

Forrest Beach State School

Responsible Behaviour Plan for Students



The Code of
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Behaviour**

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1. Purpose

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

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

2. Consultation and data review

Forrest Beach State School developed this plan in collaboration with our school community, staff and students. Consultation with parents, staff and students was undertaken through community meetings held in January 2018.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in 2018, and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

All areas of Forrest Beach State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning, as well as, a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviour and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Forrest Beach 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. This statement aligns with the current school Learning and Wellbeing Framework.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour and posters of this are on display in classrooms and in various other places around the school:

Be Safe

Be Respectful

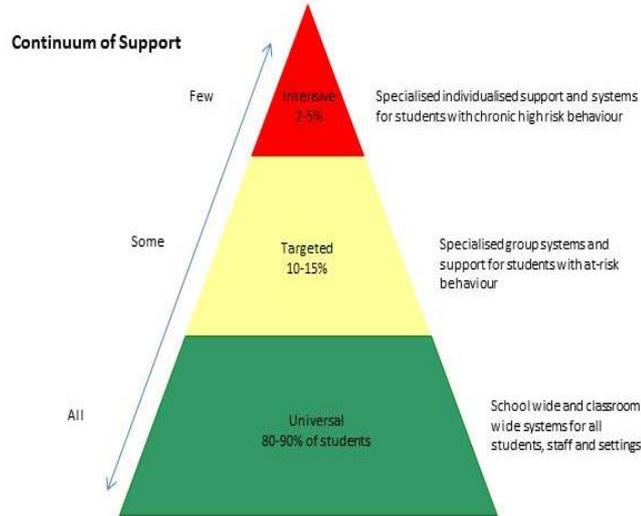
Be Responsible

Be a Learner

Our school rules have been agreed upon and endorsed by all staff and our outlined in Education Queensland's *Code of School Behaviour*.



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



Universal behaviour support

To facilitate the standards of positive behaviour is communicating those standards to **all** students. At Forrest Beach State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The **Schoolwide Positive Behaviour** Matrix below outlines our agreed rules and specific behavioural expectations in all school settings:

	ALL AREAS	CLASSROOM	PLAYGROUND, OVAL AND MULTIPURPOSE HALL	TOILETS	COVERED AREAS	ARRIVING AT SCHOOL AND LEAVING SCHOOL
Be a Learner 	<ul style="list-style-type: none"> I am prepared I am in the right place at the right time I am a listener I ask for help 	<ul style="list-style-type: none"> I complete set tasks I use whole body listening I work to the best of my ability I use a quiet voice during group work 	<ul style="list-style-type: none"> I learn new games and activities I develop social skills 	<ul style="list-style-type: none"> I use hygienic practices 	<ul style="list-style-type: none"> I make healthy eating choices 	<ul style="list-style-type: none"> I follow road rules I follow bike and scooter safety rules
Be Respectful 	<ul style="list-style-type: none"> I respect the personal space of others I am honest I care for equipment I clean up after myself I use polite language I respect others' points of view I wait my turn 	<ul style="list-style-type: none"> I raise my hand to speak I use positive language I respect others' right to learn I talk in turns 	<ul style="list-style-type: none"> I play fairly – take turns, include others and follow rules I care for the environment 	<ul style="list-style-type: none"> I respect the privacy of others 	<ul style="list-style-type: none"> I use friendly language and tone I walk quietly past other classrooms 	<ul style="list-style-type: none"> I use my own bike or scooter
Be Responsible 	<ul style="list-style-type: none"> I follow instructions first time I wear school uniform, socks and shoes at all times 	<ul style="list-style-type: none"> I take an active role in classroom activities I keep my work space tidy I ask permission to leave the classroom I follow classroom routines 	<ul style="list-style-type: none"> I use my high five to solve problems I return equipment to the appropriate place 	<ul style="list-style-type: none"> I use toilets during breaks 	<ul style="list-style-type: none"> I take care of my lunchbox I wait for permission to leave 	<ul style="list-style-type: none"> I leave the school promptly I keep my belongings nearby
Be Safe 	<ul style="list-style-type: none"> I use all equipment appropriately I keep my hands, feet and objects to myself I am aware of others I stay in safe areas 	<ul style="list-style-type: none"> I sit still I enter and exit the room in an orderly manner I walk 	<ul style="list-style-type: none"> I play school approved games I wear socks and shoes at all times I am sun safe and wear a broad brimmed hat outdoors I leave sticks and stones on the ground 	<ul style="list-style-type: none"> I wash my hands I use toilets appropriately I walk 	<ul style="list-style-type: none"> I walk on the concrete I play indoor games only 	<ul style="list-style-type: none"> I walk my bike or scooter through all school areas I stay back from the pick-up zone until the car has stopped I walk around the school carpark

