



Ilfracombe State School Prep - 6



Responsible Behaviour Plan 2017

A consistent, fair approach to behaviour management guided by the PBL ideals

Our Motto: *Strive For Excellence*

Our School Rules: *Be Safe - Be Respectful – Be A Learner*

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The Code of School Behaviour

Better Behaviour
Better Learning

Ifracombe State School P-6

Responsible Behaviour Plan for Students – 2017 based on *The Code of School Behaviour*

1. Purpose

Ifracombe State School P-6 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.

Essential to effective learning is a safe, supportive and disciplined environment that respects:

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

This Responsible Behaviour Plan for Students 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

Ifracombe State School P-6 developed this plan in collaboration with our school community and in conjunction with the implementation of the School-Wide Positive Behaviour for Learning Strategy.

A review of school data relating to current processes and procedures and recorded behaviour incidents also informed the development process and continues to inform refinements in the plan.

3. Learning and behaviour statement

All areas of Ifracombe State School P-6 are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. It has strong links with **School-wide Positive Behaviour for Learning (SWPBL)** which is *“a systems approach to establishing the social culture and behavioural supports needed for all students in a school to achieve both social and academic success. SWPBL is not a packaged curriculum but an approach that defines core elements that can be achieved through a variety of strategies.”* (G.Sugai, R. Horner; 2007).

Positive behaviour supports can effectively address a range of behavioural needs – from those students who just need minor supports to those who require more intensive in-depth supports. The goal of SWPBL is to enhance the capacity of our school to educate all students in our care, including students with challenging social behaviours. Throughout 2017 we will continue to refine and develop an effective SWPBL system.

Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Ifracombe State School P-6 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 Responsible Behaviour Plan is underpinned by the following **principles**:

- Our school teaches and expects high standards of personal achievement.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in our school.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.

Responses to inappropriate behaviour will consider both the individual circumstances and actions of the student and the needs and rights of school community members.

School Rules

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

- **Be Safe**
- **Be A Learner**
- **Be Respectful**

To be a learner at Ilfracombe State School P-6 means students need to be safe, respectful and co-operative. Our school is committed to creating a positive environment where all students are able to learn and reach their potential.

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.

Under the Code of School Behaviour:

Students are expected to:

- Participate actively in their school's education program.
- Take responsibility for their own behaviour and learning.
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Cooperate with staff and others in authority.

Parents/Guardians are expected to:

- Show an active interest in their child's schooling and progress.
- Cooperate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to behaviour support plans that concern their child.

Schools are expected to:

- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self-management.

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Ilfracombe State School P-6 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school rules.

The School Wide Behaviour Expectations Matrix (Table 1) below outlines our agreed rules and specific behavioural expectations in all school settings and towards all members of our school community.

	All Areas	Classroom (incl. Specialist Lessons)	Playground / Outdoor Areas	Toilets	Buses
Be A Learner	Be ready for class Not being disruptive Allowing others to learn Focussing on your role as a learner	Following all Instructions Completing all work Allowing others to do their own work Have all equipment ready No borrowing equipment			
Be Safe	Use equipment appropriately. Keep hands, feet and objects to yourself. Stay in designated area. Wear the school uniform. Walk on concrete areas and around buildings. Move quietly between classes Know emergency procedures.	Clean up the learning area. Exit and enter the room in an orderly manner. Ask permission to leave your seat or the teaching area.	Return equipment to its place. Play school approved games. Be sun safe.	Use hygienic practices. Not playing in toilets No locking other students in the toilets No scaring students. No food	Move in lines to the bus. Place bags in designated spot on bus. Sit in your seat while bus is moving. Ask permission to leave the bus line. Inform the teacher on duty if you won't be on the bus.
Be Respectful	Care for yourself and others. Use appropriate language and tone. Be tolerant of others. Care for the environment. Care for school equipment. Wait your turn. Follow instructions. Be honest. Be a good listener.	Respect other's right to learn. Hand up to speak. Keep your work area clean. Give everyone a fair go. Line up quietly for class.	Eat in the eating area. Follow rules of games.	Respect others privacy.	Show respect and courtesy to bus drivers. Sit quietly in bus seats while the bus is travelling. Sit quietly in bus lines until dismissed by the teacher. Following all instructions of bus drivers

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons during weekly school Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Development and reinforcement of classroom rules.
- Further reinforcement established through the presentation of awards and acknowledgements during weekly assemblies where class/year level coordinators make explicit links to the four school rules.
- An explicit incident management framework available in every classroom and on the schools website.

