, or more significant individual incidents.
- are beginning to become a pattern of problem behaviours
- require time out in an exit class
- require some involvement of support staff or Administration other than class teacher or playground duty staff member.

Moderate problem behaviours may result in the following consequences:

- Restorative chat with classroom teacher
- Exit Class (Classroom Behaviour Referral)
- Work completed at lunch time/home
- Parent contact (phone call, email)
- Positive planning (time out of play) where a restorative conversation with a teacher will take place. Students will discuss the incident, revise school rules, plan for the future and discuss personal accountability for their actions and its effect on others.
- Loss of privileges
- Community service
- Tier 2 Behaviour Support Referral

Moderate incidents are recorded on One School (classroom incidents entered by teacher/admin and playground incidents by teacher aide)

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness.

Major problem behaviours may result in the following consequences:

- immediate exit to Administration
- parents to be contacted
- consideration of flexible arrangement for students policy
- time in office
- loss of break times
- alternative lunchtime activities
- loss of privilege
- exiting school for the day for repeated behaviour
- suspension from school

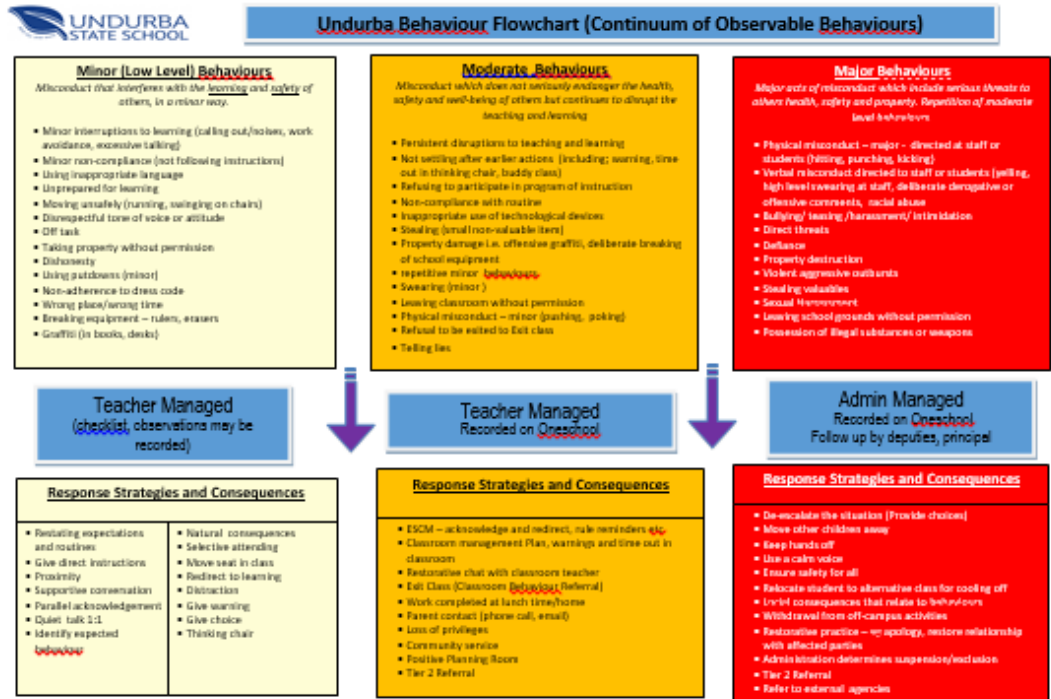
Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may incur a 'proposal to exclude' and 'recommendation for exclusion' from the school following an immediate period of suspension. Police will also be contacted if deemed appropriate and/or necessary by the school.

The following table provides examples of unacceptable behaviour identified as either minor, moderate or major. Unacceptable behaviour that may not be clearly identified in



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this table should be analysed in consideration with the above characteristics in determining whether to manage the behaviour as Minor, Moderate, or Major. The purpose of this table is for categorizing unacceptable behaviours as Minor, Moderate or Major for the purpose of identifying responsibilities and processes for administering consequences for behaviour.





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The following table outlines possible consequences implemented for unacceptable behaviours, with the consideration of the individual circumstances of each incident being taken into account when staff members make a professional judgement about the appropriate consequence. These consequences may include but are not limited to:

Possible consequences for Moderate Behaviours	Possible Consequences for Major Behaviours
<ul style="list-style-type: none"> • Redirection • Restate rule/Rule reminder • Discussion with student • Warning • Time Out in class • Time Out in “Exit Buddy Class” • Time Out in Playground • Referral to Positive Planning • Parent communication • Tracker/ Monitoring card 	<ul style="list-style-type: none"> • Referral to Positive Planning Room • Referral to office • Time Out in office • Parent communication • Tracker/ Monitoring card • Alternative lunch time activities • Restorative Conference • Restitution • Suspension • Exclusion

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 a restorative conversation with students where they:

- 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 an inappropriate behaviour be repeated, the staff member may not repeat the discussion/explanation process but may simply remind the student of the consequences of their behaviour.