Revised February 2017





- Whole school focus on Social Skilling –
 - A new skill is introduced on parade each fortnight
 - Daily reinforcement from teacher of the social skill
 - A weekly lesson of the social skill, recorded in Health Journal
 - Teachers to choose a student to share work in the newsletter or parade
- Acknowledging student successes through individual, class and whole school awards /rewards each term
 - Individual Rewards - Gotchas
 - Classroom rewards are up to the teacher and individual rewards can range from stickers, lucky dip prizes or certificates on parade
- Sharing and acknowledging successes to other community members
 - Phone Calls, Letters to Parents when great behaviours and learning progress is noted by teachers and support staff, parade certificate awards are written into fortnightly newsletters, social skills are shared in newsletter and on parade).
- Learning support programs and other support programs, eg Indigenous support and students with disabilities, are established for specific students and regular monitoring occurs.
- School community relationships are fostered through and regular visitors such as our Adopt-A-Cop



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Ensuring consistent responses to inappropriate behaviour

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

Students also receive skills through social skilling 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 nonverbal messages to alert or cue the student.

In the event that a student chooses inappropriate behaviour the following strategies are enacted consistently (Appendix 6: Classroom Behaviour Posters):

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.

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 re-join 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

If the student still continues to disrupt the learning of others, the student is referred to the Principal. 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.

If a student continues to disrupt the learning of others, parents will be informed via a phone call or face to face and recorded on OneSchool.

The procedures are fair, logical and consistent. Consistency does not mean 'the same'. What some students may see and/or understand as a consequence for an unacceptable behaviour may not be seen in the same manner by another student.

Targeted behaviour support

At Forrest Beach State School students are identified through our data as needing some targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. An Individual Behaviour Support Plan will be developed for these students and monitored and regularly reviewed for effectiveness. Students whose behaviour does not improve after an appropriate or planned period of time, or whose previous behaviour indicates a need for specialised intervention, are provided with further and continued intensive behaviour support.

Whole school commitment to development of class discipline plans, inclusive of

- Negotiated rules and expectations, rewards and consequences.
- Class teachers avoid confrontational strategies, and instead use the Essential Skills for Classroom Management. These are proactive, encouraging strategies (eg cuing, selective attending or positive feedback both verbal and non-verbal).
- Curriculum support should be coordinated across the school and support student needs (eg priority areas include reading, writing and number).
- Students receive additional support through teacher aide programs for ITAS, ESL, Learning Difficulties or Disabilities. The support may be provided through one-on-one or small group sessions, and through modifying programming and planning.
- Whole school commitment to a procedure for dealing with inappropriate behaviours (see page p8)
- Students needing additional support may receive support through various personnel or agencies eg Guidance Office, Speech and Language Therapist, Occupational Therapist. This support is determined through a referral process, which is managed by the principal, teachers and service officer. The processes include consultation with parents and follow up with them regarding student progress in relation to this additional support.
- Consultation with parents – may include development of an individual behaviour plan or monitoring on a behaviour card for a set period of time to correct behaviours.