When required, Ilfracombe State School P-6 will implement the following School Wide Positive Behaviour for Learning processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Ilfracombe State School P-6 Responsible Behaviour Plan for Students delivered to new students (by Principal), as well as new and relief staff.
- Providing support and feedback to classroom teachers through Classroom Profiling and Essential Skills For Classroom Management professional development via mentor teachers and our clusters Guidance Officer.
- Individual support profiles/engagement 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.

Reinforcing Expected School Behaviour

At Ilfracombe State School P-10 communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system using Wagon Wheels has been adopted. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards with the view to developing habitual positive learning practices. The notion of the rewards is for school staff to acknowledge consistent appropriate behaviour and to further develop relationships and rapport with students.

Wagon Wheels

Staff members hand out stamps each day to students as they observe them following school rules in both classroom and non-classroom areas, ie. "Catch Them Being Good". This reinforcement should occur immediately when the student displays desirable behaviour or as close to the time of behaviour as possible, not at the end of a lesson/activity. The stamp (Wagon Wheel) should be given with positive feedback like, "I am giving you a Wagon Wheel because you are being a learner by having your equipment ready on time for our lesson to begin."

Students are aiming for goals as outlined:

- 50 Wagon Wheels – Postcard home to parents
- 100 Wagon Wheels – Prize from Prize box
- 150 Wagon Wheels – Postcard home to parents
- 200 Wagon Wheels – Celebration activity

Ifracombe State School
RECOGNISING POSITIVE BEHAVIOURS
Table: 2

LEVEL 3 ADMINISTRATION	<p>AREA OF RECOGNITION</p> <ul style="list-style-type: none"> • Academic Achievement • Positive behaviour demonstrated in 3 or more classes • Consistent positive behaviour in a range of school settings 	<p>POSSIBLE METHOD OF RECOGNITION</p> <ul style="list-style-type: none"> • Wagon Wheels • Awards Night • Student Leadership positions 			
	LEVEL 2 YEAR LEVEL CO-ORDINATOR	<p>AREA OF RECOGNITION</p> <ul style="list-style-type: none"> • Positive behaviour demonstrated several times in particular subject/class/lesson • Consistent behaviour in a subject over a school term • Positive behaviour consistently demonstrated out of class • Over 90% attendance rate 	<p>POSSIBLE METHOD OF RECOGNITION</p> <ul style="list-style-type: none"> • Wagon Wheels • Tally of Wagon Wheels • Letter of commendation • Teacher awards • Weekly Awards • Attendance Awards 		
LEVEL 1 – STAFF MEMBER		<p>BE A LEARNER</p> <ul style="list-style-type: none"> • Trying your best • Asking for help • Being a problem solver • Being on time • Being prepared and ready to work • Participating actively • Regular daily attendance at school 	<p>BE SAFE</p> <ul style="list-style-type: none"> • Using equipment appropriately • Keeping hands feet and objects to self • Staying in designated areas • Wearing the school uniform • Walking on concrete areas and around buildings • Moving quietly between classes • Cleaning up the learning area • Exiting and entering the room in an orderly manner • Asking permission to leave your seat or the teaching area 	<p>BE COOPERATIVE</p> <ul style="list-style-type: none"> • Waiting your turn • Following instructions • Being honest • Being a good listener • Keeping work area clean • Giving everyone a fair go • Lining up quietly for class 	<p>BE RESPECTFUL</p> <ul style="list-style-type: none"> • Caring for yourself and others • Using appropriate language and tone • Being tolerant of others • Caring for the environment • Caring for school equipment • Always asking to use someone else’s belongings • Hand up to speak • Respecting other’s right to learn • Show respect towards all adults • Wearing full school uniform

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. An Incident Management Framework is in place for all of the school's students. Specific support from Advisory Visiting Teachers or a Guidance Officer is available for students with specific needs.

