The Code of
**School
Behaviour**

**Better Behaviour
Better Learning**

Caboolture East State School

Responsible Behaviour Plan for Students

Revised May 2018

Be SAFE   **Be Respectful**   **Be a Learner**

**Caboolture East State School
Vision**

*No matter my journey,
My pathway to success starts here!*

Caboolture East State School's

Responsible Behaviour Plan for Students

Based on *The Code of School Behaviour*

1. Purpose

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

Education Queensland is committed to the provisions that ensure all young Queenslanders have a right to and receive a quality education. At Caboolture East State School we are dedicated to the delivery of a quality futures orientated education that enables all our students to reach their full potential in everyday life and society. High expectations, equity, inclusiveness and the building of social emotional learning are the key features of our school.

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

The rights of all students to learn	Which enables students to	Be a Learner
The rights of all teachers to teach		Be Respectful
The rights of all to be safe		Be Safe

All students are expected to develop the ability to manage their own behavior and be responsible for the choices they make. Self management is a learned process and is achieved through implementing appropriate strategies. This involves partnerships between parents and the school with parents having joint responsibility in the development of effective self management skills.

Our approach to developing responsible behavior is focused on relationships and takes place in a caring supportive environment where all members feel safe and welcome.

2. Consultation and Data Review

Caboolture East State School developed this plan in collaboration with our school community. A range of consultations and collaborations were undertaken through P&C meetings, staff meetings, year level meetings and Positive Behaviour for Learning meetings. A review of school data relating to school opinion surveys, attendance, school disciplinary absences, One School behaviour incidents and PBL School-wide Evaluation Tool (SET) Survey results informed the development process. The Plan will be updated annually as part of the Positive Behaviour for Learning (PBL) system.

3. Learning and Behaviour Statement

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

The aim of Caboolture East State School's Responsible Behaviour Plan for Students is to create a positive school culture in which our three behaviour expectations are an integral part of the lives of all students. This will be achieved through relationships that are based on mutual respect for each student's person, property, race, differences and individuality.

The Code of School Behaviour

**Better Behaviour
Better Learning**

We firmly believe in the importance of relationship building and management. We are travelling the journey of Restorative philosophy, practices and principles, including a common restorative language and dialogue amongst staff and students. Restorative Practices emphasises relationships between each other and attends to all aspects of the school culture and organisation.

We value the rich diversity in our student population and recognise the need to ensure success for all. We believe all students are competent and capable learners. As a result, it is our professional responsibility to enable them to establish a sense of their own self-worth within a safe and supportive environment. At Caboolture East State School we provide opportunities for students to take risks with their own learning. A range of learning and support programs are provided to cater for the educational needs of all students.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behavior and responding to unacceptable behaviours.

At Caboolture East State School we recognise that behaviour is a person's best attempt to meet their needs at a given time with their available skill set. We also recognise that behaviour can be taught and that change and improvement in behaviour comes about with appropriate teaching, reinforcement and support.

Our school community has embedded the following school rules and expectations in order to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Respectful
- Be a Learner

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

School-wide behavior expectations

At Caboolture East State School, we emphasise the importance of clearly communicating and directly teaching our behavior expectations. We have developed a matrix of specific behavioural expectations across all school settings.

No matter my journey, my pathway to success starts here
School expectations

	All Areas	Classroom	Play Areas	Library	Hall	Toilet	Bus	Tuckshop	Before/After School	Excursions
Be SAFE	Hands off - Follow adult instructions - Move safely - Exit classroom with lanyard and buddy - Walk on hard surfaces	Hands off - Follow adult instructions - Move safely - Be prepared	Hands off - Play in the right area - Move safely - Wear your hat - Line up ready for play	Walk in the right place at the right time - Hands off	Enter and exit quietly - Follow instructions - Move safely - Move back to class quickly	Wear a lanyard and have a buddy - Wash your hands - Keep food away from toilets - Wait outside if not going to the toilet	Right place, right time - Sit in the bus line - Stay off play equipment	Wait your turn - Stand in line to order - Sit and eat in the correct area	Use the supervised crossing - Stay off play equipment - Sit in the right area before and after school - Go straight home from school	Hands off - Follow adult instructions - Move safely - Wear full school uniform
Be RESPECTFUL	Use kind words - Take care of equipment and school property - Use your manners - Wait your turn	Use kind words - Talk one at a time - Help others - Keep your classroom tidy - Care for personal, school and others property	Use kind words - Invite others to play - Put rubbish in the bin - Use your High Five	Use kind words - Use your manners - Keep the library tidy - Use equipment properly	Use kind words - Keep the hall tidy - Use equipment properly - Stand respectfully for the National Anthem	Wait outside if not going to the toilet - Allow privacy of others - Use quiet voices - Use toilets properly - Flush the toilet after use	Wait until your bus arrives - Keep your area tidy	Say 'please' and 'thank you' - Be ready to order - Use kind words - Put rubbish in the bin - Take care of your lunch	Use kind words - Sit in line to wait for your teacher before school - Listen to the crossing supervisor - Use the toilet before/after school	Use kind words - Take care of equipment and school property - Use your manners
Be a LEARNER	Give your best effort - Be in the right place at the right time - Listen to instructions	Give your best effort - Be on time and on task - Have books and equipment ready - Complete all of your work - Enter and exit the class with permission	Be on time to line up - Go to the toilet on the first bell	Enter and exit the library with permission - Use quiet voices - Put books back after use	Listen to all presenters - Give your best effort at assembly or PE	Move back to class quickly - Exit the classroom with permission - Use at appropriate times	Collect your bag and walk to the bus line - Follow adult instructions	Make healthy choices - Follow adult instructions	Follow adult instructions - Enter and exit the classroom in an orderly fashion	Give your best effort - Be in the right place at the right time - Follow adult instructions