Intensive behaviour support

Forrest Beach State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.



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Forrest Beach State School promotes intensive intervention and behaviour support processes and programs as follows:



- Consultation with parents – will include development of an ***individual behaviour plan*** and ***monitoring on a behaviour card*** for a set or planned period of time to correct behaviours
- Students may receive support through various personnel or agencies eg. Guidance Officer, Chaplin or other available services
- Restitution may include repairing damage, cleaning an area or repaying something stolen or damaged.
- Physical restraint may be required if the child is causing harm to self, others or objects.
- Daily monitoring eg Behaviour card through Principal, Teacher, Parents / Carers for Suspensions (1-5 days) or (6-20 days) (See the following section for examples of behaviours).
- Recommendation for exclusion (see the following section for examples of behaviours).



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.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Basic Defusing Strategies

Avoid escalating the unacceptable 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; and

Approach the student in a non-threatening manner

Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a

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reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates; and



Follow through

Implement the consequences that are clearly articulated in the school rules and any which may have been stated during the incident.

Debrief

Ensure all people involved have the opportunity to discuss the incident shortly after it has taken place.

Reinforcement and Correction Strategies

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

Follow Up Strategies

Restore normal school operations as soon as possible.

Provide post incident opportunities that include:

- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer;
- Assisting the individual 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; and
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that the staff at Forrest Beach State School demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve

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

It is important that all staff understand:

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

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

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



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Any physical intervention made must:

- be reasonable in the particular circumstance;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to reduce the risk of harm to self or others; 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained and may be recorded on OneSchool:

- Teachers report on OneSchool, while each staff member has access to an Incident Referral Form (Appendix 6), these are then recorded into OneSchool
- Health and Safety incident record

6. Consequences for unacceptable behaviour

Forrest Beach State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

A **Behaviour Referral Form** is used by staff to record all minor and major problem behaviours with repetitive or concerning minor behaviours and all major behaviour recorded on OneSchool. (Appendix 5)

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding: **Minor** behaviour incidents are handled by staff members at the time it happens; and **Major** behaviour incidents are referred directly to the school Principal.

Possible Behaviour	Possible Actions and Consequences
Appropriate behaviour At this level, all students are on task and no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: <ul style="list-style-type: none"> • verbal reinforcement • record of achievements for formal acknowledgement • phone calls / letters / emails to parents for good Behaviours / achievements. • In class behaviour rewards (determined by teacher)

Possible Behaviour	Possible Actions and Consequences
Low Level: Incidents that require verbal rule	<ul style="list-style-type: none"> • Discussion with staff • Revisiting relevant social skill lesson

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reminders (level 1 Behaviours)

(could include but not exhaustive)

- Drawing on self
- Not working to best of ability
- No broad brimmed hat
- Running on cement
- Rough play

Repeated low level behaviours (escalate to level 2 Behaviours) (could include but not exhaustive)

- Off-task
- Interrupting others
- Ongoing reminders to follow rules
- Littering
- Accidental damage to property

- Mediation / resolution for different parties
- Students put the solution into effect
- Stop and calm student
- Refer to class discipline plan/ playground
- Questioning eg: What should you be doing? What is the rule for this?
- Listen to both sides of a problem and then reflect back to rules or social skills
- Time Out in class/play
- Names and issues to be recorded on class behaviour records
- Restitution for damage
- Litter collection / clean up



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Possible Behaviour	Possible Actions and Consequences
<p>High Level (level 3 Behaviours) (Reoccurring or one-off incident)</p> <ul style="list-style-type: none"> Profanity Emotional aggression Physical aggression Endangering other people Wilful damage Bullying Smoking/drug use Truancy <p><u>Unlawful behaviour</u></p>	<ul style="list-style-type: none"> • Time out in class • Time out at Buddy class • Detention/s • Students refer to class, playground and school rules & social skill lessons • Physical restraint <ul style="list-style-type: none"> • Excluded participation in Rewards Days • Parent contact – letter, phone or face-to face • Teacher negotiates an individual behaviour plan / card to monitor specific behaviours • Referral to Student Services committee • Referral to other support services eg Guidance Officer • Restitution for damages • Suspension (1-5 days) • Suspension (6-20 days) • Consult Adopt-A-Cop • Develop and implement a suspension re-entry process