The schools Incident Management Framework targets minor classroom, playground and major behaviours.

- **Re-directing low-level and infrequent problem behaviour**

When any student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Student Behaviour Card

The Behaviour Card Implementation Process:

- Class teacher is to determine if a behaviour card should be used to monitor student behaviour and may consult with the principal if necessary.
- Teacher makes a phone call to parents informing them of the reasons for implementing the use of the behaviour card.
- The behaviour card is explained to the student and expectations clearly established with the student (see reverse side of behaviour card) including establishing a "Targeted Behaviour Goal".
- The teacher monitors the behaviour of the student using the behaviour card to track the student's behaviour throughout the week.
- Teachers may use a folder to pass the behaviour card from one lesson/teacher to the next.
- At the end of each day the teacher/year level coordinator and student discuss the scores awarded by various staff members responsible for the student's supervision throughout the day.
- The behaviour card remains at school for the week, is photocopied by the class teacher and sent home on Friday. A copy of the behaviour card will remain with the class/year level teacher and a scanned copy uploaded into OneSchool application.
- The decision to continue the behaviour card for a further period of time may be determined by teacher, admin team, parents and student if this process is assisting the student to remain focused on their learning.
- If a behaviour card is necessary for a period longer than 1 week then a further parent/teacher conference will be necessary.
- Should the student's behaviour remain unchanged after a period of 2 weeks then a referral to the Administration Team occurs to develop more intensive behaviour support for the student. This support may include the development of a Student Engagement Support Plan or a Functional Behaviour Analysis conducted. External and internal support agencies (Guidance Officer, Chaplain) may be involved as part of the intervention process.
- Should the student be unwilling to participate in the process then they will be referred to Administration Team for Targetted Behaviour Support.

Behaviour Card scoring

In order to achieve consistency with the implementation of Behaviour Cards the following scoring system has been devised and links directly to the four school rules and the School Wide Behaviour Expectations Matrix.

Scoring the Behaviour (this information is provided on the reverse side of the Card)

- 5 – means the student has been respectful, cooperative, safe and participating in the class program for the entire lesson/period.
- 4 – means the student has been redirected no more than 2 times back to their learning/task
- 3 – means the student has been redirected no more than 3-5 times back to their learning/task
- 2 – means the student has completed minimal work/learning, been mostly unsafe, disrespectful and uncooperative and will be given a detention by the teacher/year level coordinator.
- 1 – means the student is not participating in the lesson/activity in any way and will be given a detention by the teacher/year level coordinator.

Handling the Behaviour Card

- Teachers will use their own monitoring system to track the occurrence of redirection and student engagement in the learning/lesson/activity.
- At the end of each lesson teachers will record the scores for the student on their behaviour card and discuss with the student evidence recorded during the lesson/activity that has determined the score. Teachers are required to provide constructive feedback to the student around their expectations outlined at the beginning of the lesson and the student's engagement evident during the lesson/activity.
- The behaviour card is placed in a folder and given to a class monitor or the student to take to the next class/teacher.
- Behaviour Cards may be provided to admin team at the end of each day for further monitoring if necessary and together with teacher/year level coordinator can confer on appropriate consequences for the student.

The Withdrawal Process:

The school has developed a process for the purpose of withdrawing students whenever necessary and may withdraw to the office or other suitable area depending on the circumstances or the need for withdrawal.

The goal of the withdrawal process:

- Is to enable the student to return to class as soon as possible to develop a plan with the teacher (at a time that does not further interrupt the learning) for future actions that can assist them to modify their behaviour.
- Is an opportunity for the staff involved to support the student in instances of replacement behaviour teaching in the hopes of engaging students in a process of long term behaviour change.

This Process:

- Allows a student to be withdrawn from the classroom environment to the when negative behaviours are displayed to such an extent that the learning of other students in the class is being disrupted.
- Students exhibiting inappropriate behaviour have the opportunity to reflect on an event or incident, the reasons behind their behaviours and steps that can be taken in the future to ensure that they do not occur again.
- May also include contacting parents to discuss behaviour being displayed by the student.
- Parent must be contacted for support and assistance with serious, prolonged or problematic behaviour.