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

Caboolture East State School implements the research and evidence based Positive Behaviour for Learning (PBL) approach which incorporates a multi-tiered, proactive and supportive model for facilitating positive behavior and responding to unacceptable behavior.

Universal Supports/Tier I – proactive, preventative support for ALL students
Caboolture East Sate School implements the following proactive and preventative processes and strategies to support student behavior:

- Weekly PBL behaviour and routine lessons taught by classroom teachers
- Reinforcement of lessons from behaviour lessons on school assemblies
- Active supervision by staff during classroom and non-classroom activities.
- Visual communication of school expectations in all settings
- PBL Resources and teacher developed support materials on the One Note Engagement Notebook
- In class visits from the Leadership Team
- A dedicated section of the school newsletter and website, enabling parents to be actively and positively involved in school behaviour expectations
- Classroom Management Plans developed and communicated by class teachers
- School-wide processes for the correction of un-productive behavior
- School-wide system for recording and responding to behavior data in order to work proactively and supportively
- Development of specific policies to address:
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 1).
  o Appropriate Use of Social Media (Appendix 2)

Targeted Supports/Tier 2 – data indicates targeted support needs
- Targeted behaviour teaching and support eg check-in/check-out
- Social emotional programs and support eg whole class HERO program
- Targeted social skill development strategies and support
- Lunch time support plans
- Behaviour improvement support plans
- Behaviour goal supports
- Classroom Profiling for teachers
- Parent/Carer communication
- School chaplain support
- Possibility of an IBSP

Intensive Support /Tier 3 – data indicates intensive behavior support needs
Tier 3 supports are accessed through a teacher referral to the Advancement Team comprised of our Head of Learning, Head of Special Education Services (HOSES), Administrators, Guidance Officer, Speech Language Pathologist, Special Education Teachers and the student's class teacher.
- **Year level Advancement Team Teacher/SEP Teacher** (e.g. observations, reports, resources, access to programs, parent/carer support, etc)
- **Guidance Officer Support** (e.g. parent/carer support, referral to external agencies, counselling, assessment, resources etc)
- **Speech Language Support** (e.g. assessment, resources, access to programs, parent/carer support etc)
- **Administrators** (e.g. parent/carer support, access to external agencies, assistance to develop support plans, resources etc)
- **HOSES/Special Education Teachers** (e.g. ideas, resources, class support, access to programs, parent/carer support etc)

Students may receive intensive supports through an Individual Behaviour Support Plans (IBSP), flexible arrangement, FBA development, MYCP and external agency parternship and support enabling staff to make the necessary adjustments to support these students across all classroom and non-classroom settings.

5. Reinforcing Positive School Behaviour

At Caboolture East State School, communication of our key messages about behavior are backed up through acknowledging students, which provides students with feedback for engaging in positive school behavior. This regular 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.

Caboolture East State School employs a number of strategies for recognizing and reinforcing students following school expectations.

Universal acknowledgement

- **Katy Gold Silver Bronze (GSB) Awards:** Students who follow the school rules and display expected behaviours in the classroom throughout the term and accumulate 'Katy Token' points to earn their way to a Bronze, Silver or Gold Certificate. This is a cumulative model of behaviour support where points are earned over the term and cannot be lost or taken away. At the end of each term (10 weeks), certificates are awarded to students who have achieved the points target for Gold, Silver or Bronze. Students who achieve **Gold and Silver** certificates will earn the end of term reward. Students who have demonstrated exemplary behavior all year and have received four Gold Katy Awards are eligible to earn a Katy Pin.
- **Class incentives** - Teacher designed in-class recognition systems eg positive praise, stickers, special privileges or prizes, Class Do-Jo
- **Teacher feedback** to students-specific targeted responses
- **Principal Awards** – teachers nominate 1 student per fortnight to receive a certificate at fortnightly parades
- **Attendance celebrations** for students with 100% attendance each term

In the playground

- Gotcha's awarded for being safe, respectful and a learner. When students are given this 'Gotcha', they deliver this into their designated sports house box in the library to be eligible for a prize draw at the fortnightly parade. Students' Gotcha tickets drawn out receive a tuckshop voucher.