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and





- Identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to inappropriate or unacceptable behaviour at Forrest Beach State School, staff members authorised to issue consequences for critical behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive daily lessons on social skilling, this provides students with strategies on how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident; or
- after consideration has been given to all other responses.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Adopt –a-Cop

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

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

8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Forrest Beach State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students



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- 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan); and

recognising the rights of all students to:

- express opinions in an appropriate manner and at the appropriate time;
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
- receive adjustments appropriate to their learning and/or impairment needs;
- provide written or verbal statements that will be taken into consideration in the decision making processes ; and
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.



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9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources



- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub



Endorsement

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Principal

**P&C President or
Chair, School Council**

Date effective: from 1st November 2017 to 31st October 2020



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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.

Personal Technology Devices include, but are 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.

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 (i.e. iPads/iPods being used for educational purposes) used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices are not to be used without the consent of the principal or classroom teacher. If consent is given, personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation



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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special circumstances arrangement

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



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Appendix 2



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

Purpose

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

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

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

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

Bullying may be related to:

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

At Forrest Beach 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.

Rationale

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

The anti-bullying procedures at Forrest Beach State School are sourced from the *Getting Along* strand of the *You Can Do It* program. 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



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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 school wide 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 4 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.



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Appropriate use of social media

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

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

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

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

Role of social media

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

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

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

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

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

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

Appropriate use of social media

Students of Forrest Beach 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:



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- 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.



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If inappropriate online behaviour impacts on the good order and management of Forrest Beach 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.

Forrest Beach 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.

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.

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





Appendix 4 - Definition of Consequences

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of¹ Forrest Beach State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>
School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • disobedience by the student; • misconduct by the student; and
	<ul style="list-style-type: none"> • other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> • reasonably appropriate to the challenging behaviour; • conducted by an appropriately qualified person; • designed to help the student not to re-engage in the challenging behaviour; and • no longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • disobedience; • misconduct ; • other conduct that is prejudicial to the good order and management of the school; or • breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.



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Appendix 5 Behaviour Referral Form



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20 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	Lying /Cheating	Misconduct involving object
	Prohibited items	Verbal misconduct	IT Misconduct	Property misconduct
	Refusal to participate	Substance misconduct	3 rd minor referral	Threat to others
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: / /				



Forrest Beach State School Incident alert notification

*Region to provide dot points concerning critical incidents involving staff or students.
RD to approve all incident reports*



Statement as at: **Status:** New (or) Updated

School: **Region:**

School contact name: **Regional contact name:**

Telephone: **Telephone:**

Electorate:

Date of incident:

Incident involving: *(delete non-applicable categories)*

Staff Students Other Person/s Property Premises Other.

International Student involved: Yes No

Nature of incident: *(delete non-applicable categories)*

Harm/Injury Damage Loss Breach of Policy Other.....

Emergency services involvement: Yes No

Lockdown: Yes No

Media involvement: Yes No

Summary:

-

Actions

-

Outcome

-

Risks

What are the identified risks and how are they being mitigated or managed?

-

Media

Has CEP been advised?

-

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Have any media outlets arrived or approached school?

-

Updates:

Region to complete this section only when/if updating information

-

Date of update:

-

Approval

APPROVED – Y

PRINCIPAL

APPROVED – Y

REGIONAL DIRECTOR



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Appendix 7 – Classroom Behaviour Ladder



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You're a Superstar!

Star Performance

You're a Learner

Oops, I forgot the rules

Time Out
5 min 10 min