Integral to this process is an environment of support where a staff member external to the incident can guide the student through the reflection process.

Students whose behaviour does not improve after 2 days of continuous participation in this process, or whose previous behaviour indicates a need for specialised intervention, are to be provided with Targetted Behaviour Support.

5. Consequences for unacceptable behaviour

Ilfracombe State School P-6 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predicted consequences. Our school seeks to ensure that responses to unacceptable behaviour are **consistent and proportionate** to the nature of the behaviour.

Minor Behaviours

Minor Behaviours are any behaviour that are minor breeches of the school rules, there is no violation of the rights of others and is not part of a pattern of problem behaviours. These behaviours require the support of the classroom teacher. Repeated minor behaviours should be referred to parents and/or the principal.

Teachers are to ensure that the process is followed at all times and a **consistent approach** to behaviour management is taken at all times.

Major Behaviours - Office Discipline Referrals (ODRs)

Major behaviours could be any behaviours which significantly violate the rights of others / puts self or others at risk of harm. These behaviours require the involvement of school administration immediately or as soon as practicable.

Immediate Response

Behaviour Incidents in which the safety of staff or students (including the focus student) is at risk and an immediate response from administration, crisis team, other staff, and/or community support is required. A phone call home to the parents is conducted by the Principal.

Delayed Response

Behaviour incidents of a severity that warrants administration management but this may be delayed due to staff being able to manage situation until Admin are free to support. A phone call home to the parents is conducted by the Principal.

Minor Incident Behaviour Flow Chart—Ilfracombe State School

Behaviours

- Throwing objects
- Inappropriate language
- Calling out
- Refusal to work
- Dishonesty
- Disruption
- Unsafe or rough play
- Disrespect
- Bullying

SCHOOL RULES

BE A LEARNER BE RESPECTFUL BE SAFE



Banned Items

- Chewing gum
- Metal rulers
- Lighters
- Aerosole cans
- Liquid paper
- Mobile phones
- iPod/Music device
- Pemanent markers
- Make up
- Alcohol, cigarettes or weapons (Major)

Step 1	Step 2	Step 3	Step 4	Step 5
Teacher warning and reaffirmation of appropriate behaviour.	Verbal Warning	2nd Warning 5 minutes detention after lunch (15 min eating time) To complete reflection sheet	3rd warning A further 10 minutes detention after lunch (15 minutes eating time)	No play time after 15 minute lunch break and Parental contact—communication book or call home.

If behaviour continues after Step 5 or the 1– 5 process has occurred repetitively over a period of one week a meeting with parents is to be called and a behaviour card is to be issued and revisited after one week.

If behaviour persists it will be considered as a Major Behaviour and suspension will be considered.

Relate Problem Behaviours To Expected School Behaviours

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

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

Should problem 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 Problem Behaviour

At Ilfracombe State School P-6 staff members authorised to issue consequences for problem behaviour are given ongoing appropriate professional development and/or training as it becomes available. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Teachers work with students to ensure they understand how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. A team of staff members have been trained and accredited in Non-Violent Physical Crisis Intervention. This intervention will only be used when there is a risk of harm to the student or others in the immediate vicinity.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The school has developed a critical incident plan which is to be implemented should a serious risk be posed to any person.

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 as recommended by Education Queensland

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

If physical intervention is required staff should first attempt to contact the office and request the assistance of the Principal. If the Principal is unavailable, Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

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

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

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

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

Any physical intervention made must:

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

Record keeping

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

- Health and Safety incident record
- Debriefing Report (for student and staff)

7. Network of student support

Students at Ilfracombe State School P-6 are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

SCHOOL BASED SERVICES	DISTRICT AND OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none">• Classroom teachers• Guidance Officer• Special Services support staff• School Administration• Teacher aides• School Chaplain	<ul style="list-style-type: none">• Cluster Advisory Visiting Teacher for Behaviour Support• Senior Guidance Officer• Guidance Officer Intensive Behaviour Support	<ul style="list-style-type: none">• Department of Child Safety• Police Liaison Officer• Qld Health Services (School Nurse)• Lifeline• Child Youth Mental Health workers• Parents/caregivers

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.