Targeted acknowledgement

- specific acknowledgment linked to behaviour improvement goals
- regular and specific feedback to students requiring targeted support about class and playground behaviour through tracking and/or record cards. This feedback is used to track progress, inform plans and celebrate success

Intensive acknowledgement

- specific acknowledgements as part of an Individual Behaviour Support Plan to reinforce identified behaviour goals

6. Responding to Unacceptable Behaviour

Students come to school to learn. At Caboolture East State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Behaviour support processes at Caboolture East State School create an important opportunity for students to learn pro-social behaviour and how to work respectfully and safely with others.

Caboolture East State School makes strategic and systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students can expect logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and

proportionate to the nature of the behaviour. Restorative Chat will be the initial response to all unacceptable behaviour.

Individual circumstances and age of the student are always taken into account when making decisions about consequences for unacceptable behaviour at Caboolture East State School.

Minor and Major Behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major (Appendix 3), with the following agreed understanding:
- **Minor** problem behaviour is managed by staff members at the time the incident occurs
- **Major** problem behaviour is referred to the school Administration team for intervention

Minor behaviours are those that:
- are minor breaches of the school rules and expectations
- do not seriously harm others or cause suspicion that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration
- incidents are managed by staff utilising a range of strategies and consequences

Minor behaviours may result in logical consequences following a restorative chat. When a minor behaviour occurs, staff:
1. names the behaviour with the student/s
2. discusses the harm
3. reaches a resolution

Major behaviours are those that:
- are major breaches of the school rules and expectations
- significantly violate the rights of self and others
- put others / self at risk of serious harm
- require the involvement of school Administration and support staff

Major behaviours result in an immediate referral to Administration due to their serious nature. When a major behaviour occurs staff:
1. assess students' immediate safety and risk of harm
2. ensure students' safety and remove or minimise risk of harm
3. refer to administration for assistance
4. Administration reach a resolution
5. are required to complete a One School entry

As part of our PBL approach, staff collaboratively formulated a flowchart that details the response to inappropriate behavior in classroom and non-class environments.
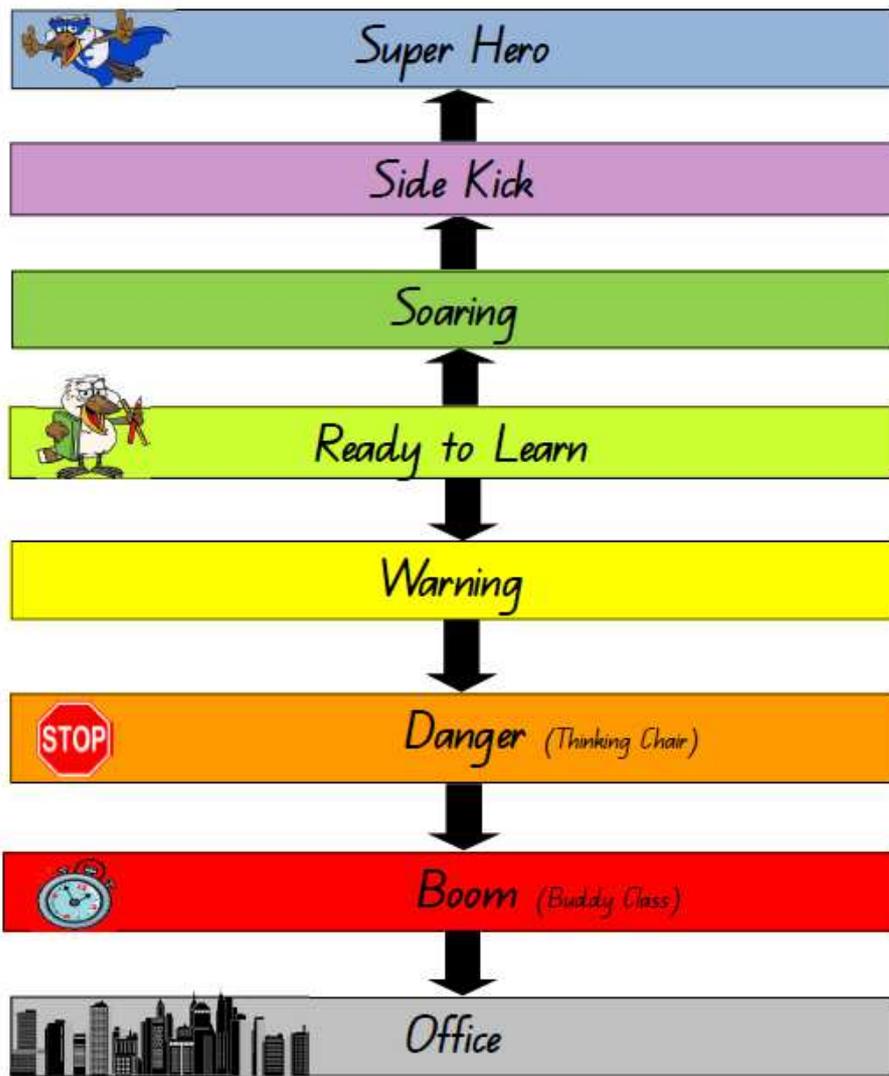
As part of our PBL approach, staff collaboratively formulated a flowchart that details the response to inappropriate behaviour in minor and major behaviour levels in class and non-classroom settings.