Ensuring consistent responses to inappropriate behaviour

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

Students also receive training about how to respond when other students display inappropriate behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. The teacher responds to low level misbehaviour and classroom disturbance by giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.



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In the event that a student chooses inappropriate behaviour the following strategies are enacted consistently:

Restatement, Rule Reminders

The teacher may then add a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice - such as, to work/play appropriately OR move to a different area/activity.

Time Out in Classroom

The student is directed to a different part of the current classroom, to sit at in isolated desk until they are willing and able to comply. After a minimum of five minutes (and no more than 10 minutes), if students are ready to re-enter the class group, they may, under the direction and support of the teacher.

Time Out in Exit Buddy Class

If Time Out: Removal to a exit buddy class 'cross/classing' / removal from the classroom for major behaviours or cumulative recordings of minor behaviour:

Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These include:

- giving the student opportunity to rejoin class at regular intervals
- providing the student with opportunities to complete assessments to fulfil educational requirements
- ensuring when using Time Out as a management technique that it is consistent with:
 - the developmental stage of the student
 - any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures (IE Fire Drill/ Lock Down) are in place for students 'out of class'
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

Office Referral

If the student still continues to disrupt the learning of others, the student is referred to the office. If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by all stakeholders- including the teacher and student, parents/carers and school leaders.



Behaviour occurring outside of school that affects the good order and management of the school

Instances occur where behaviours outside of normal school hours impact upon the safety, welfare and learning environments for both staff and students. A key example is the use of social media (e.g. Facebook) in out of school hours, and as a result of this action, conflict, disruption, and anxiety occurs at school, or is brought to school.

Out of school behaviours, which affect the good order and management of the school fall under the Education Act & the Principal's responsibility. Accordingly, strong disciplinary consequences (e.g. notification to Child Protection Investigation Unit (CPIU); formal school suspension, proposal to exclude, and recommendation to exclude) will be considered, and if necessary, actioned as consequences for unacceptable behaviour.

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While responsible behaviour in the classroom is primarily the responsibility of the teacher/s involved, the following guidelines are to be followed to assist teachers and to develop consistency within our school. Please note that serious and/or wilful, persistent misbehaviour needs to be reported to Administration. If a student behaves inappropriately in the classroom the following procedure is to be followed by the classroom teacher:

STEP 1

- Establish and display a set of classroom rules.
- Establish and continually revise class routines and expectations with students.
- Establish and display exit procedures in classroom.
- Develop a classroom management plan and provide a copy to Admin within the first few weeks.

Responses to Inappropriate Behaviour

STEP 2:

- Restate clearly the School Expectations– 2 warnings only

STEP 3: If inappropriate behaviour persists:

- Send student to time out area in the classroom.
- Keep a record of behaviours and occurrences and have a general chat with parent if possible

STEP 4: If inappropriate behaviour persists:

- Send student to pre-arranged EXIT/BUDDY TEACHER.
- A completed exit form is required to be sent with student to exit teacher.
- Classroom teacher records in OneSchool

STEP 5a: If inappropriate behaviour persists with exit teacher

- Contact Admin (Sector Deputy) for exit to office
- Parent notification by class teacher/ sector deputy to take place at earliest convenience
- Recorded One School by teacher as moderate incident.

STEP 5b: Possible Consequences of continued inappropriate behaviour (Administrator involvement)

- Work completed at lunch time/home
- Parent contact (phone call, email)
- Positive planning / restorative conversation with administrator
- Loss of privileges
- Community service

STEP 6: If inappropriate behaviour persists.

- Teacher/Admin to refer student to SS& W committee for possible Tier 2 behaviour referral for further support.
- Steps for suspension or exclusion could follow.

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6. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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



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Appropriate physical intervention may be used to ensure that Undurba's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report
- [Health and Safety incident record](#)
- OneSchool



7. Network of student support

Students at Undurba State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports. Identified students are referred for support through the Student Support and Wellbeing Committee which meets weekly to provide recommendations. At Undurba State School a team approach to student support includes the involvement of school staff, students, parents, Education Queensland services, personnel from other agencies and the wider community.

Some of these include:

School Based Support

- *School staff:*
 - *Leadership Team*
 - *Teachers*
 - *Learning support and inclusion support team*
 - *Support staff*
 - *Guidance Officer*
- *Chaplain*
- *Parents*
- *Student Support and Wellbeing Committee*
- *PBL Committee*
- *Behaviour support teacher*

DETE Services

- *Advisory Teachers*
- *Visiting Senior Guidance Officers*
- *Management of Young Children Program (MYCP)*
- *PBL Coordinators*

Community Services

- *Department of Child Safety*
- *Juvenile Aid Bureau*
- *Police Liaison Officer (Adopt-a-Cop)*
- *Qld Health Services*
- *CYMHS*
- *Child Developmental Unit*
- *Autism Queensland*
- *Starfish*
- *All About Kids*
- *Pine Rivers Neighbourhood Centre*

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8. Consideration of individual circumstances

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

Undurba State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:



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- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>
- Flexible Arrangements for School Students [Flexible Arrangements for School Students](#)



Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective:

from to

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**Queensland
Government**
Education Queensland



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Appendix 1

The Use of Personal Technology Devices*

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

Mobile Phones

Mobile Phones are a permitted personal technology device. They are to be handed in on arrival at school to the office and collected from the office after school.