Ilfracombe State School P-6 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, socio-economic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time.
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 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](#)
- [Temporary Removal of Student Property by School Staff](#)
- [Statement of expectations for a disciplined school environment policy](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Safe Schools Hub](#)
- [Take a Stand Together](#)
- [Cybersafety and schools resources](#)
- [Working Together resources for schools](#)
- [National Safe Schools Framework](#)
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Endorsement

Principal
Joanne Wernecke

P&C President
Tanya Beilenberg

Assistant Regional Director
Brendan Smith

Effective Date: May 2017

This document will be revisited each Term or as the School Community see fit.

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students may bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school, however, these devices need to be dropped off at the office upon arrival and picked up upon the student leaving. Devices will not be in possession of students during school hours. Such devices will be confiscated by school staff and may be collected by a parent from the school office. Breaches of having devices in the students possession during school time may result in consequences.

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 by either the student or by a parent if the principal decides on this course of action, 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 if deemed necessary by the Principal.

Personal Technology Device (eg mobile phone) Etiquette

Bringing personal technology devices (eg mobile phones) 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 handed into the school office for safe keeping when the student arrives at school. Personal technology devices may be collected from the school office and at the end of the school day.

The school provides parents with a permission form upon student enrolment that outlines the purpose for the student to have a personal technology device at school and ensures the student has parent permission to bring the device to school. Parents are made aware upon enrolment of the conditions students must adhere to.

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 Ilfracombe State School P-6. Students using personal technology devices (eg mobile phones) 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 and parents of the students.

A student at school who uses a personal technology device (eg mobile phone) to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies or as directed by a teacher for the purpose of Art assignment, portfolios) 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 bullying¹ 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

A breach of this policy will be subject to discipline (including suspension and/or 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 – should the student not comply with school policy

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

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

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.

** 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.*

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

Purpose

1. Ilfracombe State School P-6 strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Ilfracombe State School P-6. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Ilfracombe State School P-6 include persistent name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet (eg Email, Facebook), producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Ilfracombe State School P-6 common processes (social skills activities/discussions, SWPBL lessons) exist to ensure there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in 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.

9. Teachers have a range of strategies and resources available to them to ensure students are taught a range of techniques they are able to utilise in a bullying incident. Students are encouraged to make use of these strategies when experiencing bullying behaviour either as a person being bullied, the person bullying or as a bystander.

Appropriate use of social media

Students of Ilfracombe 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 Ilfracombe 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.

Ilfracombe 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.

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



ILFRACOMBE STATE SCHOOL P-6

STUDENT BEHAVIOUR CARD

Start date:

End date:

Student Name: _____ TEACHER: _____

Target Behaviour Goal _____

Students must give the behaviour card to the class teacher/playground duty supervisor at the **beginning of each session**. Students must report to the year level co-ordinator, with the signed behaviour card, each afternoon during out of class time. They are also responsible for attaining a parent/guardian signature at the end of each week.

Session	Monday Date	Tuesday Date	Wednesday Date	Thursday Date	Friday Date
Before School	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
1 8:50 – 9:50	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
2 9:50 – 10:50	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
Lunch 10:50 – 11:30	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
3 11:30 – 12:25	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
4 12:25 – 1:20	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
Lunch 1:20 – 2:00	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
5 2:00 – 3:00	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	L 1 2 3 4 5 R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
Bus Lines	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5	R 1 2 3 4 5 C 1 2 3 4 5 S 1 2 3 4 5
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:

Behaviour Card Scoring System (this appears on the reverse side of the card)

5 – Student is respectful, cooperative, safe and participating in the class program for the entire lesson/period.

4 – Student is redirected no more than two occasions to follow the school rules.

3 – Student is redirected no more than 3 to 5 occasions to follow the school rules.

2 – Student is completing minimal work, being mildly unsafe, mostly disrespectful and/or mostly uncooperative.

1 – Student is not participating in the lesson in any way.

If the student received a score which is less than 3 on two or more occasions in a day there will be a consultation with the year level co-ordinator and an extra day on the behaviour card.

Repeated unsatisfactory behaviour (less than 3) will result in further consequences to be determined in consultation with case manager, parents and if necessary a member of the Administration team.