Consequence Flow Chart (In Class)

Level
Super Hero
Side Kick
Soaring
Ready to Learn
Warning
Danger (Thinking Chair)
Boom (Buddy Class)
Office

TEACHER MANAGED (MINOR)	ADMINISTRATION SUPPORTED (MAJOR)
Classroom Consequence	**Administration Referral** (slip)
e.g. detention with teacher, recorded parent contact, logical consequence (e.g. work missed to be completed in student's own) time)	• Administration Consequence e.g. Restorative conference, detention, recorded parent contact, suspension • Witnessing teacher records incident on OneSchool

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Consequence Flow Chart (Non-Classroom)

Gotcha

Ready to Play

Warning/Choice

Time Out (eg sit in designated, walk and talk)

Boom (Teacher Referral)

Detention/Office

STAFF MANAGED (MINOR/MAJOR)	ADMINISTRATION SUPPORTED (MAJOR)
Playground Consequence	**Administration Referral**
Complete incident record—issuing staff member to record behaviour in One School with referral to class teacher on One School entry. Behaviour slip delivered to the office for Admin follow up. Parent contact, logical consequence (e.g. withdrawal from play time)	• **Non-urgent**: Complete behaviour referral to office for Deputy Principal • **Urgent**: send children to office with 'Urgent Assistance Card' for Administration to assist immediately • **Administration Consequence** e.g. Restorative conference, detention, recorded parent contact, suspension

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Detention

Detention is a possible disciplinary consequence that Caboolture East State School may use to address inappropriate student behaviour. Detentions may be applied during school hours, or after-school hours. The decision regarding details of detention for students is at the principal's discretion. Individual circumstances, severity of behaviour and age of the student will always be taken into consideration when determining detention consequences for students. Students will always be kept safe and supervised during detention. Parents may be notified on a case by case basis, if their child attends detention as a disciplinary consequence for negative or inappropriate behaviour during school hours.

Parents will be informed if a student is required to attend after-school hours detention. The location and duration of the detention, and their responsibility to arrange travel and supervision to and from the detention will be discussed. Parents will be consulted to negotiate suitable times for the detention to occur, to be completed within the parameters and resources available at Caboolture East State School.

To reflect the restorative philosophy of Caboolture East State School, major behaviours will result in logical consequences reflective of this philosophy. This may involve:
- Parent contact, referral to Guidance Officer, referral to Advancement Team, suspension from school, restorative re-entry to school

School Disciplinary Absences

SUSPENSION
Students are suspended from school by the Principal. Suspension is used in cases that involve misconduct, disobedience and/or conduct prejudicial to the good order and management of the school.

Suspension is used as a consequence for incidents involving:
- physical aggression towards students and adults including spitting
- verbal aggression or intimidation towards students and adults
- physical aggression towards students and adults
- vandalism
- incidents involving alcohol, cigarettes or drugs
- a pattern of high level rule breaking where a range of strategies has not brought about needed improvement and change
- significant class disruption or non-compliance
- significant bullying behaviour or cyberbullying

Students who engage in very serious or dangerous behaviour such as violation of telecommunication laws, major violent physical assault, or the use or supply of weapons or drugs can expect an immediate period of suspension, followed by a possible recommendation for exclusion.

Students who are suspended have not demonstrated appropriate behaviours. The school expectations of respect, safety and responsibility, and learning have been broken. Time may also be needed for the school to develop plans and implement processes to ensure the safety and well being of staff and students.

Suspension may be
- suspended from school 1–10 days
- suspended from school 11–20 days
- suspended for 20 days with the recommendation for exclusion

Consideration of individual circumstances will always be upheld when making decisions about major behaviour incidents and decisions will always be at the discretion of the Principal.

EXCLUSION
Exclusion may be sought for serious incidents involving suspension. Exclusion is also sought for incidents involving intimidation or aggression with a weapon (Appendix 4), and repeated high level rule breaking where a range of strategies has not been successful. Behaviour both inside or outside the school that affects the good order and management of the school will result in a recommendation to exclude a student or students.