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing



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embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording are in breach of this policy and will be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

Special Circumstances Arrangement

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

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



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Appendix 2 Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

Undurba 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 at Undurba State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Undurba 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
- young carers or children in care.

At Undurba State School there is broad agreement among students, staff and parents that bullying is an 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.

Prevention

Our school uses an evidenced based whole school approach for the *Whole School Community* and the subset *In and out of class*. Students, parents and carers and staff have roles and contributions that ensure a safer, more inclusive school community where everyone is safe, supported and respected.

Undurba State School's anti-bullying procedures are organised into three levels of action:

Building a safe and supportive school and preventing bullying

For the whole school community this means:

- Developing active, trusting relationships among all school community groups



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- Fostering an inclusive school culture and ethos that supports all students and values the diversity of student, staff and community population including culture, ethnicity, gender, sexual orientation, physical ability and economic status
- Involving staff, parents and students in collaboratively developing and implementing a whole school plan to address bullying
- Providing opportunities through the curriculum for the diversity of students to develop relevant knowledge and skills in positive communication
- Maintain pastoral care/student welfare systems that enable students to feel safe and to feel valued
- Engaging the whole school community in a cycle of continuous improvement

For in and out of class this means:

- Creating teaching and learning experiences that promote positive peer relations, social skills and resiliency
- Building capacity of the full diversity of students to actively participate in democratic decision making that affects them at all levels of society
- Adopting curriculum and pedagogy to enhance inclusion and ensure authenticity of the diversity of the student population
- Treating time in the playground and transition between lessons as an important part of the curriculum and also a time when students can be more vulnerable to bullying

Knowing when bullying is happening, acting to stop it and supporting those involved

For the whole school community this means:

- Encouraging and explicitly teaching effective bystander behaviour to staff, students and community members
- Handling potentially serious incidents proactively and creating opportunities for the whole school community to respond effectively

For in and out of class this means:

- Involving a wide range of students in identifying where bullying occurs
- Following school guidelines on incident response and ensuring understanding of the consequences and goals and reinforcing everyone's right to be safe at school
- Responding to inappropriate use of personal technology devices and cyberbullying resulting in consequences outlined in Appendix 2

Managing incidents that have serious impact on individuals and/or the school

For the whole school community this means:

- Developing and implementing agreed policies, strategies and procedures in handling serious incidents
- Using restorative justice principles to resolve issues and restore the sense of wellbeing for all involved
- Reviewing incidents and implementing improvements to school responses and policies





For in and out of class this means:

- Effectively handling incidents according to school policy within classrooms and during out of class activities
- Ensuring that all staff are confident to support students affected by serious incidents

Undurba State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as required. This facility allows the school to track the effectiveness of its whole school approach to bullying to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the process.

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Appendix 3 WORKING TOGETHER TO KEEP UNDURBA STATE SCHOOL SAFE

Information for Parents

We can work together to keep knives and other implements or weapons which may cause harm out of school. At Undurba State School

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

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

What kinds of 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 tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- 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 Undurba 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.

The following factsheets are available:

Template factsheet about Knives for parents

<http://education.qld.gov.au/studentservices/behaviour/qaav/docs/qaav-working-together-schoolsafe-parents.doc>

Template factsheet about Knives for students

<http://education.qld.gov.au/studentservices/behaviour/qaav/docs/qaav-working-together-schoolsafe-students.doc>



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Appendix 4 – Appropriate use of social media

Purpose

Undurba State School strives to create positive, predictable environments for all students at all times of the day. We provide opportunities 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 an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Undurba State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Undurba 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 Undurba State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Undurba State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Undurba 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.



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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 Undurba 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 Undurba 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.

Undurba 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.

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.



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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.

Undurba 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, Undurba State School expects its students to engage in positive online behaviours.



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Appendix 5 Incident Referral Form

2016 Behaviour Referral- Fill all sections thanks				
Student's name:		Grade & Class:	Time:	
Referring Staff Member:		Date: / /	Incident Type: (Tick)	Major
Behaviour Observed: (Tick)	Bullying/Harassment	Defiant/threat to adult	Disruptive	Dress Code
Physical abuse.	Refusing to follow directions	Non-compliant with routine	Lying /Cheating	Misconduct involving object
Prohibited items	Verbal misconduct	IT Misconduct	Property misconduct	other
Refusal to participate	Substance misconduct	3 rd minor referral	Threat to others	Truant /skip class
Other:				
Subject :				
Exact Area of school:				
Intervention strategies :	Time Out – In class, buddy class, sat out playground	Tracker- In class, lunchtime	Discussion – teacher, pp. admin	Community Service
Redirect, reminders	Rule reminders	Apology Written, verbal	Other	
Details of Incident: Use other side if needed				
Entered into One School by :	Contact with parent made: Yes/No	Phone call	Letter	Discussion/ Meeting
Date: / /				



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