7. Emergency Responses or Critical Incidents

Caboolture East State School strives to implement a clear and consistent response to emergency situations or critical incidents involving severe and dangerous behaviour. This consistent process ensures that appropriate actions are taken to ensure both students and staff feel safe and are safe.

An **emergency situation** or **critical incident** is defined as an occurrence that is dangerous, is sudden, urgent, usually unexpected, or an occasion requiring immediate action. This includes, but is not limited to, property misconduct, physical violence or possession of weapons at school.

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

Our school has an emergency response system to request medical assistance and/or urgent assistance to respond to severe behaviour incidents and emergency situations. In response, the team may include teachers, teacher aides, members of the Administration team, First Aid officers, Office staff, Guidance Officer and Specialist staff.

At Caboolture East State School, staff implement these effective defusing strategies when managing serious and escalating behaviour:

Strategies used include establishing supportive communication and using basic defusing strategies (Appendix 5 Communication and Basic Defusing Strategies) by:
- avoiding escalating the problem behaviour
- maintaining calmness, respectful attitudes and detachment
- approaching the student in a non-threatening manner
- using crisis communication and directive strategies
- following through
- debriefing

The **goal** of staff is to de-escalate the incident. Where this is not possible, staff will seek to isolate the incident, contain the situation and/or evacuate for safety.

In some cases, staff may make legitimate use of **physical intervention** if all nonphysical interventions have been exhausted and a student is:
- physically assaulting another student or adult
- posing an immediate danger to him/herself or to others

Appropriate physical intervention may be used to ensure that Caboolture East State School's duty of care to protect students and adults 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
- 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 intrusive response can effectively resolve the situation
- staff safety is a priority and
- physical intervention is usually used in a team approach

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

First aid, recording, debriefing and follow up occur as soon as practical after the emergency situation.

Each instance involving the use of physical intervention must be formally recorded. The school maintains the following records:
- Incident Report involving Severe Behaviour (Appendix 6)
- Health and Safety Incident Record
- Debriefing Report for Student and Staff (Appendix 7)

8.   Network of student support

A wide range of school-based and interdepartmental referral processes are used to access the appropriate networks required to support our students' needs. The network provides a team approach to support students in making positive behavior choices within a supportive school environment through positive reinforcement, a system of universal, targeted and intensive behaviour supports.

Integral and embedded processes provide a network of support across Caboolture East State School:
- Positive Behaviour for Learning
- The student's parent/s and sometimes extended family
- Trusted family friends
- Cultural and community involvement
- Teaching and support staff
- Advancement Team - Student Support Referral Team
- Special Education Programs
- Behaviour Support Programs
- Engagement Coaches and support staff
- Guidance Officer Processes
- Enrichment Programs
- Chaplaincy support
- Indigenous Community Advisor support
- External agency support

Support is also available through the following government and community agencies:
- General Practitioners and Paediatricians
- Lifeline Caboolture
- Caboolture Regional Domestic Violence Service
- Caboolture Early Years Centre
- Caboolture Area Youth Service (CAYS)
- Caboolture Community Health
- Caboolture Neighbourhood Centre
- Disability Services Queensland
- Family Planning Queensland
- Mission Australia's Referral for Active Intervention Service.
- Caboolture Child Youth and Mental Health Service
- Caboolture Police and Caboolture Child Protection Investigation Unit
- SCAN
- Department of Communities (Child Safety Services)

9. Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences for negative behaviour, individual circumstances and behaviours of the student and the needs and rights of school community members will be considered at all times. Caboolture East State School values individual differences and circumstances which impact on a student's capacity to manage their own behaviour.

Factors taken into account when considering consequences for rule-breaking and follow up support may include:

- age of the student
- family circumstances
- pattern of rule-breaking – frequency and intensity of behaviour incidents
- verification and timeliness of information
- degree of provocation
- effect of the action on the wider school community
- involvement of Department of Child Safety and/or Queensland Police
- honesty and level of genuine remorse and commitment to follow the rules

Students who require an Individual Behaviour Support Plan will have specific strategies and support processes detailed within this plan. This outlines appropriate adjustments in order for students to achieve behaviour goals and support successful learning engagement with the curriculum.

When considering individual circumstances of students, strategies and adjustments within the IBSP will reflect specific needs and response strategies for all stakeholders.

10. 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

11. Related Policies

- 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
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- 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

12. Some related resources

- Bullying. No Way! www.bullyingnoway.com.au
- Schoolwide Positive Behaviour Support
  www.learningplace.com.au/deliver/content.asp?pid=24668
- Code of Conduct for School Students Travelling on Buses

- Family Planning Queensland protective behaviours brochure
  http://www.fpq.com.au/publications/fsBrochures/Br_IHavetheRightToBeSafe.php
- Code of Conduct for School Students Travelling on Buses
  http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome
- www.pbis.org
- www.rebooteducation.com

Endorsement

Amanda Wicks

Principal

Effective Date: May 2018

Deanne Buck

P&C President

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

Purpose

Caboolture East State School strives to create positive and safe 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
- improving achievement and attendance
- promoting equality, creating equity and
- ensuring the safety and well-being of all members of the school community.

Bullying behaviours amongst students may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- personal or individual circumstances

There is no place for bullying at Caboolture East State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. Bullying behaviours can inflict harm by damaging another's physical wellbeing, social reputation, peer relationships, self-esteem and social-emotional wellbing. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will require an individualised response at Caboolture East State School include:

- Verbal:
  - teasing, name-calling, taunting, mocking, making offensive comments, racist remarks, insults, threats

- Physical:
  - kicking, hitting, pushing,
  - taking belongings,
  - retaliations

- Social / Emotional:
  - excluding from and manipulation of friendship or social groups,
  - using hand gestures and/or threatening looks,
  - whispering and spreading rumours
  - breaking secrets or gossiping,
  - criticising clothes and personalities.

- Cyberbullying:
  - sending inappropriate text messaging or emails,
  - sending offensive or degrading images by phone or social media,
  - producing offensive graffiti,
  - posting unkind messages or inappropriate images on social networking sites (Facebook, Skype, MSN, Twitter, Instagram, Snapchat etc...)
  - excluding individuals from online chats or other communication
  - assuming the identity of the victim online and representing them in a negative manner or manner that may damage their reputation and relationship with others

At Caboolture East 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

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, we encourage students to be an 'Upstander' to intervene 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 Caboolture East State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Participating in lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are actively involved in.

Prevention

Attempting to address specific problem behaviours will be successful if the general level of disruptive behaviour in all areas of our school is maintained at an expected low level. Therefore, our schoolwide universal behaviour support processes will be maintained at all times. This will ensure that:

- Our universal/Tier I behaviour support processes will always remain the primary strategy for encouraging positive behaviour and preventing problem behaviour, including the prevention of bullying behavior. Students use the High 5 strategies to manage social interactions and respond appropriately to bullying behaviours.
- All students know the 3 school rules and have been taught the expected behaviours and routines attached to each rule in all areas of the school
- All students are taught the specific routines of classroom and 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 and working in a safe and productive manner
- All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in all areas of the school
- A high level of quality active supervision is employed in all areas across the school, including teachers and support staff in classrooms and duty staff members in the playground. Staff are easily identifiable with badges and/or hi-vis vests, who are constantly moving, scanning and positively interacting with students.

The anti-bullying process at Caboolture East State School takes care to combine knowledge with practice in a process of active learning, so that students understand by practising positive behaviour as much as by understanding what positive behaviour means. Included in the Caboolture East State School PBL termly schedule of lessons are anti-bullying lessons taught by all teachers in all classrooms. Lessons are delivered through direct instruction, discussions and/or Circle Time. Lesson content addresses acceptable pro-social behaviours amongst students and also address anti-social or bullying behaviours that impact on student wellbeing and will not be tolerated.

The Use of Personal Technology Devices* at Caboolture East

This policy reflects the importance Caboolture East State 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 must not bring valuable personal technology devices like cameras, digital video cameras, iPads or MP3 players to school as there is a risk of damage or theft. Personal phones are to be placed in a secure area in the office on arrival at school and will be available for collection after 3:00p.m. or alternatively when collected by parents or guardians throughout the school day. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

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

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

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 Caboolture East State 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 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 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 Caboolture East 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 and is potentially an illegal act.

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] 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 may be subject to school disciplinary absence (including suspension 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
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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

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

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

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

Appropriate use of social media

Caboolture East State School embraces the 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, Snapchat and Instagram can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes and behaviours for the user and others.

Caboolture East State School is committed to promoting the responsible and positive use of social media sites and apps. A student will not face disciplinary action for simply having a Facebook account or other social media account.

As outlined in the school policy for preventing and responding to incidents of bullying and cyberbullying, detailed in Appendix 2, it is unacceptable for students to bully, harass or victimise another person, whether within school grounds or online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Caboolture East State School, whether these behaviours occur during or after school hours.

Students of Caboolture East State School are expected to engage in the appropriate use of social media. This includes:

- Ensuring that personal information and details of their own or anyone else's are not shared
- Thinking carefully about what they want to say or post, and how it could be interpreted by others, before putting it online.
- Remembering that comments that are typed online are difficult to interpret. Tone of voice and context is lost, which can lead to unintended consequences.
- Never provoking or engaging with, another user who is displaying inappropriate or abusive behaviour. Students should report cyberbullying concerns to a teacher.

If inappropriate online behaviour impacts on the good order and management of Caboolture East 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 investigation.

Caboolture East 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, this will be a matter for the parents and / or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in some circumstances constitute a criminal offence. The *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1989* (Qld) contain relevant provisions applicable to cyberbullying.

The Queensland Criminal Code outlines 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 child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal defamation.

There are significant penalties for these offences.

Caboolture East State School strives to create positive learning environments for all students, including whilst online. To help in achieving this goal, Caboolture East State School expects its students to engage in positive, safe and appropriate online behaviours.

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Minor and Major Behaviours

Caboolture East State School

Classroom Teacher/Admin Managed Behaviours

Students with ongoing repetitive minor behaviour as evidenced through One School records should be referred to Advancement Team for targeted support.

CLASSROOM	Non-Example	Minor Example	Teacher Supportive Strategies/Essential Skills	Major Example	Admin Supportive Strategies/Essential Skills
Bullying/harassment *Bullying is deliberate, ongoing aggression (psychological or physical) by a person or group of persons towards another person.*	• One off fighting with, name-calling of or note writing to another individual.	Major behaviour only		• Sustained targeting (physical/verbal/written/cyber) of the same individual.	• Restorative conversation with students • Investigation of incident • Contact parent • Detention/Reflection • Playground roster • Reflective conversation with students • Detention/Reflection • Non participation in an activity • Time in/out of class • After school detention • Suspension as per EQ guidelines • Exclusion as per EQ guidelines
Defiant/Threats to Adults *Defiance – Refusal to* • Cooperate with staff and others in authority • Comply with a reasonable direction *Threat to Adult – Through words or actions, causing a teacher/staff member to feel unsafe or vulnerable*	• Child saying they can't complete a task because it's too hard • Accidentally bumping into a teacher	• Regular refusal to complete set work • Regularly refusing to pack away equipment • Yelling back at a staff member 'you're an idiot, you're loser'.	• Offer assistance to complete the task • Break the task into smaller pieces • Give reminder of consequence if work/task is not completed • Close talk about appropriate respectful behaviour	• Active refusal to follow adult instructions • Use of offensive language directed to adults eg swearing at a teacher • Threatening to harm a teacher	
Disruptive *Continual and/or repetitive behaviour that does not respect the rights of others, including the right to learn for themselves or others*	• Excitedly calling out an answer. • Discussion with teacher aide	• Regular calling out without raising hand. Repeated noise eg tapping, talking	• Leaving with parallel acknowledgement • Close talk/proximity • Distract – give a task • Teacher helper • Contact parent if ongoing	• Constantly walking around, out of place or yelling out, interrupting learning. Not responding to school process or IBSP strategies. (repetitive pattern of behaviour)	
Non-compliant with Routine *Continually non-compliant with classroom/playground routines. Refusing to follow teacher expectations.*	• Student not ready for instruction due to setting events	• Refusal to go to reading group • Regularly not prepared for learning	• Allow processing time • Connect child with a peer • Use a 'check-in'	• Take return item play for the third time in 1-2 weeks.	
Physical misconduct *Physical contact with the intent or outcome of causing injury or harm to others or self.*	• Accidentally landing on or being pushed into someone during the course of a game.	• Tackling, wrestling or jumping on another person in the course of a game.	• Rule reminder • Restorative conversation • Apology	• Intentionally punching/ kicking/hurting another child/adult • Physical fighting • Spitting on someone	
Property Misconduct *Causing damage to school or other people's property.*	• Throwing or kicking own property. • Normal wear and tear on borrowed property • Taking an eraser without asking	• Throwing or kicking property belonging to school or someone else	• Natural consequence – eg clean mess, fix if possible • Apology	• Deliberately kicking a hole in the wall. • Deliberate blocking of the toilet	
Refusal to participate in program of instruction *Repeated/regular refusal to participate actively in the school's educational program*	• Not completing / returning homework	• Student refuses to complete work without disruption to others	• Differentiated task provided • Complete work at an alternate time eg lunch • Parent discussion/meeting with student • Parallel acknowledgement • Contact parent if ongoing	• Regular refusal to complete set work.	
Third minor referral *Three of the same behaviours from our identified list of major behaviour categories.*	• Three minor behaviours from different categories	• NA	• See suggested strategies from the relevant behaviour category	• Three repeated minor behaviours	
Truant/skip class *Noticeably absent from class without reasonable explanation.*	• Absent but within eye sight/known location of the teacher • Using calm down time/check in as part of student plan but in eye sight. • Running to collect a ball without asking	• Not showing up to class (beyond 10 minutes after break). • Leaving classroom without permission to go to the toilet	• Make-up time/work missed with the class teacher • Report to office • Peer support to re-engage student • Distract – give a task • Teacher helper	• Leaving school grounds without permission. • Leaving class without permission and out of sight of teacher. Refusing to return.	
Verbal misconduct *Unsuitable use of words, calling names, use of inappropriate tones.*	• Swearing in general conversation • Yelling at a teacher across the oval • Telling another student to stop being stupid • Using a swear word in conversation eg the movie was shit	• Yelling back at a staff member, 'This sucks'. • Screaming at other students during class time, 'you're an idiot'	• Rule reminder • Individual close talk • Redirection • Suggestion of replacement language • WHBB lesson review • Circle time	• A student swearing directly at another person. • Using threatening, offensive language to another • Using sexualised or racist comments to another	

Caboolture East State School

Playground STAFF/Admin Managed Behaviours

Major Behaviours are referred to Administration through playground behaviour slip and recorded by the staff member on One School.

PLAYGROUND	Non-Example	Minor Example	STAFF Supportive Strategies/Essential Skills.	Major Example (PLAYGROUND SLIP DELIVERED TO ADMIN)	Admin Supportive Strategies/Essential Skills
Bullying/harassment *Bullying is deliberate, ongoing aggression (psychological or physical) by a person or group of persons towards another person.*	• One off fighting with, name-calling of or note writing to another individual.	*Major behaviour only*		• Sustained targeting (physical/verbal/written/ cyber) of the same individual.	• Restorative conversation with students
Defiant/Threats to Adults *Defiance – Refusal to* • *Cooperate with staff and others in authority* • *Comply with a reasonable direction* *Threat to Adult – Through words or actions, causing a teacher/staff member to feel unsafe or vulnerable*	• Refusal to talk to teacher about an incident when angry • Refusing to look at a teacher	• Refusal to pick up own rubbish • Running away from a teacher • Rude gestures to teachers • Yelling at a teacher who is trying to solve an issue	• Active supervision to check in and monitor with groups of children • Allow time to 'cool down'. • Individual close talk • Direct to the undercover area	• Active refusal to follow adult instructions • Refusal to leave the playground after break • Use of offensive language directed to adults eg. swearing at a teacher • Threatening to harm a teacher	• Investigation of incident • Contact parent • Detention • Playground roster
Non-compliant with Routine *Continually non-compliant with classroom/playground routines. Refusing to follow teacher expectations.*	• Late back to class because following another teacher's directions. • Having medication and is late back to class.	• Out-of-bounds eg in garden, refusing to leave the play area immediately, lining up late, not wearing a hat, playing in the wrong area, running on the concrete, taking off shoes • Failure to line up before school	• Rule reminder of expectations • Verbal warning • Calm chat, reflective conversation • Walk/talk with responsible adult on duty	• Late return from play for the third time in 1-2 weeks.	• Non participation in an activity • Time out of play
Physical misconduct *Physical contact with the intent or outcome of causing injury or harm to others or self.*	• Accidentally landing on or being pushed into someone during the course of a game.	• Rough play	• Out of play eg sit out of play for 5 mins • Redirect to the correct location	• Intentionally punching/ kicking/hurting another child/adult • Physical fighting • Spitting on someone	• After school detention • Suspension as per EQ guidelines
Property Misconduct *Causing damage to school or other people's property.*	• Accidental damage to property • Accidentally kicking a ball over the fence	• Throwing or kicking property belonging to school or someone else • Littering • Playing with the taps causing water mess.	• Practice with the child to model expectations • Follow-up with the student/class teacher as soon as practical	• Deliberately breaking play equipment • Deliberate blocking of the toilet	• Exclusion as per EQ guidelines
Truant/skip class *Noticeably absent from class without reasonable explanation.*	• Jumping the fence to retrieve a ball without permission if safe to do so	• Failure to return from play resulting in missed eating time • In the classroom without permission during play time	• Reminder of replacement language for swearing • Community Service	• Leaving school grounds without permission.	
Verbal misconduct *Unsuitable use of words, calling names, use of inappropriate tones.*	• Inappropriate tone	• Conversational swearing between peers (not targeted at an individual)	• Natural Consequence eg picking up papers for littering, cleaning up toilet paper, cleaning graffiti.	• A student swearing directly at another person. • Using threatening offensive language to another • Using sexualised or racial comments to another	

Working together to keep Caboolture East State School safe-possession / use of knives at school

We can work together to keep knives out of school. At Caboolture East State School:
- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
- You are not allowed to have type of knife at school including:
- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?
- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Caboolture East State School safe?
- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Caboolture East State School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal 5431 6111.

Communication and Basic Defusing Strategies

Communication and basic defusing strategies for severe problem behaviours include:

- **Avoid escalating the problem behaviour**
  Avoid shouting, cornering the student, moving into the students 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 responding emotionally

- **Approach the student in a non-threatening manner**
  Move slowly and deliberately toward the problem situation, speak privately to the student 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.

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Name:		Date:	
Person completing report:			

Name PROBLEM BEHAVIOUR
Date of incident   Time incident started   Time incident ended
Who was working with the student when the incident occurred?
Where were staff when the incident occurred?
Who was next person to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Signed: _____

Principal: _____   □ *Entered into OneSchool*

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing