



Policy and Procedure Register

Department of Education, Training and Employment

Student Protection

Version Number

6.4

Implementation Date

4/02/2014

Scope

All Education Queensland employees.

Purpose

Outlines responsibilities and commitment of Education Queensland to providing a safe, supportive and disciplined learning environment, and preventing and responding to harm or risk of harm for all students. Three categories of harm are addressed: harm caused by another student; harm caused by someone outside the state education institution environment; and student self-harm.

Overview

Education Queensland is committed to providing safe, supportive and disciplined learning environments, to preventing reasonably foreseeable harm to students and to responding when an Education Queensland employee or an employee of a state school, in the course of their employment, reasonably suspects harm or risk of harm to students.

Education Queensland will not condone behaviours (e.g. a child witnessing domestic or family violence) or cultural customs (e.g. caning children or female genital mutilation) that fall into the definition of harm.

Harm, to a student, is any detrimental effect of a **significant nature** on a student's physical, psychological or emotional wellbeing. This could also include harm to an unborn child. Harm can be caused by physical abuse, sexual abuse or exploitation, psychological or emotional abuse, or neglect.

It is **mandatory** under the *Education (General Provisions) Act 2006* for school staff members to immediately make a written report when they become aware or reasonably suspect the **sexual abuse** or **likely sexual abuse** of a student under 18 years. Likely is interpreted in the legislation as meaning, that unless someone intervenes, it is more probable than not that the student will be sexually abused.

This procedure applies to all Education Queensland employees including school staff members, regional and central office personnel. It also includes other employees of state schools (e.g. Youth Support Coordinators, School-Based Youth Health Nurses and Chaplains), volunteers and on-going visitors that have regular contact with students. Relevant contexts include escorting students on camps, excursions educational programs external to a school including a TAFE college and tours within or outside Australia.

This procedure should be read in conjunction with the Code of Conduct for the Queensland Public Service, the department's Code of Conduct Standard of Practice, the Code of School Behaviour, or where an employing agency has a Memorandum of Understanding or contractual

arrangement with the department, these documents should also be considered.

This procedure outlines the responsibilities and processes for responding to:

- harm caused by another student
- harm caused by a person not employed by the department, including volunteers and school visitors
- student self-harm.

Harm including sexual misconduct involving employees is managed in accordance with Allegations against employees in the area of student protection.

Employees (including principals) are not required to investigate any aspect of a suspicion of harm or risk of harm before making a report. An investigation, if it takes place, will only be as part of an internal process to make a school disciplinary absence decision or for the purpose of imposing public service discipline.

Every employee, student, parent or member of the public has the right to make a voluntary report directly to the Department of Communities, Child Safety and Disability Services (Child Safety) or Queensland Police Service (QPS), or to make a report of suspected official misconduct directly to the Crime and Misconduct Commission.

Responsibilities

Principals:

Preventative measures

- complete online Student Protection training (see Student Protection Training) including Module Six: Additional Guidance for Principals (Student Protection Training can be accessed via the Learning Place at <http://education.qld.gov.au/learningplace/>)
- ensure all state school employees, short-term contractors working on a school site, volunteers and on-going visitors that have regular contact with students, are inducted into Education Queensland's Student Protection procedure, complete the appropriate Student Protection Training, participate in an annual training update of the student protection procedure to remind them of their key accountabilities and obligations, and have current Blue Cards, if required under the Commission for Children and Young People and Child Guardian Act 2000 (Old) (see Working With Children Check - Blue Cards)
- implement risk management strategies to protect students from reasonably foreseeable harm or risk of harm (see School Excursions, Risk Management Strategy - Student Protection and Managing Risks in School Curriculum Activities).

Supportive measures

- advise employees who are affected by information provided in a report of harm that they can access the Employee Assistance Service
- abide by non-disclosure provisions by not revealing the identity of the person reporting a matter regarding suspected student harm to any person or officer of any department without that person's consent except where permitted or required by law (consider *Child Protection Act 1999* Chapters 1-3, 5, 5A and ss. 59-62)
- implement processes to enable collaboration across agencies where this is in the best interests of the student and in accordance with s.426 of the Education (General Provisions) Act 2006. This may include sharing information as per Information Sharing under Child Protection Act 1999 e.g. for SCAN (Suspected Child Abuse and Neglect) team meetings
- where an interview is conducted by Child Safety and/or QPS on schools grounds it should only be done in compliance with Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions. Where the interview is conducted under s.17 of the *Child Protection Act 1999* (i.e. it is related to suspected harm or risk of harm of a student, or an unborn child at risk of harm) complete Interviews conducted by

Department of Communities, Child Safety and Disability Services and/or Queensland Police on school site with children in need of protection and ensure that staff acting as support persons have read Information for school staff about interviews conducted with children at school premises by the Queensland Police Service and the Department of Communities, Child Safety and Disability Services.

Harm caused by another student (see Flowchart 1)

- implement strategies, notify parents and manage a student's behaviour in accordance with the school's Responsible Behaviour Plan when it is reasonable to suspect a student has been harmed or placed at risk of harm through the actions of another student
- report an act of harm that constitutes a criminal offence, and occurs on school premises, using the OneSchool Student Protection Concern module, or alternatively, an SP-4: Report of Suspected Harm or Risk of Harm If the act of harm is an assault (non-sexual in nature) where the student suffers no physical injury, discretion should be exercised so that a report to QPS is made only after consultation with the student and parents confirming that police action is warranted
- **in cases of emergency**, contact QPS immediately by telephone and follow up by completing the OneSchool Student Protection Concern module, or alternatively, with a SP-4: Report of Suspected Harm or Risk of Harm **as a matter of urgency**
- advise the student subject to the harm or his/her parents of their right to also report the act of harm directly to QPS in instances where it constitutes a criminal offence.

Harm caused by a person not employed by the department, including volunteers and school visitors (see Flowchart 2)

- upon receiving a written report from a staff member who becomes aware or reasonably suspects the sexual abuse or the likely sexual abuse of a student, or upon receiving any other information capable of satisfying the principal that **grounds exist** to reasonably suspect a student has been harmed or is at risk of harm, or an unborn child may be at risk of harm, **as a matter of urgency**, complete the OneSchool Student Protection Concern module, or alternatively, forward a completed SP-4: Report of Suspected Harm or Risk of Harm to QPS and/or Child Safety and regional office via facsimile or email (if sent by email, ensure a copy of the sent email and a hard copy of the signed report are retained at the school).
- where a parent is the alleged perpetrator of harm or suspected harm do not inform the parent of the allegation of harm or the report. If the parent is not the alleged perpetrator, then they should be informed of the allegation of harm (not the making of report) if to do so is consistent with s.426 of the EGPA
- registered nurses employed by DETE should make child protection reports in accordance with their legal obligations under the *Public Health Act 2005* and the *Education (General Provision) Act 2006*. Such reports may be sent directly by the registered nurse and do not need to be reviewed, counter-signed and forwarded by the principal
- store reports and any associated notes in a secure location or in OneSchool (see Records Storage)
- with the exception of a report from a staff member who becomes aware or reasonably suspects the sexual abuse or likely sexual abuse of a student which must be forwarded to QPS and Child Safety, if the principal is satisfied that grounds do not exist to reasonably suspect the student has been harmed or is at risk of harm, or an unborn child may be at risk of harm, the principal takes steps to monitor the student's situation. This may include advising an employee who provided the information to report any further concerns to the principal. Document the decision and store the record in a secure location or in OneSchool (see Records Storage)
- contact the local SCAN team representative (Senior Guidance Officer) if it is considered a case warrants referral to an Information Coordination Meeting (ICM) or SCAN team meeting (ICM and SCAN team meetings provide the opportunity for a multiagency case discussion and response where this is appropriate – for further information see ICM and SCAN Team)

System Manual).

Student self-harm (see Flowchart 3)

- consider appropriate responses to support the student and to support any other student or employee who may be affected by an incident of self-harm
- consult with qualified staff such as the Guidance Officer or School-Based Youth Health Nurse to ensure ongoing safety of the student
- upon receiving information or advice from any source capable of satisfying the principal that grounds exist to reasonably suspect a student is causing self-harm and the parent does not appear to be acting protectively, complete the OneSchool Student Protection Concern module, or alternatively, complete and sign a SP-4: Report of Suspected Harm or Risk of Harm and send the report to Child Safety and regional office via facsimile or email (if sent by email, ensure a copy of the sent email and a hard copy of the signed report are retained at the school).

School staff members and other school based employees:

- complete appropriate Student Protection training (refer to Student Protection Training Fact Sheet) and ensure Student Protection Training certificate is signed by the principal (retain a copy of signed certificate for your records) and participate in annual training update of the student protection procedure
- report all suspicions of student harm or risk of harm, or an unborn child at risk of harm, to the principal to determine whether a Report of Suspected Harm or Risk of Harm should be made, that is:
 - harm or risk of harm from another student (see Flowchart 1)
 - harm or risk of harm caused by a person not employed by the department, including volunteers and school visitors (see Flowchart 2)
 - student self-harm (see Flowchart 3)
- when reporting the suspected sexual abuse or likely sexual abuse of a student to the principal, or when requested by the principal, complete the OneSchool Student Protection Concern module, or alternatively, complete and sign an SP-4: Report of Suspected Harm or Risk of Harm as a matter of urgency and provide the report to the principal to be counter-signed and forwarded to QPS and/or Child Safety and regional office.
- only inform a parent of the allegation of harm or suspected harm with the agreement of the principal (it may be that a parent is the alleged perpetrator of harm and such a report would be inconsistent with the best interests of the child)
- registered nurses employed by DETE should make child protection reports in accordance with their legal obligations under the *Public Health Act 2005* and the *Education (General Provision) Act 2006*. Such reports may be sent directly by the registered nurse and do not need to be reviewed, counter-signed and forwarded by the principal
- in cases where the employing agency has a Memorandum of Understanding or contractual arrangement with the department, report all suspicions of student harm or risk of harm, or an unborn child at risk of harm, in accordance with the Memorandum of Understanding, keep appropriate records, and abide by confidentiality requirements
- document suspicions and/or incidents of harm and provide all records and copies of SP-4: Report of Suspected Harm or Risk of Harm to the principal for storage in a secure location or in OneSchool
- consult with qualified staff such as the Guidance Officer or School Based Youth Health Nurse as required
- monitor and support any student subjected to or at risk of harm from any source, as appropriate.

Guidance Officers:

- abide by all staff member responsibilities outlined in this procedure
- report all suspicions of student harm or risk of harm, or an unborn child at risk of harm, to

the principal as disclosed during conversations with students consistent with your ethical and legal obligations.

- may assist staff members to complete the OneSchool Student Protection Concern module or SP-4: Report of Suspected Harm or Risk of Harm forms if required.

Regional Directors:

- if requested, support schools in management of complex reports of harm and risk of harm that require urgent intervention, and escalate matters with senior officers of QPS and/or Child Safety if necessary
- manage human resources so that DETE has an authorised representative at every ICM and SCAN team meeting.

Suspected Child Abuse and Neglect (SCAN) team representatives:

- through an Instrument of Authorisation are authorised by the Director-General to act in accordance with s.159L of the *Child Protection Act 1999* in exercising the responsibilities of a member of SCAN
- refer cases of harm to an ICM or SCAN team meeting subject to the respective referral criteria (see ICM and SCAN Team System Manual)
- collect relevant information from school personnel to contribute to case discussions at an ICM or SCAN team meeting, provide updated information for SCAN team case reviews and provide feedback, if necessary, to school principals and guidance officers following a case discussion at an ICM or SCAN team meeting.

Education Queensland Staff located in Central and Regional Offices:

- who have regular contact with students complete either the online course or site-based Student Protection training when newly employed with the Department.
- report all suspicions of harm, or risk of harm directly to the relevant principal to determine whether a Report of Suspected Harm or Risk of Harm should be made

Information Sharing:

- refer to Information Sharing Under the Child Protection Act 1999.

Process

Unlawful sexual relationships between children under 16 years of age

There are laws governing sexual activity with and between young people. In Queensland, engaging in sexual conduct with a young person under the age of 16 years (*Criminal Code Act 1899 (Qld)* ss. 208(1), 215(1)) (under the age of 18 years, if the conduct involved is sodomy) is a criminal offence, irrespective of whether this contact is consensual or the persons involved are both under the age of 16. If a school staff member becomes aware or reasonably suspects that there has been sexual conduct involving a young person under the age of 16 years (or 18 years for sodomy), they are required to report this to the principal.

Where the sexual activity is apparently **consensual** and involves two young people under the age of 16 (or 18 years, in the case of sodomy), the principal should **seek the consent** of the student/s concerned to discuss the matter with their parents. If the principal is reasonably satisfied that the young person is **unable to give consent** (by reason of immaturity, disability or other circumstances) the principal may contact the student/s' parents. Such actions should be documented. Parents may make a report to the police if they so wish. In relation to making contact with parents about unlawful sexual relationships between children under 16 years of age principals should ensure that contact is appropriate (i.e. consider if the student is an independent student or if they are potentially at risk of harm).

Where the sexual activity is apparently **non-consensual** and involves two young people under

the age of 16 (or 18 years, in the case of sodomy), the principal should immediately refer the matter to QPS.

Where the sexual activity involves a person under the age of 16 (or 18 years for sodomy) **and the other person involved is above the age of 16 years** the matter is to be referred immediately to the QPS.

In all situations the principal is required to take action to support the best interests of the student/s, which may include involving the Guidance Officer or other support personnel, as required.

Protection from liability for Education Queensland employees

An employee who follows the Student Protection procedure reporting processes will be entitled to seek the protection from liability in civil, criminal and administrative processes available under s.22 of the *Child Protection Act 1999*. Further, they will be entitled to the confidentiality protections afforded to notifiers under s.186 of the *Child Protection Act 1999*.

An employee who makes a voluntary report to Child Safety or QPS, outside the Student Protection procedure reporting processes will also be entitled to seek the protections afforded by ss. 22 and 186 provided they have complied with s.22 of the *Child Protection Act 1999*.

Online Resources

Forms

- [Interviews conducted by Department of Communities, Child Safety and Disability Services and/or Queensland Police on school site with children in need of protection](#)
- [Student protection forms](#)

Supporting documents

- [Guideline for the grant of an indemnity or legal assistance to State Employees](#)
- [Legal implications for reporting harm and Sanctioned relationships](#)
- [OneSchool Student Protection Concerns Guide](#)
- [Checklist for Principals: Student Protection Responsibilities](#)
- [Flowchart 1: Employee response to allegation of student harm caused by another student](#)
- [Flowchart 2: Employee response to allegation of student harm caused by a person not employed by the department including volunteers and school visitors](#)
- [Flowchart 3: Employee response to student self-harm](#)
- [Information for school staff about interviews conducted with children at school premises by the Queensland Police Service and the Department of Communities, Child Safety and Disability Services](#)
- [Records Storage](#)
- [Risk management strategy - Student Protection](#)
- [Student Protection Fact Sheet](#)
- [Student Protection Training](#)

Review Date

21/01/2015



Definitions

Child/ren

A person under 18 years of age.

Employee

For the purposes of this procedure the definition of an employee is adopted as defined in s. 364 of the Education (General Provisions) Act 2006 (Qld) to mean 'a person engaged to carry out work at the school for financial reward'. This includes paid employees of the P&C, contractors on school premises, Youth Support Coordinators, School-Based Youth Health Nurses and Chaplains, etc.

Female Genital Mutilation, as defined in section 323A of the Criminal Code Act 1899 (Qld) (Criminal Code), means clitoridectomy, or excision of any other part of the female genitalia, or a procedure to narrow or close the vaginal opening or any other mutilation of the female genitalia; but does not include a sexual reassignment procedure; or a medical procedure for a genuine therapeutic purpose. Note also that it is an offence under section 323B of the Criminal Code to remove a child from the state or arrange to remove a child to have Female Genital Mutilation performed on them.

Harm

For the purposes of this procedure the definition of harm is adopted as defined in s.9 of the Child Protection Act 1999 (Qld):

1. Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.
2. It is immaterial how the harm is caused.
3. Harm can be caused by –
 - physical, psychological or emotional abuse or neglect; or
 - sexual abuse or exploitation
4. Harm can be caused by –
 - a single act, omission or circumstance; or
 - a series or combination of acts, omissions or circumstances.

Types of Harm

- **Sexual abuse** is a criminal offence. It refers to any sexual dealing with a child under 16 (or under 18 where the dealing involves sodomy). It includes the inducement or coercion of a child to engage in, or assist any other person to engage in, sexually explicit conduct or behaviour for the sexual gratification or profit of the person responsible. It also includes circumstances where a child under 16 (or under 18 where sodomy is involved) seemingly gives consent to the conduct. It also includes circumstances where there is an unacceptable risk that the child may be sexually abused. Such activity can include among other things, exhibitionism, exposing students to pornographic images or text, fondling, oral sex and intercourse. Where the child is above the age of 16 but is not yet 18 and suffers from an impairment of the mind (means a person with a disability that (a) is attributable to an intellectual, psychiatric, cognitive or neurological impairment or a combination of these and (b) results in (i) a substantial reduction of the person's capacity for communication, social interaction or learning; and (ii) the person needing support) a person who engages in sexual dealing with the child commits an offence.
- **Physical abuse** occurs when an adult or another young person or child deliberately assaults a child or young person. A person who strikes, touches, or moves, or otherwise applies force of any kind to, the person of another, either directly or indirectly, without the other person's consent, or with the other person's consent if the consent is obtained by fraud, or who by any bodily act or gesture attempts or threatens to apply force of any kind to the person of another without the other person's consent, under such circumstances that the person making the attempt or threat has actually or apparently a present ability to effect the person's purpose, is said to assault that other person, and the act is called an assault. Applies force includes the case of applying heat, light, electrical force, gas, odour, or any other substance or thing whatever if applied in such a degree as to cause injury or personal discomfort. Physical abuse can also include placing children and young people in situations where they are at risk of being harmed, for example, locking children in hot cars.

- **Emotional abuse** occurs when children are deprived of an environment which supports and nurtures them emotionally and intellectually. Emotional abuse may occur when children are exposed to chronic/severe domestic and family violence; significant parental mental health and/or substance abuse concerns; parental behaviours that are persistent and/or repetitive, and have a negative impact on a child's development, social needs, self-worth or self-esteem; parental criminal and/or corrupting behaviour; parental behaviours that deliberately expose a child to traumatic events.
- **Neglect** is denying a child or young person access to their basic needs including food, clothing, housing and health care. A child living in unhygienic conditions or being denied access to education are also forms of neglect as are failing to adequately protect a child or provide age appropriate levels of supervision.

Official misconduct

As described in the *Crime and Misconduct Act 2001 (Qld)* ss. 14-15 - conduct that could, if proved, be a criminal offence or a disciplinary breach providing reasonable grounds for terminating the person's services, if the person is the holder of an appointment.

Parent/carer acting protectively

A parent/carer who supports the best interests of their child/young person by:

- providing support to the child/young person when there are concerns of self-harm or risk of self-harm
- engaging with school personnel to support the child/young person at school, and
- seeking medical or mental health care or referral to counselling services as required.

Principal

Refers to the principal or officer in charge, from time to time, of a state educational institution.

Reasonably suspects

Suspects on grounds that are reasonable in the circumstances.

Relevant information

Under section 159C of the *Child Protection Act 1999*, relevant information means, in respect of giving information to the Department of Communities, Child Safety and Disability Services (Child Safety) chief executive or an authorised Child Safety Officer (CSO), information that the Department of Education, Training and Employment (DETE) authorised officer reasonably believes may:

- (i) help an authorised CSO to investigate an allegation of harm or risk of harm to a child or assess a child's need for protection; or
- (ii) help the Child Safety chief executive take action, or decide if he or she reasonably suspects a child is in need of protection, under section 14; or
- (iii) help an authorised CSO to investigate or assess, before the birth of a child, the likelihood that the child will need protection after he or she is born; or
- (iv) help the Child Safety chief executive in offering help and support to a pregnant woman under section 21A; or
- (v) help the Child Safety chief executive to develop, or assess the effectiveness of, a child's case plan; or
- (vi) help the Child Safety chief executive to assess or respond to the health, educational or care needs of a relevant child; or
- (vii) otherwise help the Child Safety chief executive to make plans or decisions relating to, or provide services to, a relevant child or the child's family.

Relevant information also means, in respect of giving information to another service provider (a prescribed entity or another person providing a service to children or families or a recognised entity) information a DETE authorised officer reasonably believes may help the service provider to—

- (i) decide whether information about suspected harm or risk of harm to a child should be given to the Child Safety chief executive; or
- (ii) decide whether information about an unborn child who may need protection after birth should be given to the Child Safety chief executive; or
- (iii) help the Child Safety chief executive to offer help and support to a pregnant woman under section 21A; or
- (iv) assess or respond to the health, educational or care needs of a child in need of protection; or
- (v) otherwise make plans or decisions relating to, or provide services to, a child in need of protection or the child's family.

SCAN (Suspected Child Abuse and Neglect) team system

The purpose of the SCAN team system is to enable a coordinated, multi-agency response to children where statutory intervention is required to assess and meet their protection needs. This is achieved by:

- timely information sharing between SCAN team core members
- planning and coordination of actions to assess and respond to the protection needs of children who have experienced harm or risk of harm
- holistic and culturally responsive assessment of children's protection needs.

Within the SCAN team system, an Information Coordination Meeting (ICM) provides a forum for discussion of a matter where a SCAN team core member representative seeks further information regarding the rationale for a child safety intake decision and requires the opportunity for multi-agency discussion. It is attended by representatives from SCAN team core member agencies only.

The members of the SCAN team undertake an assessment of available information in relation to each case and formulate recommendations for action. A SCAN team comprises:

- a SCAN team coordinator (Child Safety)
- a SCAN team administration officer (Child Safety)
- a representative from the SCAN team core member agencies:
 - Department of Communities, Child Safety and Disability Services
 - Queensland Police Service
 - Queensland Health
 - Department of Education, Training and Employment
 - the recognised entity when an Aboriginal or Torres Strait Islander child is the subject of discussion.

School staff member

Employed by Education Queensland and normally performs their daily duties within a school or schools, whether on a temporary, permanent or contract basis.

School visitor

Any person who visits the school on a one off or regular basis to provide services to the school. This includes any volunteers assisting in the school tuckshop, classrooms or on school excursions or presenters of one-off programs.

Self-harm

Harm that requires immediate medical or psychological intervention. Self-harm includes self-inflicted injuries, OR other self-inflicted physical or psychological damage.

- Self-inflicted injuries. Child has recent injuries and EITHER child admits inflicting injuries or the pattern of injuries appears self-inflicted.
- Other self-inflicted physical or psychological damage. Child's behaviour has caused or is likely to cause serious physical or psychological damage to self. Serious damage requires immediate medical or psychological evaluation or intensive treatment (e.g. acute drug

overdose)

Sexual conduct

Any behaviour that might reasonably be interpreted as being designed or intended to arouse or gratify sexual desires.

State educational institution

A state educational institution established under the Education (General Provisions) Act 2006.

Student

Any person, regardless of age, who attends a state educational institution, established under section 13, 14 or 15 of the *Education (General Provisions) Act 2006 (Qld)*. For the purposes of this procedure only, the definition of 'student' includes a pre-preparatory age child being provided with a pre-preparatory learning program at a prescribed state school (see section 419A of the *Education (General Provisions) Act 2006*) and a child registered in a distance education pre-preparatory learning program provided by a state school (see section 419F of the *Education (General Provisions) Act 2006*).





Authority

- *Education (General Provisions) Act 2006 (Qld)* sections 364-366, section 426
- *Child Protection Act 1999 (Qld)*
Chapters 1-3, 5, 5A, section 59-62, section 186-188

Related Policy Instruments

- *Allegations Against Employees in the Area of Student Protection*
- *Code of Conduct for the Queensland Public Service*
- *Code of Conduct Standard of Practice*
- *Code of School Behaviour*
- *Commission for Children and Young People and Child Guardian Act 2000 (Qld)*
ss. 32-33, Part 6, Schedule 1
- *Crime and Misconduct Act 2001 (Qld)*
Chapter 2
- *Criminal Code Act 1899 (Qld)*
Chapters 22, 30, 32
- *Education (General Provisions) Act 2006 (Qld)*
ss. 364-366, s. 426
- *Information Sharing under Child Protection Act 1999 (Qld)*
- *Managing Risks in School Curriculum Activities*
- *Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions*
- *Public Health Act 2005 (Qld)*
s. 191
- *Risk Management*
- *School Excursions*
- *Working With Children Check – Blue Cards*

Attachments

-  [Flowchart 1 - Employee response to allegation of student harm caused by another student](#)
-  [Flowchart 3 - Employee response to student self harm](#)
-  [Interviews conducted by DoCOPS on school site with children in need of protection](#)
-  [Flowchart 2 - Employee response to allegation of student harm caused by a person not](#)

employed by the department



Checklist for Principals - Student Protection Responsibilities



Information for school staff about interviews by QPS and Child Safety



Records Storage



Risk Management Strategy for Student Protection



Student Protection Training



Contact List

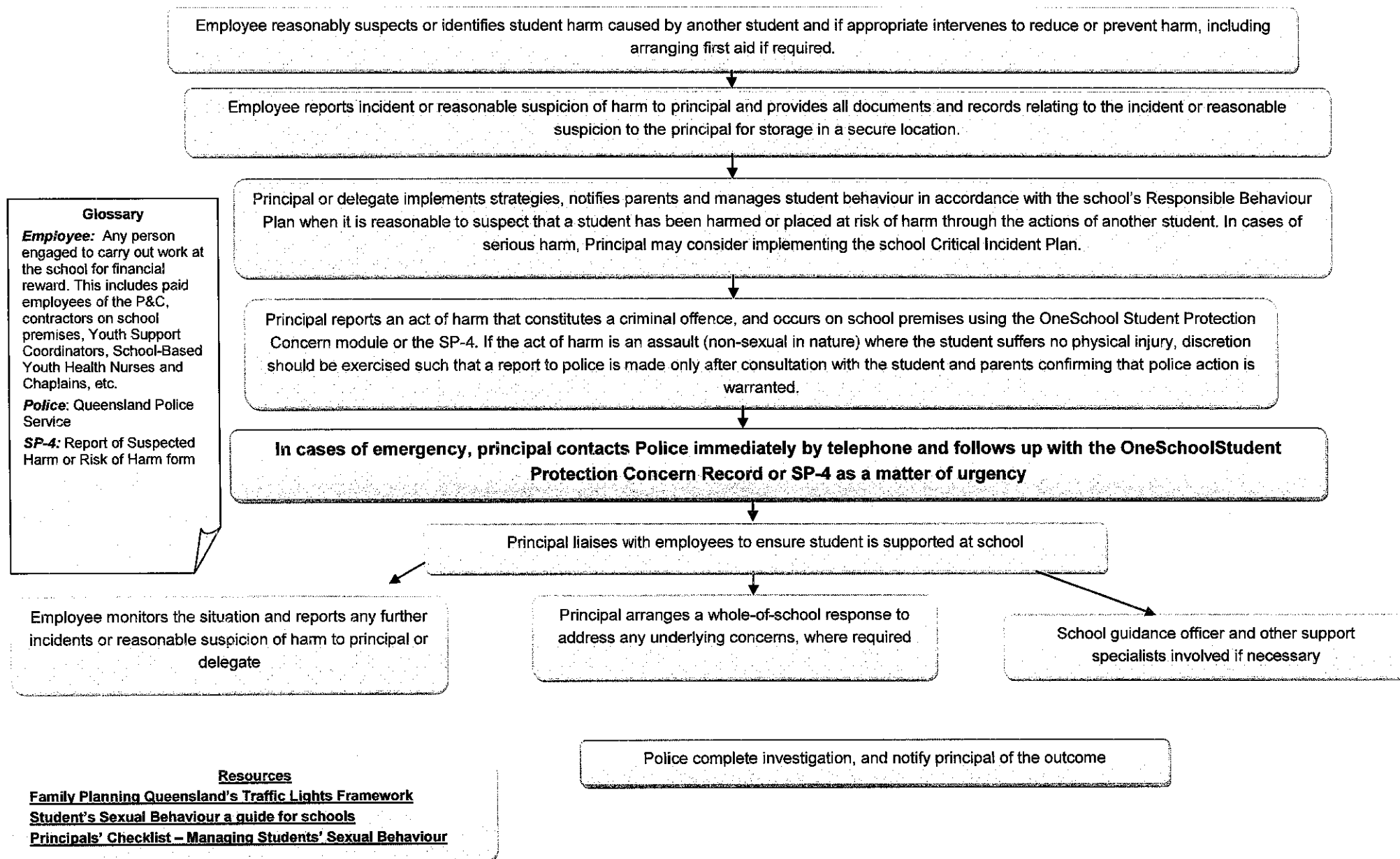
Contact

For further information, please contact your closest regional office.

Uncontrolled Copy Disclaimer

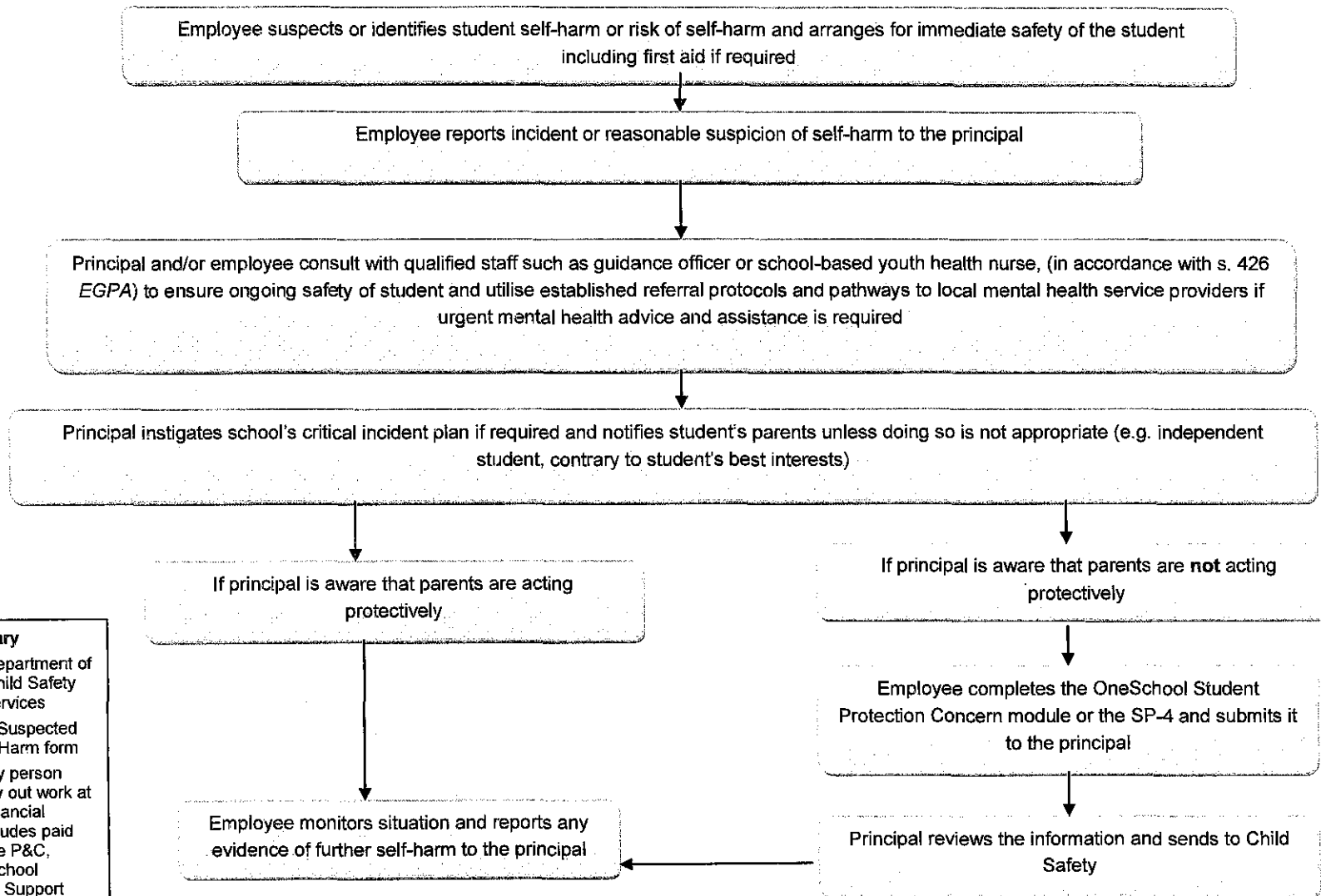
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Flowchart 1: Employee response to allegation of student harm caused by another student



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Flowchart 3: Employee response to student self-harm



Glossary

Child Safety: Department of Communities, Child Safety and Disability Services

SP-4: Report of Suspected Harm or Risk of Harm form

Employee: Any person engaged to carry out work at the school for financial reward. This includes paid employees of the P&C, contractors on school premises, Youth Support Coordinators, School-Based Youth Health Nurses and Chaplains, etc.

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.

Education Queensland

Interviews conducted by Department of Communities, Child Safety and Disability Services and/or Queensland Police Service on school site with children in need of protection

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- This form is to be **completed by the principal** (or delegate) and retained as a record of an interview conducted on the school site by an authorised officer/s of the Department of Communities, Child Safety and Disability Services (Child Safety) and/or an officer/s of the Queensland Police Service with a student for whom there are child protection concerns.
- File the form in a secure location as per records storage instructions outlined in Student Protection.
- Refer to Student Protection and/or Police Interviews and Police or Staff Searches at State Educational Institutions for guidance on the role of support persons during interviews.

Part A - contains details of service providers seeking to conduct an interview with a student on the school site.

Part B - forms a record of the interview and is to be completed following the interview's completion.

Part A Notification of intention to exercise power to interview a student on a school site

School:			
Student to be interviewed:			D.O.B.:
Date of request:			
Time period within which contact is required	<input type="checkbox"/> Immediate/today	<input type="checkbox"/> < 5 days	<input type="checkbox"/> 5 days - 14 days+
Agency/agencies intending to interview student	<input type="checkbox"/> Department of Communities, Child Safety and Disability Services <input type="checkbox"/> Queensland Police Service		
Officers who will interview the student	Name	Position	Agency
Relevant section of the <u>Child Protection Act 1999 (Qld)</u> for request	<input type="checkbox"/> s. 17 (1)(b)(i) - It is in the child's best interests that the officer has contact with the child before the child's parents are told about the investigation <input type="checkbox"/> s. 17 (1)(b)(ii) - the child's parents knowing in advance about the proposed contact with the child is likely to adversely affect or otherwise prevent the proper conduct of the investigation		
Parental consent	<p>Interviews conducted under s. 17 (1)(b)(i) and/or (ii)</p> <p>As per s. 17 (4) of the <i>Child Protection Act 1999</i> an officer of the:</p> <p><input type="checkbox"/> Department of Communities, Child Safety and Disability Services <input type="checkbox"/> Queensland Police Service</p> <p>will, as soon as practicable after the officer has had contact with the student, tell at least one of the student's parents that the officer has had contact with the student and the reasons for the contact.</p> <p>(Interview may proceed once undertaking to inform parent/s is given by an officer of the Child Safety or Queensland Police Service.)</p> <p>Interviews that DO NOT fall under s. 17 (1)(b)(i) and/or (ii)</p> <p>Has the student's parent been contacted by Child Safety or the Queensland Police Service in relation to the planned interview?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(Interview may proceed once parent has been informed and has given consent. Where parents do not consent, the interview may not proceed).</p>		

Flowchart 2:

Employee response to allegation of student harm caused by a person not employed by the department including volunteers and school visitors

Employee reports reasonable suspicion of harm or risk of harm to a student, caused by a person not employed by the department, to the principal or makes a written report to the principal of a reasonable suspicion that a student has been sexually abused or is likely to be sexually abused

Principal decides if grounds exist to reasonably suspect the student has been harmed or is at risk of harm (for harm types other than suspected sexual abuse or likely sexual abuse).

If the principal reasonably suspects the student has been harmed or is at risk of harm or if the principal receives a written report of suspected sexual abuse or likely sexual abuse the employee is required to complete the OneSchool Student Protection Concern module or the SP-4 and submit it to the principal

Principal reviews the information and forwards reports relating to sexual and physical harm to Police and Child Safety and reports relating to psychological/emotional harm and neglect to Child Safety

Principal ensures student is supported at school. If the parent is not the alleged perpetrator, then they should be informed of the allegation of harm (not the making of report) if to do so is consistent with s.426 of the EGPA

School guidance officer and other support specialists become involved if necessary

Police and/or Child Safety determine their level of involvement. Principal is advised of the outcome and any required action.

Glossary

Child Safety: Department of Communities, Child Safety and Disability Services

Police: Queensland Police Service

SP-4: Report of Suspected Harm or Risk of Harm form

Employee: Any person engaged to carry out work at the school for financial reward. This includes paid employees of the P&C, contractors on school premises, Youth Support Coordinators, School-Based Youth Health Nurses and Chaplains, etc.

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Checklist for Principals: Student Protection responsibilities

1)	Written reports from staff members who reasonably suspect the sexual abuse or likely sexual abuse of a student, or any other information that satisfies you that grounds exist to reasonably suspect that a student has been harmed or is at risk of being harmed, or an unborn child may be at risk of harm, are counter-signed and forwarded to: <ul style="list-style-type: none"> • Police and Child Safety for reports of sexual abuse or physical abuse • Child Safety for reports of Emotional/Psychological abuse and Neglect. Copies of all reports are sent to the Regional Director.
2)	All 'Blue Cards', for those who require them, are approved and current.
3)	All state school employees (i.e. Education Queensland employees and non-departmental employees), short-term contractors working on a school site, volunteers and on-going visitors that have regular contact with students are inducted (as detailed in the Student Protection Training fact sheet) into the Student Protection procedure.
4)	The Student Protection procedure has been revisited for all state school employees on an annual basis to remind them of their key accountabilities and obligations. Further information and resources to support principals with the delivery of school-based training and annual training updates are available on the Student Protection Page OnePortal .
5)	Staff professional development is provided as required to address areas of identified need in the area of student protection (e.g. identifying signs of abuse, reporting obligations).
6)	All staff on site have access to a current copy of the Student Protection procedure (via hard copy or electronic access) and access to the Student Protection Concern Record in OneSchool or the form <i>SP4: Report of Suspected Harm or Risk of Harm</i> available on the Student Protection Page OnePortal .
7)	Original copies of all notes, records, and reports relating to student protection are filed in a secure location at the school.
8)	Contact details for local Department of Communities, Child Safety and Disability Services (Child Safety) and Queensland Police Service are readily available and are current.
9)	The school is aware of the accountabilities and processes in place for when the Child Safety or Police request to conduct an interview at school with a student in need of protection (obligations under the Child Protection Act 1999(Qld)).
10)	Appropriate referral processes are documented for student self-harm requiring support from external agencies (e.g. Queensland Health).

Student Protection

Information for school staff about interviews conducted with children at school premises by the Queensland Police Service and the Department of Communities, Child Safety and Disability Services

What is the purpose of conducting interviews with children at school?

Queensland Police Service (QPS) and Child Safety officers conduct interviews with children at school premises for the purposes of obtaining a statement as part of an investigation into allegations of harm or risk of harm to the child where the alleged harm may have involved the commission of a criminal offence, to assess the child's need of protection and take any necessary actions to secure the safety of the child.

What is the legislative authority for interviewing a child at school?

The Evidence Act 1977

The *Evidence Act 1977*, section 93A, provides the legislative authority for QPS and Child Safety officers to conduct an interview and obtain a recorded statement from a child under 16 years, or a person who was 16 or 17 years when the statement was made and who, at the time of the proceeding, is a special witness, or an intellectually impaired person who has personal knowledge of the matters dealt with by the statement.

Interviews conducted in accordance with the *Evidence Act 1977*, section 93A, may also be referred to as "ICARE interviews". ICARE (Interviewing Children and Recording Evidence) is an interview technique designed to minimise further trauma to the child, collect admissible evidence which meets legislative and procedural requirements of the QPS and Child Safety, and reduce the likelihood of the need for the child to attend court and give evidence.

The Child Protection Act 1999

There may be times when it is necessary to interview a child without the parents' consent or prior knowledge of the investigation and contact with the child. The *Child Protection Act 1999*, section 17, provides Child Safety and QPS officers with the legislative authority to have contact with a child at a school prior to the parents being told of the contact with the child and the reasons for the contact, as part of an investigation and assessment.

In accordance with the *Child Protection Act 1999*, section 17(5), if the officer reasonably believes informing the child's parents about the contact with the child at school may jeopardise the investigation or expose the child to harm, the officer may withhold contacting the child's parents until it is practicable to do so.

How is an interview with a child at school initiated?

The QPS and Child Safety recognise the principal or delegate is in charge of a school and its students while the students are at school. Prior to interviewing a child at school premises, either a QPS or Child Safety

officer will notify the principal or delegate of the intention to exercise the power under the provisions of section 17 of the *Child Protection Act 1999* and make a request of the principal or delegate for permission to conduct an interview at the school premises.

Sufficient information will be provided to the principal or delegate to allow an informed decision to be made. Explicit details of the investigation will not be provided. The amount of information provided will be contingent upon the case. The principal or delegate will be asked to maintain confidentiality and provide a neutral setting for the interview. It is important for the principal or delegate to ensure they receive contact details for the QPS and Child Safety officers involved in conducting the interview.

It is generally useful for school personnel to be aware of contact details for the Child Safety Service Centre and Officer in Charge of the police station in their local area in the event that officers are required to attend school premises in response to child protection concerns identified for a child.

Who conducts the interviews?

Whenever possible, interviews will be conducted jointly by the QPS and Child Safety. Where an interview is conducted with a child in accordance with the *Evidence Act 1977*, section 93A, the interview will, where practicable, be undertaken by an officer who is accredited in ICARE and may also be conducted by either QPS or Child Safety officers when a joint interview is not possible.

In accordance with the *Evidence Act 1977* (Definitions section 3), when QPS and Child Safety officers conduct section 93A interviews, the evidence is recorded on video camera and audio cassette. Under the *Evidence Act 1977*, the recording of the child's evidence is a document that is presented to court.

Who can be a support person for the child?

QPS and Child Safety officers are responsible for ensuring the child feels safe and supported during the interview process and will exercise discretion when considering whether to allow an independent support person to be present during an interview with a child. In assessing the needs of the child, officers will consider the child's age, maturity and any other relevant factors. If in consultation with the principal or delegate, it is identified that an independent support person is required, officers will select a person with whom the child feels comfortable.

What is the role of the support person?

The role of the support person is to support the child and be present during the interview. The roles and responsibilities of all persons involved, including the support person, will be clarified by the interviewing officers prior to and during the interview.

During an interview with a child, the presence of other people, especially if they hold a position of authority in relation to the child, may reduce the likelihood of a child disclosing harm or risk of harm. In order to address this issue and to assist in making the child feel safe and supported throughout the interview, the interviewing officer will:

- ask the child whether they are comfortable with the support person present;
- advise the child and support person where the support person will sit (behind the child, out of the child's line of sight and out of reach of the child);

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Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document. Page 2 of

- advise the support person not to talk or make any actions that may disturb or influence the child; and
- advise the child they should not consult the support person during the interview.

What are the legal implications of the support person role?

In accordance with the *Evidence Act 1977*, section 93A, any person present when the child provides their statement may be called as a witness to a court proceeding. Therefore, any school personnel present as a support person during the interview may be required to provide a written and signed statement, attend court and give evidence as a result of their attendance at the interview.

What happens after the interview?

As soon as reasonably practical after the interview, QPS and Child Safety officers will be responsible for advising the principal or delegate, of future actions to be taken and any immediate support needs for the child.

Advising the parents of the contact with the child is the responsibility of interviewing officers and will be undertaken as soon as practicable after the interview, unless the officers reasonably believe someone may be charged with a criminal offence for harm to the child and advising the parents may jeopardise an investigation into the offence or may expose the child to harm.

Student Protection

Records Storage

School staff members establish and store appropriate records and documents relating to student protection according to Managing the Department's Records and do not disclose confidential information about a student or other school staff member to anyone except within relevant legislative and policy frameworks including s.426 of the Education (General Provisions) Act 2006 (Qld) and Information Sharing under Child Protection Act 1999.

Student Protection report forms and all related information are to be stored securely.

School recordkeeping

- Student Protection report forms retention period is the same as guidance files, which requires records to be kept for 43 years from date of birth
- For schools using the OneSchool Student Protection Reporting module, the system will facilitate the secure and confidential recording and storage of information
- Schools need to store securely any Student Protection report forms that have not been created within the OneSchool Student Protection Reporting module
- With the exception of previous SP5 forms, Student Protection forms **are not** to be stored on official departmental guidance files and/or student school files. Student Protection report forms that have not been created within the OneSchool Student Protection Reporting module are stored in files created by the guidance officer or principal and stored securely in a locked filing cabinet in a secure area or may be archived and stored off-site if required
- Email copies of Student Protection report forms can be stored by:
 - printing the document and filing according to usual recordkeeping processes
 - saving the email as a MSG in a network drive with appropriate access controls
 - saving the email in an email archive file stored on a network drive with appropriate access controls (not within an individual officers email archive)
- In the event that a student transfers to another Queensland state school the principal of the receiving school may be advised, as considered appropriate, of Student Protection report forms that are held at the previous school that are not contained within OneSchool.

Regional office recordkeeping

- Regions receive Student Protection report forms from schools that have not been created within the OneSchool Student Protection Reporting module - these Student Protection report forms are to be kept for 43 years from date of birth (the same retention as Guidance Files)
- Regions are advised to store Student Protection report forms, that have not been created within the OneSchool Student Protection Reporting module, in HP TRIM, ensuring appropriate security and access controls are implemented and maintained on HP TRIM containers
- If stored physically, Student Protection report forms need to be stored securely and may be stored off-site if required.

Further enquiries about Student Protection forms record storage should be directed to the Manager, Document Management Services by email at documentmanagementservices@det.qld.gov.au or on telephone 3034 4398.

Student Protection

Risk Management Strategy for Student Protection

The Department's Risk Management Strategy for Student Protection has been developed in line with the requirements of the Commission for Children and Young People and Child Guardian Act 2000.

The strategy identifies the policies and procedures in place across the Department which, together, aim to protect students and keep them safe from harm. It also identifies strategies for communication and support about matters relating to student protection and processes for managing breaches.

Statement of Commitment

Education Queensland is committed to providing safe, supportive and disciplined learning environments, to preventing reasonably foreseeable harm to students and to responding when an Education Queensland employee or an employee of a state school reasonably suspects harm or risk of harm to students.

All employees must ensure they are conversant with relevant legislative, policy and procedural obligations and understand their role with respect to student protection.

Code of Conduct

As well as upholding the principles, values and complying with standards of conduct set out in the Code of Conduct for the Queensland Public Service the department's Standard of Practice (Protecting Students from Harm) provides for obligations regarding staff interaction with students that promotes the prevention of harm to students and support for students who have been harmed.

Policies and procedures for recruiting, selecting, training and managing employees (including volunteers)

All applicants for school based positions are required under Section 9A of the Criminal Law (Rehabilitation of Offenders) Act 1986, to disclose information regarding criminal convictions for certain offences. This is necessary even though it may be possible to legally deny the existence of these offences after the rehabilitation period. This includes, but is not limited to, offences related to drugs misuse, offences of a sexual nature, offences against liberty, morality and abduction. Disclosure is required whether the offences were committed in or outside of Queensland. Failure to disclose relevant information may result in disciplinary action including suspension or dismissal.

In addition, the Department may require applicants to undergo an employment screening before an appointment can be approved. The Department is not obliged to consider any applicant who does not consent to undergo a police criminal history check.

Procedures for handling disclosures and suspicions of harm

The procedures Student Protection and Allegations against employees in the area of student protection, outline the Department's commitment to the safety and wellbeing of students. The procedures include guidelines and directions for responding to suspicions of harm or risk of harm to students. This includes student harm involving employees, harm caused by another student, harm caused by someone outside the department and student self-harm.

Managing breaches of the Risk Management Strategy

The Department's Standard of Practice addresses actions that may result where an employee acts in contravention of their obligations. Employee breaches of this Strategy will be managed in accordance with processes associated with breaches of the Code of Conduct for the Queensland Public Service and the Standard of Practice.

For persons other than Departmental employees, breaches will be managed by the Principal at the local level. A breach of Departmental policies or procedures may result in directions being issued about the conduct or movement of the person at premises of state instructional institutions in accordance with the Education (General Provisions) Act 2006 (Qld).

Policies and procedures for compliance with Chapter 8 (screening requirements)

The procedure Working With Children Check - Blue Cards, describes how Working with Children - Blue Card legislation applies to Education Queensland employees and schools. This procedure outlines the conditions under which a blue card is required. Further information about Blue Card – Risk Management Strategies can be found at:

<http://ppr.det.qld.gov.au/corp/hr/management/Procedure%20Attachments/Working%20with%20Children%20Check%20-%20Blue%20Cards/Risk.DOC>

Risk management of high risk activities and special events

The policy, Safe, Supportive and Disciplined School Environment is based on the Department's expectations for all Education Queensland personnel to maintain good order and management of each school using The Code of School Behaviour and the development of a school Responsible Behaviour Plan for Students.

Principals are aware that individual risk management plans need to be developed for high risk activities and special events (see Risk Management and Managing Risks in School Curriculum Activities). The types of activities or events included under this category are student billeting, sporting carnivals, school excursions and camps. Student Protection issues should be addressed as part of the standard risk management processes for these activities. Specific advice around school excursions is contained in School Excursions.

Strategies for communication and support

All state school employees (i.e. Education Queensland employees and non-departmental employees), short-term contractors working on a school site, volunteers and on-going visitors that have regular contact with students are inducted into Education Queensland's Student Protection procedures. Information sheets for staff, students, volunteers and parents are also available on the relevant sections of the Department's website.

For further information about risk management, contact:

Principal Industrial Officer
Workforce Relations
Phone: (07) 3235 4082

Student Protection

Student Protection Training

All state school employees (i.e. Education Queensland employees and non-departmental employees), short-term contractors working on a school site, volunteers and on-going visitors that have regular contact with students are inducted into Education Queensland's Student Protection policy.

Induction means, for members of teaching staff, principals and members of the administration team, specialist and support staff (e.g. Guidance Officers, Chaplains and Youth Support Coordinators) completing the Learning Place online course (if not previously completed by the employee) upon commencement of work at a state school.

For all other school-based employees of Education Queensland induction means completing either the online course (if not previously completed by the employee) or school-based Student Protection training, including clarification of responsibilities and obligations of employees, upon commencement of work at a state school.

For School-Based Youth Health Nurses (employed by Queensland Health) induction means completing the school-based Student Protection training upon commencement of work at a state school.

For school-based employees who have limited contact with students, induction means completing the school-based Student Protection training upon commencement of work at a state school.

All state school employees participate in an annual update of student protection responsibilities arranged by the principal and delivered using the Student Protection Training Power Point presentation and Study Guide at the commencement of the school year.

School-based training is usually delivered by the principal, deputy principal or guidance officer using the Student Protection Training Power Point presentation and Study Guide available on OnePortal. It is advisable that the officer delivering the training will have completed Module 6: Additional guidance for principals of the online Student Protection training.

Other non-departmental employees (including short-term contractors working on the school site), volunteers and on-going visitors that have regular contact with students receive some form of student protection training, as determined by the principal, including provision of the Student Protection Fact Sheet within a reasonable period of first attending the school.

Education Queensland employees based in central and regional offices that have regular contact with students complete either the online course or site-based Student Protection training when newly employed with the department.



Student Protection

Contact List

For further information, please contact your Regional Office

- Central Queensland Mackay
Phone: (07) 4951 6800
Fax: (07) 4951 6924
- FNQ Services – Cairns Office
Phone: (07) 4046 5222
Fax: (07) 4046 5200
- Darling Downs South West Region
Phone: (07) 4616 9111
Fax: (07) 4616 9103
- Metropolitan Region
Phone: (07) 3422 8352
Fax: (07) 3422 8344
- North Coast Murrumba
Phone: (07) 3881 9600
Fax: (07) 3881 9650
- South East Region
Phone: (07) 5562 4888
Fax: (07) 5562 4800
- North Queensland Region
Phone: (07) 4726 3111
Fax: (07) 4726 3100

School Behaviour

Better Behaviour Better Learning

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

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

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

The Code of School Behaviour defines the **responsibilities** that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful **relationships**.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its *Responsible Behaviour Plan for Students*.

The *Education (General Provisions) Act 2006* provides that principals must give an enrolment agreement to the student's parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.



Great state. Great opportunity.



School

The Code of Behaviour

Better Behaviour Better Learning

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the 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 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.

standards



Consequences for Unacceptable Student Behaviour

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
- promote the skills of responsible self-management.

Principals are expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Directors or delegate are expected to:

- exercise leadership in support of school principals' responsibilities under *The Code* and promote improvement of the professional skills of principals accordingly.

Senior Officers of the Department of Education, Training and Employment are expected to:

- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

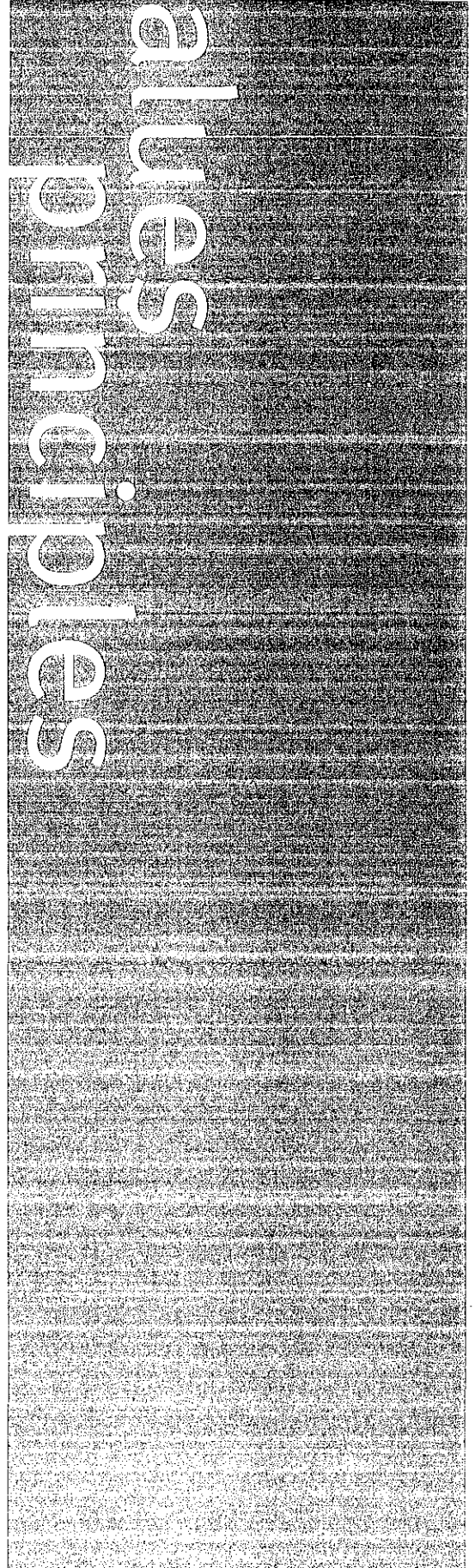
- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by the Department of Education, Training and Employment, which include:

- detentions, including detention on a non-school day
- Discipline Improvement Plans
- Community Service Interventions
- suspensions
- exclusions
- cancellations of enrolment.

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.



values and principles

The Code of School Behaviour is based on the following **values** and **principles**.

Values

The Department's Strategic Plan defines the following values.

- **Customer focus:** creating positive experiences for children, students, families, communities and industry through enabling choice, being responsive and providing inclusive services
- **Innovation:** recognising and cultivating innovation for better outcomes
- **High performance:** working efficiently and effectively, with high expectations of each other, our services and our students
- **Accountability:** promoting evidence-informed decision making, transparency and accountability
- **Our people:** developing and empowering our people through relationships based on trust, respect and valuing diversity.

Principles

The Code is underpinned by the following principles.

- State schools expect high standards of personal achievement and behaviour.
- 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, the wider school community and other support agencies contribute to positive behaviour in schools.
- 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 student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.



Policy and Procedure Register

Department of Education, Training and Employment

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Safe, Supportive and Disciplined School Environment

[Print PDF](#)

Version Number

7.2

Implementation Date

13/02/2014

Scope

All state schools

Purpose

This procedure sets out the step by step processes a school uses to promote a safe, supportive and disciplined learning environment as outlined in the [Statement of expectations for a disciplined school environment](#)(<http://education.qld.gov.au/behaviour/statement-expectations.html>).

This procedure is supported by the [Code of School Behaviour](#) (<http://education.qld.gov.au/behaviour/code-behaviour.html>) which defines the responsibilities for the expected behaviours and the [Responsible Behaviour Plan for Students](#)(<http://education.qld.gov.au/behaviour/index.html>) which sets out how behaviour is managed in a school. The procedure also outlines key responsibilities for Principals and school staff when using physical restraint or time out to facilitate a safe school environment.

Overview

This procedure aligns with the expectations for all Education Queensland personnel under [The Code of School Behaviour](#) (<http://education.qld.gov.au/behaviour/code-behaviour.html>), the [Statement of Expectations for a Disciplined School Environment](#) (<http://education.qld.gov.au/behaviour/statement-expectations.html>) and legislative obligations to maintain good order and management of schools.

This procedure includes:

- the requirement for all state schools to have a [Responsible Behaviour Plan for Students](#)(<http://education.qld.gov.au/behaviour/index.html>)
- the application, where required, of *Disciplinary Consequences*
- provision for the use of Time Out as a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine:
 - to a separate area within classroom
 - to another supervised room or setting.
- provision for the use of Physical Restraint, involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is

used only as an immediate or emergency response or as part of a student's individual plan, including prevention of self-harming behaviours.

Each school determines the behaviour management strategies and disciplinary consequences which may be applied. Disciplinary consequences may include suspension, exclusion or cancellation of enrolment of a student. They can also include other strategies such as detention, *Discipline Improvement Plans* and *Community Service Interventions*.

Detentions, *Discipline Improvement Plans* and *Community Service Interventions* are optional disciplinary strategies which may be applied. They can be implemented to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. Community Service Interventions must take place outside of school hours. Suspension, exclusion and cancellation of enrolment are strategies of last resort. Principals are not able to delegate decisions for discipline improvement plans, suspensions, exclusions and cancellations of enrolment.

Failure to undertake a detention or *Community Service Intervention* during the weekend or agree to a *Discipline Improvement Plan* is not a ground for suspension, exclusion or cancellation of enrolment. However, the original behaviour for which the disciplinary consequence was applied may amount to a ground for suspension, exclusion or cancellation of enrolment.

Responsibilities

Teachers are responsible for detention, where authorised by the principal, in accordance with the school's student discipline procedures.

The principal is responsible for: implementing the core elements of the Statement of Expectations for a Disciplined School Environment (<http://education.qld.gov.au/behaviour/statement-expectations.html>); abiding by The Code of School Behaviour (<http://education.qld.gov.au/behaviour/code-behaviour.html>); developing a Responsible Behaviour Plan for Students (<http://education.qld.gov.au/behaviour/index.html>); making and authorising decisions; assessing risks regarding disciplinary consequences; and documenting disciplinary consequences. Where principles of fairness (for example, relating to bias) make it inappropriate for the principal to make a decision, the principal contacts the Director-General.

The Director-General may delegate disciplinary decisions. If so, the delegate may exercise the Director-General's power ([http://ppr.det.qld.gov.au/pif/authorities/Authorities%20and%20Delegations/Director-Generals%20authorisations%20under%20Education%20\(General%20Provisions\)%20Act%202006.pdf](http://ppr.det.qld.gov.au/pif/authorities/Authorities%20and%20Delegations/Director-Generals%20authorisations%20under%20Education%20(General%20Provisions)%20Act%202006.pdf)). The Director-General or delegate is responsible for: responding to submissions made against a principal's decision to suspend a student for 11-20 days, a principal's decision to suspend a student on a charge-related ground and a principal's decision to exclude; exercising the suspension or exclusion power of the principal if the principal of a state school or the Director-General reasonably believes it would be appropriate for the Director-General to exercise the power; and responding to a periodic review submission related to a permanent exclusion.

The Director-General is responsible for: making decisions about excluding a student from a school, certain schools, or all Queensland state schools; and responding to submissions against Director-General decisions.

Time Out

The principal is responsible for using Time Out:

- as one of a range of options for students to manage their own behaviour

- in order to assist a student in calming down process
- as a strategy to reduce the frequency of a particular behaviour
- including procedures as part of the school's Responsible Behaviour Plan for students and/or as part of a student's individual plan, including identification of situations or conditions where use of time out is and is not appropriate
- ensuring all staff, students and parents are aware of the appropriate use of and procedures for time out
- ensuring emergency procedures are in place for students 'out of class'
- reviewing the use of time out regularly.

School staff are responsible for:

- following specific processes for Time Out.

Physical Restraint

School staff are responsible for:

- using physical restraint
 - as an immediate or emergency response
 - as part of student's individual plan, including prevention of self-harming behaviours
 - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
 - after considering the welfare of student, staff and other students
 - with such force as is reasonable under the circumstances (<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf>)
 - in conjunction with teaching and reinforcement of alternative appropriate behaviour
- developing strategies to deal with situations involving the use of physical restraint by
 - using risk management procedures (<http://education.qld.gov.au/health/safety/managing/risk.html>)
 - following procedures in accordance with Code of Conduct (<http://education.qld.gov.au/corporate/codeofconduct/index.html>)
 - following the Student protection procedure (<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>)
- considering any issues that might exacerbate the situation such as
 - body language, tone of voice or facial expressions
 - student's sensitivity to sounds or touch
 - student's methods of communication
- assuming a calm demeanour to avoid escalating student's behaviour
- maintaining appropriate observation or monitoring of student during and after incident of physical restraint
- following specific processes for
 - Physical Restraint - Immediate or Emergency Response
 - Physical Restraint - Planned Response including Prevention of Self-Harming Behaviours (individual plan).

Process

The Principal:

- develops a Responsible Behaviour Plan for Students (http://education.qld.gov.au/publication/production/reports/docs/plan_for_students.doc) in consultation with the school community, which is consistent with this procedure and outlines the expected behaviour and the types of disciplinary consequences that may be used for inappropriate behaviour
- authorises staff to make decisions on appropriate consequences and implement disciplinary strategies (except for suspensions, exclusions and cancellations of enrolment) in line with the Responsible Behaviour Plan for Students

- determines the school's procedures relating to detentions
- for after-hours detention (including detentions on a day other than a school day)
 - arranges appropriate supervision by teachers
 - consults with parents about a suitable day/time in which the detention is to be completed within any parameters set by the school
 - notifies the student and their parent of the school's procedures, including the responsibilities of the student, parent and school in relation to supervision arrangements and start and finish times
- develops a Discipline Improvement Plan in consultation with the student and parent
- for Community Service Interventions (where students are under the direct supervision of the principal/teacher)
 - conducts a risk assessment and develops a risk management plan
 - ensures activities occur either on school grounds or as part of a school activity
 - arranges appropriate supervision of the participating students at all times by a school-based employee and ensures the students are adequately supervised at all times
 - obtains written consent from the student's parent
- for Community Service Interventions with a host organisation (students aged 14 years of age and over only)
 - follows all the requirements of the Work Experience Placements for School Students procedure
(<http://ppr.det.qld.gov.au/education/management/Pages/Work-Experience-Placements-for-School-Students.aspx>).

Applying disciplinary consequences

The Principal or Director-General (or delegate):

- undertakes an assessment of the behaviour, the level of risk and the appropriate level/type of disciplinary consequences to be applied
- takes into account a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- considers if another disciplinary strategy or consequence would be more appropriate
- documents disciplinary consequences in the individual student record
- takes account of the following requirements
 - the principle of *procedural fairness* applies in all decision making
 - the grounds for suspending or excluding a student apply to all students, including mature aged students
 - the conduct of a student includes an omission to perform an act by the student
 - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours
 - an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
 - if it is inappropriate to provide the notice directly to the student (e.g. due to a student's young age or disability), the student notice is included with the parent notice. If it is inappropriate to provide the notice to the parents (e.g. if the student is living independently or is over 18 years of age), the notice is only provided to the student.

Submissions may be made to review 11-20 day suspensions, exclusions and cancellations of enrolment and to revoke a permanent exclusion on each 12 month anniversary of the exclusion decision until the student turns 24.

Suspensions (1 – 10 days, 11-20 days)**The Principal:**

- considers whether behaviour constitutes one or more of the following grounds under s.282 of the EGPA
 - disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- gives the student and parent the opportunity to consider the relevant evidence
- gives the student and parent the opportunity to discuss the allegations and respond if they choose
- verbally notifies the student and parent of the suspension and the date on which it will commence
- is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- either: prepares a decision notice on the approved form for 1-10 day suspensions and gives it to the student and parent as soon as practicable; or prepares a decision notice on the approved form for 11-20 day suspensions, including details about making a submission to the Director-General or delegate, and gives it to the student and parent as soon as practicable
- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education whilst suspended
- appoints a school staff member as the contact for the suspended student
- ensures the suspension is completed in the current school year
- responds to any request from the Director-General or delegate for information if a submission is made (for 11-20 days suspensions only).

Suspensions (charge related)**The Principal:**

- considers whether the student's behaviour constitutes one or more of the following grounds under s.282 of the EGPA
 - the student is charged with a serious offence (as defined in the *Commission for Children Young People and Child Guardian Act 2000*);
 - the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending
- gives the student and parent the opportunity to consider the relevant evidence
- gives the student and parent the opportunity to discuss the allegations and respond if they choose
- verbally notifies the student and parent of the suspension and the date on which it will commence
- is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- ensures a regional case manager is allocated through OneSchool
- prepares a notice on the approved form in OneSchool, including details about making a submission to the Director-General or delegate and gives it to the student and parent as soon as practicable

- takes reasonable steps to arrange for the student to access an educational program or a school of distance education to allow the student to continue their education whilst suspended
- responds to any request from the Director-General or delegate for information if a submission is made
- as soon as the charge is dealt with
 - decides to propose to exclude the student and moves directly to the proposal to exclude process; or
 - decides not to propose to exclude the student and prepares a notice on the approved form in OneSchool stating that the suspension has ended.

Note: The EGPA provides that the principal may decide to end the suspension on a day before the charge is dealt with if the principal, after considering all the information and the risks, is satisfied that it would be appropriate for the student to attend the school while the charge is pending. If so, the principal must tell the student about the decision and give the student a notice on the approved form about the decision.

Submission against an 11-20 day suspension or *charge related suspension*

The Director-General (or delegate):

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent to allow them to consider the material and to provide a response
- confirms, varies, or sets aside the decision to suspend the student following consideration of the submission, investigation report and any other relevant information provided
- informs the student, principal and parent of the decision as soon as practicable
- prepares a decision notice on the approved form and sends a decision notice to the student, parent and principal, as soon as practicable.

Exclusion: Principal

The Principal:

- considers exclusion only if suspension is inadequate to deal with the student's disobedience, misbehaviour, *conduct* or risk
- considers whether the student's behaviour constitutes one or more of the following grounds under s.292 of the EGPA
 - persistent disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
 - the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
- ensures a regional case manager is allocated through OneSchool
- gives the student and parent the opportunity to consider the relevant evidence
- verbally notifies the student and parent of the suspension and the date on which the suspension will commence
- is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- creates a suspension with a proposal to exclude notice on the approved form in OneSchool and provides the notice to the student and parent as soon as practicable

- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue their education
- decides whether to exclude or not exclude, within 20 school days after giving the student the proposed exclusion notice
- creates a notice on the approved form in OneSchool outlining the decision to exclude or not exclude and provides details about the right to make a submission to the Director-General or delegate and immediately notifies the student, their parent and regional case manager.

Suspension or Exclusion: Director-General exercising the power of the principal

The Director-General (or delegate):

- follows the same process as the principal if exercising the principal's power to suspend or exclude.
Exclusion: Director-General – certain state schools or all state schools
The Director-General:
- considers whether exclusion by the principal under Part 12, Division 3 of the EGPA
(<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>) is inadequate to deal with the disobedience, misbehaviour, conduct or risk
- considers whether the behaviour constitutes one or more of the following grounds under s.299 of the EGPA
 - persistent disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
 - the student has been convicted of an offence and the Director-General is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
- gives the student and parent, if appropriate, the opportunity to view the relevant (de-identified) materials being considered and to respond to the allegations
- ensures a regional case manager is allocated
- verbally notifies the student and parent of the suspension pending exclusion and the date on which the suspension will commence
- creates a suspension with proposal to exclude notice on the approved form and provides the notice to the student and parent as soon as practicable
- contacts OneSchool to request a Director-General flag is added to OneSchool if the decision is to suspend with a proposal to exclude
- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue their education
- considers any submission made by the student or parent against the proposal to exclude
- within 30 school days after giving the student the proposed exclusion notice, decides whether to exclude or not exclude
- creates a notice on the approved form outlining the decision to exclude or not exclude the student and details about the right to make a submission to the Director-General or delegate (where appropriate)
- as soon as practicable, notifies the student, their parent and the regional case manager
- contacts OneSchool to update the Director-General flag.

Submissions against a Principal's or the Director-General's decision to exclude

The Director-General (or delegate):

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that are being considered to the student and/or parent and provides an opportunity for them to respond to the material
- makes the decision to confirm, amend, or set aside the decision to exclude the student and creates a decision notice within 40 school days after receiving a submission
- informs the student, principal, case manager and parent of the decision as soon as practicable and gives a notice to the excluded student, the principal and the parent within 7 days after telling the excluded student about the decision.

Periodic review of submissions against permanent exclusion

The Principal, Director-General (or delegate):

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent and provides an opportunity for them to respond to the material
- makes a decision within 40 school days of receiving a submission to either
 - revoke: if the disobedience, misbehaviour or other conduct is unlikely to recur if the student was allowed to attend the school or schools; if the student's attendance at the school or schools no longer poses an unacceptable risk to the safety or wellbeing of other students or staff; or it would no longer be in the best interests of other students or of staff for the student to be enrolled in the school or schools
 - not revoke the decision to exclude the student
- gives written notice to the student, principal, parent and regional case manager of the decision.

Cancellation of Enrolment

The Principal:

- considers that the behaviour of the student who is older than the *compulsory school age* amounts to a refusal to participate in the educational program provided at the school
- verbally provides a warning to the student of the refusal to participate, the school's expectations for participation in the educational program and allows the student a reasonable opportunity to meet the school's expectations
- has the option to provide the student (and parent if the student is under 18 years of age) with a written warning notice in OneSchool
- considers the evidence and makes a decision about whether to cancel the student's enrolment if the student continues to refuse to participate
- informs the student (and parent if the student is under 18 years of age) of the decision as soon as practicable
- creates a decision notice on the approved form in OneSchool if the decision is to cancel the enrolment and gives the student (and parent if the student is under 18 years of age) the notice which contains details about the right to make a submission to the Director-General or delegate.

Submission against the Principal's decision to cancel enrolment

The Director-General (or delegate):

- gathers information required to address the points raised in the submission, provides de-identified copies of materials that were considered to the student and/or parent and provides an opportunity for them to respond to the material
- confirms, varies, or sets aside the decision and substitutes another decision to cancel the enrolment of the student following consideration of the submission, investigation report and any other information provided
- informs the student, principal (and parent if the student is under 18 years of age) of the decision as soon as practicable
- creates a written notice on the approved form of the decision and gives it to the student and/or parent as soon as practicable after telling the student.

Time Out

Principals and School Staff:

- keep the student in any time out area under supervision at all times
- ensure the student is safe
- give the student opportunity to rejoin class in intervals of no more than 10 minutes
- provide the student with opportunities to complete assignments or assessments to fulfil educational requirements
- if applying time out as a management technique, ensure that it is consistent with
 - developmental stage of the student
 - any special needs that the student may have
- should use of time out with a particular student become increasingly frequent or regular, develop more comprehensive strategy to support student's full participation in the educational program.

Physical Restraint - Immediate or Emergency Response

Principals and School Staff:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident, detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the incident
 - student's physical condition before and after physical restraint
 - counselling provided to the student following the period of physical restraint
 - planned future action to prevent further incidences of the behaviour
- prepare an incident report
(<http://education.qld.gov.au/health/safety/managing/accidents.html>)
- provide debriefing for the student and any other students after a suitable interval of time has elapsed
- hold a debriefing meeting with the relevant staff members
- develop an individual plan if physical restraint is necessary as an ongoing strategy.

Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan)

When physical restraint is used as part of a student's individual plan:

Principals:

- provide physical restraint training
(<http://ppr.det.qld.gov.au/education/learning/Procedure%20Attachments/Safe,%20>

20Supportive%20and%20Disciplined%20School%20Environment/training.DOCX)

for staff when individual plans involve physical restraint

- document any staff training and professional development
- include physical restraint processes in the school's Responsible Behaviour Plan for Students
(http://education.qld.gov.au/publication/production/reports/docs/plan_for_students.doc) in locations where individual plans may involve physical restraint
- approve individual plans and provide copy of plan to principal's supervisor or delegate.

Principals and School Staff:

- develop the student individual plan by
 - including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
 - not using physical restraint process in isolation
 - developing procedures with support personnel, parents and relevant staff including medical practitioner or other appropriate professional personnel where applicable
 - identifying strategies to reduce and eliminate the need for physical restraint
- in preventing self-harming behaviours
 - consider whether safety can be restored in another practicable way such as removing potentially harmful objects
 - employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
 - use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury
- complete documentation according to Student Protection
(<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>)
- employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm
- establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

The Principal's Supervisor:

- receives and monitors individual plans

Online Resources

Forms

All forms in OneSchool are approved forms.

Online information

- Disciplinary consequences(<http://education.qld.gov.au/behaviour/disciplinary-consequences.html>)
- Disciplinary consequences optional resources(<https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/GreatteachersGreatresults/StrengtheningDiscipline/Pages/default.aspx>)
- Appeals (for students and parents)
(<http://education.qld.gov.au/behaviour/disciplinary-consequences.html>)
- Investigations and Evidence Gathering
(<https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/GreatteachersGreatresults/StrengtheningDiscipline/Pages/default.aspx>)

Supporting documents

- Guidelines - Physical Restraint Training

(<http://ppr.det.qld.gov.au/education/learning/Procedure%20Attachments/Safe,%20Supportive%20and%20Disciplined%20School%20Environment/training.DOCX>)

Review Date

30/07/2014



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Definitions

Approved form

An approved form for a School Disciplinary Absence (SDA) is the departmental proforma located in OneSchool, which has been gazetted in the Queensland Government Gazette, as prescribed in part 12 of the *Acts Interpretation Act 1954*.

Charge related ground

As outlined in s.282 of the *Education (General Provisions) Act 2006 (Qld)* (EGPA), a charge related ground is where the student is either charged with a serious offence or the student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.

Community Service Intervention

A *Community Service Intervention* is a disciplinary option available to principals, with the consent of the student and their parent, to address inappropriate student behaviour. The student performs unpaid work or activities in their local community or school with a host organisation or under the supervision of a school staff member.

Compulsory school age

A child is of compulsory school age if the child is at least 6 years and 6 months and less than 16 years of age. However a child is no longer of compulsory school age if the child has completed Year 10.

Conduct

Conduct refers to the behaviour of a student specifically described in s. 282 (c) (d) and s.283 (3) of the EGPA. Conduct of a student may be a ground even if the conduct does not happen on school premises, or during school hours. Conduct of a student includes an omission to perform an act by the student.

Discipline Improvement Plan

A *Discipline Improvement Plan* is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.

Dealt with

Dealt with in relation to a charge against a student for an offence means any of the following:

- the student is acquitted or convicted of the charge
- the student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge
- the charge is withdrawn or dismissed or a nolle prosequi (a prosecutor's decision to voluntarily discontinue criminal charges either before trial or before a verdict is rendered) or no true bill (the prosecution decides not to present an indictment against an accused person after the accused person has been committed by a Magistrates Court to stand trial in a superior court, thereby ending the prosecution) is presented in relation to the charge.

Procedural fairness

Procedural fairness comprises two elements:

- the right to be told the allegations against you, a reasonable opportunity to see and consider the evidence relied upon by the decision maker, and a reasonable opportunity to present your case and be given a fair hearing before the decision is made
- the right to have a decision made by an unbiased decision maker.

(<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx#definitions>)

Authority

- *Education (General Provisions) Act 2006 (Qld)*
(<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>)
Chapter 12
- *Education (Strengthening Discipline in State Schools) Amendment Bill 2013*

Related Policy Instruments

- *The Code of School Behaviour*(<http://education.qld.gov.au/behaviour/code-behaviour.html>)
- *Statement of Expectations for a Disciplined School Environment*
(<http://education.qld.gov.au/behaviour/statement-expectations.html>)
- *Student Protection*
(<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>)
- *Accidents, Incidents and Incident Investigations*
(<http://education.qld.gov.au/health/safety/managing/accidents.html>)
- *Criminal Code Act 1899*
(<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf>)
- *Code of Conduct for the Queensland Public Service*
(<http://www.premiers.qld.gov.au/publications/categories/policies-and-codes/code-of-conduct.aspx>)
- *Department of Education, Training and Employment Standard of Practice*(<http://education.qld.gov.au/corporate/codeofconduct/pdfs/det-code-of-conduct-standard-of-practice.pdf>)
- *Health, Safety and Wellbeing Policy Statement*
(<http://education.qld.gov.au/health/docs/orghealth-policy-statement.pdf>)
- *Managing Risks in School Curriculum Activities*
(<http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-In-School-Curriculum-Activities.aspx>)
- *Work Experience Placements for School Students*
(<http://ppr.det.qld.gov.au/education/management/Pages/Work-Experience-Placements-for-School-Students.aspx>)
- *Working with Children Check- Blue Cards*
(<http://ppr.det.qld.gov.au/corp/hr/management/Pages/Working-with-Children-Check---Blue-Cards.aspx>)

Attachments



Physical Restraint Training

(<http://ppr.det.qld.gov.au/education/learning/Procedure%20Attachments/Safe,%20Supportive%20and%20Disciplined%20School%20Environment/training.DOCX>)

Contact

For more information, please contact your closest regional office

(<http://education.qld.gov.au/schools/about/district.html>).

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Great state. Great opportunity.

Runcorn State School Behaviour Data Export

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Date	Staff Id	EQ Id	Family Name	Preferred Name	Year	Gender	Type
26/02/2010	MEERNA	s.47(3)(b) – Contrary to the Public Interest					Major
27/10/2010	GOSLGR						Major
16/05/2011	KENTJE						Minor
19/05/2011	KENTJE						Minor
26/10/2011	GRIGBR						Major
30/07/2012	JOHNMA						Major
02/08/2012	SMITUR						Major
02/08/2012	SMITUR						Major
14/08/2012	JOHNMA						Minor
14/08/2012	JOHNMA						Minor
16/08/2012	JOHNMA						Major
16/08/2012	JOHNMA						Major
05/09/2012	JOHNMA						Major
10/09/2012	JOHNMA						Major
29/10/2012	JOHNMA						Major
07/11/2012	JOHNMA						Major
22/04/2013	JOHNMA						Major
29/04/2013	JOHNMA						Major
10/05/2013	JOHNMA						Major
10/05/2013	JOHNMA						Major
10/05/2013	JOHNMA						Major
10/05/2013	JOHNMA						Major
18/06/2013	JOHNMA						Major
22/07/2013	JOHNMA						Major
25/07/2013	JOHNMA						Major
12/09/2013	JOHNMA						Major
28/10/2013	MATLRO						Minor
04/11/2013	JOHNMA						Major
04/11/2013	JOHNMA						Major
06/11/2013	JOHNMA						Major
07/11/2013	JOHNMA						Major
27/11/2013	JOHNMA						Major
06/12/2013	JOHNMA						Major
18/02/2014	VAN JU						Minor
26/02/2014	MATLRO						Major
03/03/2014	MATLRO						Minor
20/03/2014	MATLRO						Minor
03/04/2014	STEWMI						Minor
23/05/2014	MATLRO						Major
23/05/2014	MATLRO						Major
23/05/2014	MATLRO						Major
23/05/2014	MATLRO						Major

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Runcorn State School Behaviour Data Export

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23/05/2014	MATLRO	s.47(3)(b) – Contrary to the Public Interest	Major
23/05/2014	MATLRO		Major
29/05/2014	MATLRO		Major
30/05/2014	MATLRO		Major
14/08/2014	BENNCA		Minor

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Period of Day	Location	Subject	Categories
lunch	Tuckshop		Bullying/harassment
lunch	Toilets		Bullying/harassment
lunch	Tuckshop		Bullying/harassment
Transition	Oval		Bullying/harassment
afternoon	classroom		Bullying/harassment
after school	Transport		Bullying/harassment
before school	classroom		Bullying/harassment
before school	classroom		Bullying/harassment
morning session	classroom		Bullying/harassment
morning session	classroom		Bullying/harassment
lunch	Tuckshop		Bullying/harassment
morning session	classroom		Bullying/harassment
after school	Oval		Bullying/harassment
morning tea	Oval		Bullying/harassment
morning session	classroom		Bullying/harassment
morning tea	Oval		Bullying/harassment
morning session	classroom		Bullying/harassment
lunch	Adventure Playground		Bullying/harassment
before school	Oval		Bullying/harassment
after school	classroom		Bullying/harassment
after school	classroom		Bullying/harassment
after school	classroom		Bullying/harassment
after school	Adventure Playground		Bullying/harassment
morning tea	Oval		Bullying/harassment
lunch	Oval		Bullying/harassment
middle session	classroom		Bullying/harassment
lunch	Tuckshop		Bullying/harassment
morning session	Specialist Lesson		Bullying/harassment
middle session	classroom		Bullying/harassment
middle session	classroom		Bullying/harassment
morning tea	Adventure Playground		Bullying/harassment
morning session	classroom		Bullying/harassment
morning session	classroom		Bullying/harassment
afternoon	classroom		Bullying/harassment
lunch	Oval		Bullying/harassment
morning tea	Adventure Playground		Bullying/harassment
afternoon	classroom		Bullying/harassment
lunch	Oval		Bullying/harassment
Transition	classroom		Bullying/harassment
Transition	classroom		Bullying/harassment
Transition	classroom		Bullying/harassment
Transition	classroom		Bullying/harassment
Transition	classroom		Bullying/harassment

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Transition	classroom		Bullying/harassment
Transition	classroom		Bullying/harassment
Transition	classroom		Bullying/harassment
after school	Adventure Playground		Bullying/harassment
middle session	classroom		Bullying/harassment

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Strategies	Motivation
Detention	
Suspension	Obtain Sensory Stimulation
Detention	Obtain Peer Attention
Detention	Obtain Peer Attention
Other, Restorative Justice	Obtain Adult Attention
In School Suspension	
Detention	
In School Suspension	
Detention	
Detention	
Detention	
In School Suspension	
In School Suspension	
Detention	
Suspension	
Suspension	
Restricted Play	
In School Suspension	
Natural Consequence, Restricted Play	
Natural Consequence, Restricted Play	
Natural Consequence, Restricted Play	
Natural Consequence	
In School Suspension	
Detention	
Natural Consequence	Obtain Peer Attention
Restricted Play	
Suspension	
In School Suspension	
Suspension	
Suspension	
Other	
Other	Don't Know
Suspension	Don't Know
Other	Don't Know
Restricted Play	Don't Know
Restricted Play	Don't Know
In School Suspension	
Detention , In School Suspension, Other, Restricted Play	
Detention , In School Suspension, Other, Restricted Play	
Detention , In School Suspension, Other	

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Detention , In School Suspension, Other, Restricted Play	
Detention , In School Suspension, Other, Restricted Play	
Detention , In School Suspension, Other, Restricted Play	
Suspension	Don't Know

From: GROENENDYK, Belinda [Belinda.GROENENDYK@deta.qld.gov.au] on behalf of OFFICEDG, Communication [Communication.OFFICEDG@deta.qld.gov.au]
Sent: Tuesday, 1 September 2009 5:43 PM
To: undisclosed-recipients:
Subject: A special message from the Director-General - Bullying in schools

Attachments: School newsletter item - bullying.doc
Dear Colleagues

I am sure you were saddened as I was to learn of the tragic death of a student at a school in northern New South Wales. My sympathies are extended to the family and friends of the young person, the staff of the school and the broader community of Mullumbimby. While this type of incident is an extremely rare occurrence, tragedies such as this remind us of the important role schools play in our community, offering a safe, consistent, and supportive environment for all students.

To prevent and address these problems – strong, firm leadership is essential. School principals hold significant responsibility for ensuring all staff are vigilant in recognising and addressing bullying behaviours in their school communities. It is important that our parents and students know and have confidence that issues involving bullying, regardless of the individuals involved, frequency of incidents or the perceived motives, will be taken seriously and investigated as a matter of high priority. I encourage you to take this opportunity to reinforce these messages with your students and school community.

The issue of problem behaviour, bullying and youth violence in our communities is serious and impacts directly on schools. The Australian Covert Bullying Prevalence Study, recently published by the Department of Education, Employment and Work Relations (DEEWR), includes figures on the prevalence and impact of covert bullying in Australian school communities. This Australian research is available on the Department of Education, Employment and Workforce Relations (DEEWR) website at:

<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/research.aspx>

You may also be interested in some of the following sites for further research on bullying in schools:

<http://www.aifs.gov.au/afrc/pubs/briefing/briefing11.html>

<http://www.ncab.org.au/>

<http://www.iccwa.org.au/wp-content/uploads/2009/01/school-bullying-project.pdf>

<http://www.bullyingnoway.com.au/>

I'm pleased to advise that Department of Education and Training (DET) has also undertaken a number of new activities to support schools in their work against problem behaviour, bullying and youth violence. Professor Ken Rigby from the University of South Australia will be working with DET to advise on strategies and processes we can implement to address bullying in schools. I welcome Professor Rigby's appointment and trust you will avail yourself of the planned professional development opportunities during his engagement.

In addition, revised guidelines and templates for the Responsible Behaviour Plan for Students have been released to assist all state schools in re-evaluating and reviewing their plans. This review gives school communities the opportunity to strengthen and document their responses to bullying behaviour, with new information on procedures to address bullying and cyber-bullying, including the use of personal mobile phones and electronic devices. The revised guidelines and templates are structured to provide support for proactive and preventative whole-school processes for expected standards of behaviour. I encourage you to use these new resources to improve your school's plan and clearly articulate the actions you and your staff will take when bullying is reported to school staff. The link to the DET website is www.education.qld.gov.au/student-services/behaviour/bm-

[plans.html](#)

I also urge you to remind students on assembly this week and frequently throughout the school year that if they are experiencing bullying, you and your staff want to know about it and you will do something about it. Additionally, a sample of a newsletter item is attached for your use this week, or you may wish to personalise a message to your community.

Thank you for working with me to ensure that the safety of students remains a high priority for our department.

Regards

Julie Grantham
Director-General

HOWES Leanne

From: WALSH, Becky [Becky.WALSH@deta.qld.gov.au] on behalf of EQ, DeputyDG
[DeputyDG.EQ@deta.qld.gov.au]
Sent: Monday, 7 March 2011 10:51 AM
To: DL - All Principals in State Schools
Cc: DL - Regional Directors
Subject: FW: The Inaugural National Day of Action Against Bullying and Violence - 18 March 2011

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Dear Colleagues

I am writing to request your support for the inaugural *National Day of Action Against Bullying and Violence* on 18 March 2011.

The Department is committed to ensuring all Queensland schools remain safe places for students to learn and teachers to teach. Bullying is a complex issue for the whole community and addressing this issue requires constant vigilance by the whole community, including schools.

Education Ministers across Australia have endorsed an annual *National Day of Action Against Bullying and Violence* to highlight the efforts of schools and communities to address bullying and violence. Our Department is organising the National Day on behalf of, and in consultation with, all Australian education jurisdictions.

This year's National Day will focus on bystander behaviour with the slogan 'Take a stand together'. In addition to specific support materials for bystander behaviour, an online campaign for students is being developed to support the National Day. Students are encouraged to visit the new campaign website where they can design their personal avatar with an anti-bullying statement and then post it onto a virtual wall with others who have declared they are taking a stand against bullying. Information on all activities is available to schools through the Bullying. No way! website www.bullyingnoway.com.au.

As part of preparations for the National Day, I would like to remind you about the *Queensland Schools Declaration Against Bullying and Violence* signed by all members of the Queensland Schools Alliance Against Violence (QSAAV) last year. The *Declaration* is an important public symbol of the partnerships required to ensure schools are safe places for all.

Copies of the *Declaration* were provided at the Principals' Conference in Brisbane last week. I encourage you to display it in a prominent area within your school and seek opportunities to share the message of the *Declaration* within your school community. A template of the *Declaration* which is suitable for developing a local version and the other resources developed by QSAAV are available at <http://education.qld.gov.au/student-services/behaviour/qsaaav/school-resource.html>.

Please use the available resources, in conjunction with your existing anti-bullying materials, to plan for your school community's participation in the National Day.

If you would like further information please contact Ms Jacky Dawson, Director, Student Support Programs, Student Services by email Jacqueline.Dawson@deta.qld.gov.au or on telephone (07) 3405 0958.

Thank you for your ongoing efforts to make our schools safe, supportive learning environments.

Yours sincerely

Patrea Walton

A/Deputy Director-General, Education Queensland

Department of Education and Training

PO Box 15033 CITY EAST QLD 4002

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The Code of School Behaviour

Better Behaviour
Better Learning



Queensland
Government

RUNCORN STATE SCHOOL

COPY

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

1. Purpose

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

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

2. Consultation and data review

Runcorn State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through school and community meetings held during 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C School Council and LCC and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Runcorn State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- **Be safe**
- **Be responsible**
- **Be respectful**

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

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

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter to the gate Wait inside the gate until the bus stops
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> Move peacefully in single file 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Have your name marked on the bus roll Leave school promptly
BE SAFE	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Have your bus pass ready

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Runcorn State School implements the following proactive and preventative 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.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Runcorn State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

At Runcorn State School, 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 has been developed. 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.

Positive Rewards are delivered in the following ways (but are not limited to):

- Stickers, Certificates, class /school responsibilities
- Letter of congratulations
- Happy face with personal message within
- Sticker book/chart with date and reward
- Administration visit
- Weekly awards at parade
- Just Desserts (redeemable tuckshop coupons)
- Chance cards
- Marbles in a jar
- Happy Hour each Friday from 12-1pm in the admin block

Runcorn State School "You've Been Spotted Cards":

Staff members hand "You've Been Spotted cards" out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a You've Been Spotted (YBS) card. When students are given a YBS card they drop the card in at the following location:

- School administration block

Each Monday the deputy/principal draws one of the submitted cards out on parade (from lower, middle and upper primary) and identifies a student to redeem a prize.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a 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 them 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.

Targeted behaviour support: Respond Program

Each year a small number of students at Runcorn State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students accepted into the Respond Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from Admin/SEP staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training through the School Based Intervention Team (SBIT).

The Respond Program is coordinated by SBIT with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: School Based Intervention Team

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

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The school based *intervention team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour

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

An office referral form (Appendix 4) or is used to record all minor and major problem behaviour. Behaviour incidents may also be recorded on OneSchool.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Respond Program

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to school based intervention team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. (Appendix 6) A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Runcorn State School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u> .

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor and major behaviour incidents*

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> ▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets 	<ul style="list-style-type: none"> ▪ Throwing objects ▪ Possession of weapons
	Physical contact	<ul style="list-style-type: none"> ▪ Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> ▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Resp	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work 	

	Being in the right place	<ul style="list-style-type: none"> ▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty 	<ul style="list-style-type: none"> ▪ Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> ▪ Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> ▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> ▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Being Respectful	Language	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone 	<ul style="list-style-type: none"> ▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	<ul style="list-style-type: none"> ▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying 	<ul style="list-style-type: none"> ▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

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

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

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

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

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

Immediate Strategies

- Avoid escalating the unacceptable behaviour.
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of 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 reduce the risk of harm to self or others
- 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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

- | | |
|------------------------|-------------------------------|
| ▪ Parents | ▪ Advisory Visiting Teachers |
| ▪ Teachers | |
| ▪ Support Staff | ▪ Senior Guidance Officer |
| ▪ Administration Staff | ▪ School Based Police Officer |
| ▪ Guidance Officer | |

Support is also available through the following government and community agencies:

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

8. Consideration of individual circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

recognising the rights of all students to:

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

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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

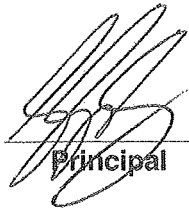
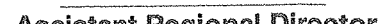
10. Related procedures

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

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- National Safe Schools Framework Resource Manual
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement


Principal
P&C President or
Chair, School Council
Assistant Regional Director

Effective Date: December 2012 to December 2015.

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 must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary 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 unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Runcorn State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student 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 bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

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.

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

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Appendix 2

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

Purpose

1. Runcorn State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Runcorn State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Runcorn State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
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 Runcorn State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the

entire school a set of safe and effective 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 Runcorn 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. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Our school will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Runcorn State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Runcorn State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Runcorn State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

WORKING TOGETHER TO KEEP RUNCORN STATE SCHOOL SAFE

We can work together to keep knives out of school. At Runcorn State School:

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

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

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.

- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Runcorn 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 school Principal

Appendix 4

RUNCORN STATE SCHOOL Internal Behaviour Referral Form (Optional)

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour	
Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Low intensity brief failure to follow directions	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Contact Student engages in non-serious but inappropriate physical contact.	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc)
Inappropriate language Low intensity language (eg shut up, idiot etc)	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group
Disruption Low intensity but inappropriate disruption.	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)
Property Misuse Low intensity misuse of property.	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property
Bringing/using personal property at school Access social media website such as Facebook during school hours	Bringing/using personal property at school Possess items (eg. weapons including knives) that could potentially affect the safety and wellbeing of students and staff.
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	Dress Code Refusal to comply with school dress code.
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	Safety Student engages in frequent unsafe activities where injury may occur.
Dishonesty Student engages in minor lying/cheating not involving any other person.	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Other	Bullying Repeated teasing, physical and verbal intimidation of a student.
	Other

School Expectation Category			
Be SAFE		Be Respectful	
		Be Responsible	

Others involved in incident					
None		Peers		Staff	
				Other	

Appendix 5

Incident Report (optional)

Name: Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next 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).		

Appendix 6

Runcorn State School Detention Process

The Runcorn State School detention process is designed to provide a consequence for inappropriate behaviour and an opportunity for students to reflect on appropriate ways to engage with others. The steps below outline how the detention process is administered and recorded.

- Detention occurs on Tuesday and Thursday 11.15am – 11.40am and is supervised by DP or HOSES
- Students receive a detention slip which is filled out by the issuing teacher and sent to the office
- Student receives a copy to send home informing parents that a detention is imminent. Parents sign the form and return to acknowledge behaviour and consequence.
- The detention is then recorded in the detention log and student behaviour is tracked. If a child receives three detentions in a term, parent is contacted, four detentions, parent is contacted again and five detentions, parents informed and a suspension may be implemented.
- Student completes detention in the office area with designated officer.
- Here they complete a Positive Thinking Sheet identifying inappropriate behaviour, what is the appropriate behaviour, how I can behave in future, its effect on others.
- Students then identify and complete the school rules and conference with the designated officer how future behaviour issues can be avoided and appropriate behaviour actions students can take.



RUNCORN STATE SCHOOL

DETENTION SLIP

DATE:.....CLASS:.....

CHILD'S NAME:.....

DETENTION GIVEN FOR:.....

.....
.....
.....

NAME OF TEACHER GIVING DETENTION:

.....

TEACHERS PLEASE COMPLETE AND SEND TO OFFICE

Dear Parents / Caregivers,

As a consequence for the above behaviour, your child _____ will attend detention on _____.

Whilst on detention he / she will:

- Complete a Positive Thinking sheet
- Write out the school rules

These will be sent home after detention has been completed.

Should your child continue to exhibit these inappropriate behaviours, we shall contact you by phone.

Regards,

Sue Giarola
Deputy Principal

Please sign and return the form below to the office:



I / we are aware that _____ has had to attend the detention room for the above behaviour. I / we will endeavour to speak to him / her regarding this issue.

Parent / Carer signature _____ Date _____

RUNCORN STATE SCHOOL

COPY



RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS IN A SUPPORTIVE SCHOOL ENVIRONMENT

***Based on The Code of School
Behaviour***

The Code of School Behaviour

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

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

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its *Responsible Behaviour Plan for Students*. New legislation in 2006 provides for the introduction of an "enrolment agreement". Before enrolling a student, principals must give an enrolment agreement to the student's parents or adult or independent student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the 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/carers 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.

Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences:

that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

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

Principals are expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Executive Directors or Executive Directors (Schools) are expected to:

- endorse the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- ensure that school plans are implemented consistently, fairly and reasonably
- exercise leadership in support of school principals' responsibilities under *The Code* and promote improvement of the professional skills of principals accordingly.

The Senior Management Team of Education Queensland is expected to:

- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

The Code of School Behaviour is based on the following values and principles.

Values

The Department's Strategic Plan defines the following values

- Professionalism: committing to the highest standards of accountability and performance
- Respect: treating all people with respect and dignity
- Innovation and Creativity: fostering safe environments that support innovative and creative practice
- Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
- Excellence: supporting the pursuit of excellence.

Principles

The Code is underpinned by the following principles:

- State schools expect high standards of personal achievement and behaviour.
- 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 schools.
- 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 student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

Runcorn State School Responsible Behaviour Plan for Students

1. Purpose

Runcorn State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences that are inclusive and flexible. All students have the right to learning experiences that are consistent with their potential to achieve learning outcomes and behaviours that maximise knowledge and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Runcorn State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 3 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and (Regional Executive Director or Executive Director (Schools) in November 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

All areas of Runcorn State School 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.

At Runcorn State School we have certain beliefs about behaviour and learning.

They are:

- Everyone has the potential to behave acceptably
- Every action has a reaction
- Everyone needs to be responsible for both action and reaction
- Appropriate behaviours need to be taught

The behaviours we teach need to be mindful of:

- Care and respect of others, self and school
- All cultures
- Teaching strategies for problem solving and social skills
- The value of positive goals
- The development of a feeling of trust
- Recognizing and valuing difference

This leads to clear expectations of children's behaviours and statements of consequences for inappropriate behaviour.

Pro-social behaviours and responsible citizenship can be demonstrated in an environment where learning is purposeful, engaging and accessible.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Runcorn State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be respectful
- Be responsible
- Be safe

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

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Runcorn State School we realise students who come to our school do not necessarily have our code of behaviour. Therefore we believe that rules must be identified and explicitly taught.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations (this includes all behaviours which come under these categories but are not specifically mentioned) in all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during all school activities.

SCHOOL WIDE EXPECTATIONS TEACHING MATRIX

	Classrooms and All	Play Areas	Pathways	Eating Areas	Toilets	Travel /
Be Respectful	<ul style="list-style-type: none"> • Listen politely • Raise hand to speak • Use kind words and speak respectfully • Ask permission to use things • Wear school uniform • Use manners at all times • Be honest • Enter and exit in an orderly manner. • Wait your turn • Care for the environment 	<ul style="list-style-type: none"> • Listen to all staff • Play fairly - take turns and follow rules • Encourage others to join in. 	<ul style="list-style-type: none"> • Walk quietly respecting the learning of others • Keep pathways clean and neat • Share the pathway. 	<ul style="list-style-type: none"> • Leave your area clean • Collect your rubbish • Follow school eating etiquette • Sit still until released by staff 	<ul style="list-style-type: none"> • Respect the privacy of others 	<ul style="list-style-type: none"> • Use own bike/scooter • Walk the bike / scooter in the school grounds • Wait inside the gate for the bus until adult instruction. • Act and speak respectfully when travelling to and from school
Be Responsible	<ul style="list-style-type: none"> • Be prepared for learning • Follow directions when asked • Complete set tasks • Accept consequence without argument or complaint • Name all personal property • Keep bookwork neat and tidy • Line up sensibly in the correct area • Place school bags in the designated spot 	<ul style="list-style-type: none"> • Return equipment that has been borrowed. • Be a problem solver. • Use playgrounds when supervised by staff. • Play school approved games 	<ul style="list-style-type: none"> • Walk in class groups 	<ul style="list-style-type: none"> • Move to eating area directly from class. • Sit quietly and eat lunch sensibly • Put your lunch box away in the designated spot. 	<ul style="list-style-type: none"> • Use toilets at break times • Use the toilets appropriately. 	<ul style="list-style-type: none"> • Leave school promptly • Walk /Ride directly to school.
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet and other objects to self • Sit safely • Keep all areas clean • Return to class promptly • Be in the right place at the right time. • Wear socks and shoes at all times. 	<ul style="list-style-type: none"> • Wear a sun safe hat. 	<ul style="list-style-type: none"> • Walk safely on concrete and steps 	<ul style="list-style-type: none"> • Eat your own lunch 	<ul style="list-style-type: none"> • Wash hands • Walk 	<ul style="list-style-type: none"> • Remain seated on the bus • Wear a helmet when riding bike/scooter • Use the crossing • Wait till the car has stopped before leaving pathway.

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

- Information regularly included in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Runcorn State School Responsible Behaviour Plan for Students, delivered to new students as well as new and relief staff.
- Individual support profiles 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.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Runcorn State School, 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 has been developed. 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.

Positive Rewards are delivered in the following ways (but are not limited to):

- Stickers, Certificates, class /school responsibilities
- Letter of congratulations
- Happy face with personal message within
- Sticker book/chart with date and reward
- Administration visit
- Weekly awards at parade
- Just Desserts (redeemable tuckshop coupons)
- Chance cards
- Marbles in a jar
- High Achievers lucky dip

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a 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 them 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.

• Targeted behaviour support

Each year a small number students at Runcorn State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students identified as requiring targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out teachers and aides and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training. This will often include an Individual Behaviour Management Plan which assists the student, staff and parents to identify positive behaviours and provide ongoing social skills and assist with identifying strategies for the student to successfully engage in positive behaviours.

Targeted Behaviour Support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported. Refer to Appendix 6 IBMP

Students whose behaviour does not improve after accessing targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• Intensive behaviour support

Runcorn State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration, guidance officer and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

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

referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and directs or escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Targeted Behaviour Support Committee
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission • Unacceptable behaviour at a venue or in transit
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
	Rubbish	<ul style="list-style-type: none"> • Littering 	<ul style="list-style-type: none"> • Throwing food/ damaging bins/food of others
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> • Possession or selling of drugs, cigarettes, illicit and prohibited substances or any substance which may cause harm to themselves or others

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

DETENTION ROOM PROCEDURES

- ♦ Administration compile a detention list and organise dates/times and teacher for duty.
- ♦ Administration Officer to notify children on morning of detention.
- ♦ Children go to Detention Room at 11.15am. (Children should eat lunch before attending detention room. If they are not finished their food by 11.15am they may bring it to the detention room. Lollies and iceblocks purchased at Tuckshop are not permitted in detention room.
- ♦ Children are to complete a detention of 20 minutes.
- ♦ Deliberate refusal to attend the detention room when instructed will be treated as a major offence.

DETENTION ROOM

ROLL

NAME	CLASS	REASON	CHILD'S SIGNATURE	TEACHER'S SIGNATURE

- ♦ Mark roll
- ♦ If late or absent then on next day's list or make up late time at another time
- ♦ Fill in proforma - get signatures
- ♦ Children fill in Planning Sheet page (see below). This planning sheet is filed in detention folder.
- ♦ Write out notification to parents

- ◆ Add information to One School Database

PLANNING SHEET

NAME: DATE: What I did? Who I affected and how? How can I put things right?

NOTIFICATION TO PARENTS

Date Dear I spent my time today in the Detention Room as I was I was given my detention by Name of Student: (child) Teacher on Duty Dear Parents, If you have any queries please don't hesitate to contact the Deputy Principal or myself. PRINCIPAL Parent Signature: Please return this letter to the office by

Write out 4 school rules for rest of time

- ◆ NEAT HANDWRITING AT ALL TIMES
- ◆ SILENCE - NO TALKING TO OTHERS OR TEACHER

MISBEHAVIOUR IN DETENTION ROOM IS DEALT WITH IMMEDIATELY BY ADMINISTRATION.

NOTIFICATION TO PARENTS

Teacher on duty signs the notification to parents. This notification must be returned to the office signed by parents within the designated time. If the detention notification is lost, damaged etc. parents can notify the school by way of a written note or phone

call that they are aware of their child's detention. If a detention notification form is not returned in the designated time the child will be called to the detention room to write another notification letter. After writing the letter they may leave the Detention Room. If this second notification form is not returned in the designated time and there is not a valid reason, another detention will be given and a third notification letter will be written at the time of the detention. If the third form is not returned it usually means that the child does not want to tell parents that he / she has had a detention. Parents will then be contacted by phone.

Forgery of a parent's signature on detention form will be treated as a major offence.

CHILDREN IN YEAR 1 AND 2

If a child in Year 1 or 2 receives a detention then he/she is required to spend 20 minutes of his/her next available "playtime" under supervision at the office. A letter of notification to parents is posted to the parent and must be returned to the school office signed by parents.

LETTER TO PARENTS

Date

Dear

I am writing to inform you that has received a 20 minute lunchtime detention for the following reason:-

-

Would you please sign the slip below and return it to the office by

If you have any queries, please do not hesitate to contact the Deputy Principal or myself.

Yours sincerely,

PRINCIPAL

✂.....

To the Principal,

I have read the above note in regards to spending time at the office in his/her lunch time on (date).

SIGNATURE: DATE :

[Parent/Guardian]

SCHOOL UNIFORM

Students should wear their school uniform at all times with pride. A wide brimmed hat, legionnaire's cap or a bucket hat is essential every day. Long hair should be tied back and kept neat and tidy. Nail polish should not be worn and transfer or hand-written tattoos should not be visible at anytime including swimming lessons.

For the safety of all students, jewellery is not permitted except for watches, plain sleepers and studs. These must be removed before swimming lessons and for sport.

6. Emergency responses or critical incidents

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

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

In the event of an **emergency situation or critical incident or urgent help is needed** staff are to send a child with the **red card** provided in the duty board to the office. Please ensure the card with the child/staff member delivering the card identifies which teacher and what location help is required.

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Runcorn 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 forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- School Based Intervention Team (SBIT)
- Advisory Visiting Teachers
- School Based Police Officer (SSHS)

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health/ Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Feeder High School Programs

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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies

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

11. Some related resources

- Runcorn State School Responsible Behaviour Plan for Students in a Supportive School Environment 2006

Endorsement

Principal

P&C President or
School Council Chair

Regional Executive Director or
Executive Director (Schools)

Date effective:

from to

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

Confiscation

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

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by their being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Runcorn 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) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or

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

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

will be in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

The sending of text messages 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 include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

Purpose

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

Rationale

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

7. The anti-bullying procedures at Runcorn State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. Programs used to assist this include:
- Prep/Year 1 – Values Program
 - Year 2 – Friends & Friendship Program
 - Year 3 – Your Emotions
 - Year 4 – Healthy Relationship Program Level 3
 - Year 5 – Healthy Relationships Program Level 4
 - Year 6 - Alternatives to Aggression
 - Year 7 – ABC – Being Me.

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 3 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 nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times, simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-

bullying process at Runcorn State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

Appendix 3

Runcorn State School Behaviour Referral Form

Problem Behaviour	
Minor (Please tick)	Major (Please tick)

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Defiance/Disrespect Low intensity brief failure to follow directions	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Contact Student engages in non-serious but inappropriate physical contact.	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)
Inappropriate language Low intensity language (eg shut up, idiot etc)	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group
Disruption Low intensity but inappropriate disruption.	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)
Property Misuse Low intensity misuse of property.	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	Dress Code Refusal to comply with school dress code.
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	Safety Student engages in frequent unsafe activities where injury may occur.
Dishonesty Student engages in minor lying/cheating not involving any other person.	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Other	Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.
Other	

School Expectation Category			
Be SAFE		Be Respectful	Be Responsible

Others involved in incident					
None		Peers		Staff	Other

Appendix 4

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where were staff when the incident occurred?		
Who was next 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).		

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 your 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?
- What were the possible/actual consequences of this event?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Individual Behaviour Plan - Example

**Runcorn State School**

Mains Road, Sunnybank, Qld 4109

Telephone 3323 8777

Facsimile: 3323 8700

email: the.principal@runcornss.eq.edu.auWeb address: www.runcornss.eq.edu.au**Postal Address:**

PO Box 3185, Sunnybank South, Q 4109

Principal: Greg Gosling

Deputy Principal: Marion Valentine

Please address all correspondence to the Principal

PLAYGROUND BEHAVIOUR MONITORING

	Playing nicely ✓ X	Keeping hands and feet to himself ✓ X	Following directions ✓ X
Monday			
Before School			
1 st Break			
2 nd Break			
Tuesday			
Before School			
1 st Break			
2 nd Break			
Wednesday			
Before School			
1 st Break			
2 nd Break			
Thursday			
Before School			
1 st Break			
2 nd Break			
Friday			
Before School			
1 st Break			
2 nd Break			

Negative behaviours: Consequences as per responsible behaviour plan**Positive Behaviours:** Reward as negotiated by admin, student and parent – may include stickers and/or home prize etc

Appendix 7

EXCURSIONS / CAMPS / INTERSCHOOL SPORT / MUSICAL PERFORMANCES

While these events are recognised as providing real life experiences for children, the safety of the whole group and the smooth organisation of the event are most important.

Behaviour while at venues away from school and travelling to and from venues must be in accordance with the Responsible Behaviour Plan.

Failure to behave in an acceptable manner may lead to the following:-

- Detentions
- In the case of interschool sport ~ child to remain at school for 1 or more subsequent sports days
- In the case of excursions/camps, if the behaviour is of a serious nature, removal by parents or Principal

Behaviour at school in the lead up to these events must also be in accordance with the Responsible Behaviour Plan. Children who receive detentions and/or suspensions throughout the year may lose the privilege of attending such events. The following letter will be sent to parents at the beginning of each year.

LETTER TO PARENTS

Dear Parents/Caregivers

As an integral part of the School Curriculum, class teachers conduct educational excursions/musical performances throughout the year and Years 5-7 take part in a school organised camp. Year 5-7 students also play interschool sport which necessitates leaving the school campus on a Friday afternoon.

Behaviour leading up to and during these events is expected to be in accordance with the *School's Responsible Behaviour Plan* which I have reproduced below. Students who receive 5 detentions a Term or a suspension may lose the privilege of attending such events. The final decision will be at the discretion of the Principal/Deputy Principal and class Teacher.

Our Responsible Behaviour Plan states:-

"While excursions/camps/interschool sport/musical performances are recognised as providing real life experiences for children, the safety of the whole group and the smooth organisation of the event are most important. Behaviour while at venues away from school and travelling to and from venues must be in accordance with the Responsible Behaviour Plan.

Failure to behave in an acceptable manner may lead to the following:-

- *Detentions*
- *In the case of interschool sport ~ child to remain at school for 1 or more sports days*
- *In the case of excursions/camps, if the behaviour is of a serious nature, removal by parents or Principal.*

Behaviour at school in the lead up to these events must also be in accordance with the Responsible Behaviour Plan. Children who -receive 5 detentions and/or a suspension throughout a term may lose the privilege of attending such events."

We ask for your support and assistance in the implementation of the Responsible Behaviour Plan.

To indicate to us that you have read this letter and are aware of our Responsible Behaviour Plan with regards to Excursions, Camps, Interschool Sport and Musical Performances, please sign the form below and return it to your child's class teacher. Thank you.

Yours sincerely

PRINCIPAL



.....
RUNCORN STATE SCHOOL
RESPONSIBLE BEHAVIOUR FORM

CHILD'S

NAME

.....
..... CLASS

I am / We are aware of Runcorn State School's Responsible Behaviour Plan with regard to Camps, Excursions, Musical performances and Inter-School Sport. I / We support the implementation of the Plan in the interest of a safe and supportive educational environment for all students and staff.

SIGNED

.....
... DATE
[PARENT/CAREGIVER]

If there are any concerns re a child's behaviour at an excursion, sport/musical event or camp or leading up to these occasions, teachers are to discuss issues with an Administration member. Parents are to be notified.

Appendix 8
CODE OF CONDUCT FOR PEOPLE ACCESSING SCHOOL

Introduction

Staff, students and visitors to schools are entitled to feel safe and not be subjected to unacceptable behaviour by others.

These guidelines should be used when:

- a) the behaviour of people visiting a school is not reasonable; or
- b) they do not have lawful authority or reasonable excuse to be at a school.

The Principal of a state school is the person in charge of that school and is responsible for the general management of the school. The Principal also has a responsibility to provide a safe working environment. In the Principal's absence the Deputy Principal or other nominated person assumes these responsibilities.

This responsibility involves responding effectively where:

- a) people accessing schools do not behave (for example in their actions or their language) in a manner that is reasonably acceptable; and
- b) visitors (including parents) do not have lawful authority or reasonable excuse for being at the school.

Legislation

The legislative framework that underpins a Principal's responsibilities in achieving these aims includes:

Education (General Provisions) Act 2006
Police Powers and Responsibilities Act 2000
Workplace Health and Safety Act 1995

The *Education (General Provisions) Act 2006*, as amended by the *Education (General Provisions) Amendment Act 2006* includes provisions that the Principal may need to rely on, in appropriate situations:

The Department of Education and Training (the Department) is committed to taking all reasonable steps to provide a safe school environment for staff, volunteers, students, parents and visitors.

The word "school" is used to describe all State educational institutions including State primary, secondary and special education schools, State environmental education centres and outdoor education centres.

It is an offence for a person to wilfully disturb the good order or management of a State educational institution (s.333(1)).

It is also an offence to insult (meaning "to treat insolently or with contemptuous rudeness, to abuse") an officer of a State educational institution in the presence or hearing of a student of the institution who is in or about the school premises, or assembled with others for educational purposes at, or in, any place (s.333(2)) of the Act.

Further, it is an offence for a person to be on the premises of a State educational institution unless the person has lawful authority or a reasonable excuse for being on the premises (s.334 of the Act).

Responsibilities

Principals:

- complain to the Queensland Police Service where a person:
 - wilfully disturbs the good order or management of a State educational institution; or
 - insults an officer of a State educational institution in the presence or hearing of a student of the institution who is in or about the school premises, or assembled with others for educational purposes at, or in, any place; or
 - is on the premises of a State educational institution without lawful authority or a reasonable excuse (NB this does not usually apply to parents of a student at the school during school hours because they will usually have a lawful excuse to be at the school);
- may require a person on school premises to:
 - state their name and residential address only if intending to issue a written direction;
 - require the person to give evidence of the correctness of their name and address, if they reasonably suspect the details supplied are false and warn the person that it may be an offence to fail to state their name and residential address;
 - Principals may photograph or video the person if they refuse to give their name and address, being careful to use this record appropriately and making it available only to people who need to have the information for the purposes of prosecuting an offence;
- give a person a written direction, for a period of up to 30 days after the direction is issued, about the person's conduct or movement at the school (Form 337, s.337 — this direction may not be used to exclude a person from school premises) if the direction is necessary:
 - to ensure the safety and wellbeing of other persons lawfully at the premises; or
 - to prevent or minimise damage to the premises or to property at the premises; or
 - to maintain good order at the premises; or
 - for the proper management of the institution;
- give a person a written direction (Form 339, s.339) requiring the person to immediately leave and not re-enter the school for 24 hours after the time the direction is actually given to the person, if the person:
 - has committed or is about to commit an offence at the premises; or
 - has used or is about to use threatening, abusive or insulting language towards another person at the premises; or
 - has engaged in or is about to engage in threatening or violent behaviour towards another person at the premises; or
 - does not have a good and lawful reason to be at the premises;
- contact the police immediately if the behaviour of a person is of a serious nature, such as if there is a threat of physical danger, and request that the person be removed from the school in accordance with police powers;

USE OF COMPUTERS AND INTERNET CURRICULUM NETWORK ACCEPTABLE USE POLICY

General Statement

The Curriculum Network has been established to provide central file storage, CD ROM and Internet access, access to printers, scanner and digital camera as well as general access to computers for educational purposes as part of the school curriculum. The Administration Network supports the record keeping and day to day administration function of the school office.

The Runcorn State School community understands that the Internet can connect students and teachers to much useful information stored on computers around the world. The Internet also provides a means to contact people and participate in discussions that can be very useful for educational purposes. Access to the Internet does carry some concerns for some people and so the resource and facilities must be used with care. For this reason, all users must be aware of this policy and their responsibilities and must have signed the appropriate 'Internet Acceptable Usage Agreement'.

Internet access for staff is via Administration & Curriculum Networks. Access for students is via the Curriculum Network. Students use a class user name and password for Network access and individual user names for Internet access. This access enables personal home directories for data storage within the class folder. Teacher access to the network and Internet is via individual user name and password. The Curriculum Network now extends throughout the entire school with every classroom having at least two computers designated as a network workstation. There are currently sixteen network workstations in the Library Computing Centre. Teachers and students use *WebMail*, a filtered web based Email service. Student access to Email is via individual Email accounts monitored by their teacher. Student Email accounts are not generally set up until requested by their class teacher.

Internet Acceptable Usage Agreements

Runcorn State School has developed an Internet Acceptable Usage Agreement for students in lower, middle and upper primary classes. These agreements are based on Education Queensland guidelines and practices and form an integral part of this policy.

All students accessing the Internet at school must first have signed an Internet Acceptable Usage Agreement appropriate to their year level AND have returned to their teacher an appropriately signed 'Internet Acceptable Usage – Parent/Guardian Permission Form'.

School Responsibilities

Runcorn State School provides teachers and students with facilities and training to access the Internet. Professional Development is also provided to teachers to improve the educational use of this resource. The school's facilities are constantly being expanded and improved.

Teachers utilising Curriculum Network resources, including the Internet with their students must:

- Ensure students are made aware of the school's Curriculum Network Acceptable Use Policy and their responsibilities under this policy and that students understand and sign the appropriate Internet Acceptable Usage Agreement.
- Display and enforce the Rules for Internet Use in a visible place near classroom computers.
- Maintain a list of students who have parent/guardian permission to use the Internet.

- Provide students with appropriate training on how to effectively access and use the Internet and other network resources including the log on and log off process as well as correct use of the personal folder for saving work
- Provide an appropriate context for use of the Internet and other resources via use of the school's Information Literacy Planning Overview
- Teach students at appropriate times about copyright and plagiarism issues and responsibilities.
- Exercise their duty of care by appropriately supervising student Internet access which includes the sending & receiving of Email
- Teach appropriate search techniques using appropriate Internet search sites.

And should,

- Take reasonable steps to preview all sites to be accessed by their students for educational activities.
- **Either**, embed as hyperlinks World Wide Web sites that are to be accessed by students into a Word document that is then stored in the appropriate Worksheet folder **or** arrange to have these sites appear on the relevant page of the School Intranet. Making the sites available via the School Intranet ensures efficient use of student time.

Searching on the Internet

Searching on the Internet requires skills that should be taught developmentally and may be introduced in the middle primary years of years 4 and 5 at an **awareness level**. Students in Years 6 and 7 should become familiar with a limited number of search engines **using modelled techniques**.

Primary students should only access search sites that are specifically designed for children. These sites tend to be fairly restrictive but provide a protected and filtered service. Examples include 'Yahooligans' and 'Ask Jeeves for Kids'. Links to these sites are provided to students on the *School Intranet* via the *Internet Search* button. As new appropriate search engines are developed, this page will be updated. The search engines provided on the EDNA site are also appropriate filtered search engines. **Curriculum Exchange** is Education Queensland's digital resource centre. Resources included here are filtered searching of World Wide Web, Macquarie Net and a cache of sites specifically selected for curriculum needs. **There is however, no substitute for appropriate teacher supervision of internet access by students.**

Reporting of Offensive Internet Sites

Should a student report an offensive Internet site, he/she should immediately click the 'Back' button (if using a web browser) and quietly inform the teacher. The teacher will note the web site's address and inform the IT Coordinator who will review the site and if necessary block access to the site.

Publishing on the Internet

Runcorn State School maintains a web site at <http://www.runcornss.qld.edu.au/>. Other sites may be created for specific projects. Teachers are encouraged to set up and maintain a website for their class. This website could contain information about the classroom program and student work samples that students & parents could access from home.

It is intended that in part these sites will contain student created work. Students need specific parent/guardian permission to publish on the Internet. Photographs of students may be used but extreme care must be exercised so that no photograph individually identifies a student. Students should appear in groups and captions must not contain students' full names.

Student work published on school web sites must:

Not contain information that individually identifies them.

Follow copyright guidelines (eg any work which they have created which uses someone else's copyright material will require permission from the original owner).

Conform with Education Queensland's Web Publishing Guidelines.

Lunchtime Access

Lunchtime access to computers and the Internet is provided to students in the Library Computing Centre. This access is provided to enable students to complete work and experience some recreational use of the resources.

There are however some activities that are not to be allowed at this time:

Playing internet computer games

Printing other than responsible quantities for educational purposes.

Other Issues

Under no circumstances is software sourced from other than the school's collection to be loaded onto school computers. This is due to the possibility of copyright infringements, virus contamination and breaching security of the school's computer facilities. All software is installed centrally on the server by the Administrator of the Curriculum Network who maintains the school software register for this network. Year level and Program Coordinators need to consult the Network Administrator regarding acquiring software and licences for the network. Please refer to the school ICT's for Learning agreement) for further information.

Executable files (*.exe) should not be sent from the school's computer system nor should they be sent to student, teacher, or class email addresses. Computer games are not to be stored in student folders.

Extreme care must be exercised with any files received as attachments to email messages. If the source of the file is in any way suspect, or the file has the possibility of containing a virus, it should not be opened. Student and Teachers' directories will be periodically scanned for executable files which will be deleted.

As teachers and students share computer resources, it is vital that all users log off after use. It is imperative that teachers log off after use and that teacher user names and passwords are not known by students. This protects the integrity of data and applications on the network.

When logging onto the network for the first time on a workstation, users must answer YES to the question regarding saving of individual settings. This enables access to the appropriate home directory for data storage.

Breaches of Policy and Acceptable Usage Agreements

Serious breaches of this policy and associated agreements will result in immediate cessation of Internet access and if necessary, network access. Any breaches will be reviewed by the ICTs for Learning Committee and/or the school Administration team who will decide on the extent and period of any cancellation/cessation of access to the Internet and other computer facilities. Any disciplinary action will be carried out within the scope of the school's Behaviour Management Policy.

RULES FOR INTERNET USE

1. Strictly direct teacher supervision only.
2. World Wide Web searching via School Intranet Internet search button.
3. Usage strictly for approved educational purposes.
4. Access teacher bookmarked sites only.
5. Teachers only to add sites to the bookmark folder in "Favourites".

6. Notify teacher immediately of any illegal, violent, obscene, offensive or objectionable material. Wilfully accessing or sending such material will result in loss of Internet privileges and other penalties.
7. All student Email messages, Web Page content etc. to be approved by the teacher before sending.

Notes

Individual Email accounts have been created for all students in Years 4 to 7. These accounts are to be monitored closely by the class teacher in collaboration with the ICT Coordinator. All Web Page construction to be coordinated by the Curriculum Network Administrator (ICT Coordinator).

Appropriate Use of Social Media

1. Runcorn State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities.
2. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.
3. Runcorn State School is committed to promoting the responsible and positive use of social media sites and apps.
4. No student of Runcorn State School will face disciplinary action for simply having an account on Facebook or other social media site.
5. As is set out in Appendix 2 "Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying), Harassment or Victimisation", it is unacceptable for students to bully, harass or victimise another person whether within Runcorn State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Runcorn State School – whether those behaviours occur during or outside school hours.
6. This policy reflects the importance of students at Runcorn State School engaging in appropriate online behaviour.

Role of Social Media

1. The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.
2. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
3. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
4. Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
5. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
6. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate Use of Social Media

1. Students of Runcorn 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.
2. If inappropriate online behaviour impacts on the good order and management of Runcorn State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
 3. 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.
 4. Runcorn 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

1. 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.
2. 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".
3. 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
4. There are significant penalties for these offences.

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

COPY
RUNCORN STATE SCHOOL



***RESPONSIBLE BEHAVIOUR PLAN
FOR STUDENTS IN A SUPPORTIVE
SCHOOL ENVIRONMENT 2010***

***Based on The Code of School
Behaviour***

The Code of School Behaviour

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

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

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- **positive support to promote high standards of achievement** and behaviour
- **clearly articulated responses and consequences** for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its *Responsible Behaviour Plan for Students*. New legislation in 2006 provides for the introduction of an "enrolment agreement". Before enrolling a student, principals must give an enrolment agreement to the student's parents or adult or independent student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- **participate actively in the 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/carers 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.**

Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- **provide the opportunity for all students to learn**
- **ensure the safety of staff and students**
- **assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions**

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences:

that are authorised by Education Queensland which include:

- **suspensions**
- **exclusions**
- **cancellations of enrolment**

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

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**

Principals are expected to:

- **play a strong leadership role in implementing and communicating *The Code* in the school community**
- **ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students***
- **communicate high expectations for individual achievement and behaviour**
- **review and monitor the effectiveness of school practices and their impact on student learning**
- **support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.**

Regional Executive Directors or Executive Directors (Schools) are expected to:

- **endorse the school's *Responsible Behaviour Plan for Students*** that aligns with *The Code* and complies with legislation
- **ensure that school plans are implemented consistently, fairly and reasonably**
- **exercise leadership in support of school principals' responsibilities** under *The Code* and promote improvement of the professional skills of principals accordingly.

The Senior Management Team of Education Queensland is expected to:

- **determine policy directions and monitor the efficiency and effectiveness of** resource allocations and services to support responsible behaviour throughout Queensland schools.

***The Code of School Behaviour* is based on the following values and principles.**

Values

The Department's Strategic Plan defines the following values

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all Queenslanders to participate in education and cultural activities
- **Excellence:** supporting the pursuit of excellence.

Principles

The Code is underpinned by the following principles:

- **State schools expect high standards of personal achievement and behaviour.**
- **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 schools.
- **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 student behaviour must** consider both the individual circumstances and actions of the student and the needs and rights of school community members.

Runcorn State School Responsible Behaviour Plan for Students

1. Purpose

Runcorn State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences that are inclusive and flexible. All students have the right to learning experiences that are consistent with their potential to achieve learning outcomes and behaviours that maximise knowledge and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Runcorn State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 3 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and (Regional Executive Director or Executive Director (Schools) in February 2010, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

All areas of Runcorn State School 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.

At Runcorn State School we have certain beliefs about behaviour and learning.

They are:

- Everyone has the potential to behave acceptably
- Every action has a reaction
- Everyone needs to be responsible for both action and reaction
- Appropriate behaviours need to be taught

The behaviours we teach need to be mindful of:

- Care and respect of others, self and school
- All cultures
- Teaching strategies for problem solving and social skills
- The value of positive goals
- The development of a feeling of trust
- Recognizing and valuing difference

This leads to clear expectations of children's behaviours and statements of consequences for inappropriate behaviour.

Pro-social behaviours and responsible citizenship can be demonstrated in an environment where learning is purposeful, engaging and accessible.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Runcorn State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be respectful
- Be responsible
- Be safe

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

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Runcorn State School we realise students who come to our school do not necessarily have our code of behaviour. Therefore we believe that rules must be identified and explicitly taught.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations (this includes all behaviours which come under these categories but are not specifically mentioned) in all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during all school activities.

SCHOOL WIDE EXPECTATIONS TEACHING MATRIX

	ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener ▪ 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Respect privacy of others 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate ▪ Wait at designated bus area with teacher ▪ Wait your turn
BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell ▪ Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Go straight to designated pick up area after bell ▪ Leave school promptly. Go straight home
BE SAFE	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Keep hands, feet and objects to yourself ▪ Walk in stair ways and use handrails ▪ Care for equipment 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> ▪ Walk in Girrawheen place and all concrete areas ▪ Wear shoes/sandals and socks at all times 	<ul style="list-style-type: none"> ▪ Wash hands ▪ Walk 	<ul style="list-style-type: none"> ▪ Keep your belongings nearby ▪ Have your bus pass ready ▪ Stay on the footpath/bus shed until bus stops

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

- Information regularly included in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Runcorn State School Responsible Behaviour Plan for Students, delivered to new students as well as new and relief staff.
- Individual support profiles 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.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Runcorn State School, 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 has been developed. 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.

Positive Rewards are delivered in the following ways (but are not limited to):

- Stickers, Certificates, class /school responsibilities
- Letter of congratulations
- Happy face with personal message within
- Sticker book/chart with date and reward
- Administration visit
- Weekly awards at parade
- Just Desserts (redeemable tuckshop coupons)
- Chance cards
- Marbles in a jar
- High Achievers lucky dip

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a 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 them 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.

• Targeted behaviour support

Each year a small number students at Runcorn State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students identified as requiring targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out teachers and aides and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training. This will often include an Individual Behaviour Management Plan which assists the student, staff and parents to identify positive behaviours and provide ongoing social skills and assist with identifying strategies for the student to successfully engage in positive behaviours.

Targeted Behaviour Support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the

referral and response process, and the reporting responsibilities of staff and of the students being supported. Refer to Appendix 6 IBMP

Students whose behaviour does not improve after accessing targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• **Intensive behaviour support**

Runcorn State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration, guidance officer and district-based behavioural support staff.

5. Emergency responses or critical incidents

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

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

In the event of an **emergency situation or critical incident or urgent help is needed** staff are to send a child with the **red card** provided in the duty board to the office. Please ensure the card with the child/staff member delivering the card identifies which teacher and what location help is required.

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Runcorn 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 forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

6. Consequences for unacceptable behaviour

Runcorn State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and directs or escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning

regarding future consequence for repeated offence, referral to Targeted Behaviour Support Committee

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission • Unacceptable behaviour at a venue or in transit
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
	Rubbish	<ul style="list-style-type: none"> • Littering 	<ul style="list-style-type: none"> • Throwing food/ damaging bins/food of others
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing 	<ul style="list-style-type: none"> • Serious physical aggression

		and shoving)	• Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> • Possession or selling of drugs, cigarettes, illicit and prohibited substances or any substance which may cause harm to themselves or others

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

Suspension – a principal may suspend a student from the school under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school.

Behaviour Improvement Conditions – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

Recommendations for Exclusion – a principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school;

if the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be recommended for exclusion if they are in breach of behaviour improvement conditions.

DETENTION ROOM PROCEDURES

- ♦ Administration compile a detention list and organise dates/times and teacher for duty.
- ♦ Administration Officer to notify children on morning of detention.
- ♦ Children go to Detention Room at 11.15am. (Children should eat lunch before attending detention room. If they are not finished their food by 11.15am they may bring it to the detention room. Lollies and iceblocks purchased at Tuckshop are not permitted in detention room.
- ♦ Children are to complete a detention of 20 minutes.
- ♦ Deliberate refusal to attend the detention room when instructed will be treated as a major offence.

DETENTION ROOM

ROLL

NAME	CLASS	REASON	CHILD'S SIGNATURE	TEACHER'S SIGNATURE

- ♦ Mark roll
- ♦ If late or absent then on next day's list or make up late time at another time
- ♦ Fill in proforma - get signatures
- ♦ Children fill in Planning Sheet page (see below). This planning sheet is filed in detention folder.
- ♦ Write out notification to parents
- ♦ Add information to One School Database

PLANNING SHEET

NAME:
DATE:
 What I did?
 Who I affected and how?
 How can I put things right?

NOTIFICATION TO PARENTS

Date
Dear
I spent my time today in the Detention Room as I was
.....
I was given my detention by
Name of Student: (child)
..... Teacher on Duty
 Dear Parents,
If you have any queries please don't hesitate to contact the Deputy Principal or myself.
 PRINCIPAL
Parent Signature:
.....
Please return this letter to the office
by

Write out 4 school rules for rest of time

- ◆ NEAT HANDWRITING AT ALL TIMES
- ◆ SILENCE - NO TALKING TO OTHERS OR TEACHER

MISBEHAVIOUR IN DETENTION ROOM IS DEALT WITH IMMEDIATELY BY ADMINISTRATION.

NOTIFICATION TO PARENTS

Teacher on duty signs the notification to parents. This notification must be returned to the office signed by parents within the designated time. If the detention notification is lost, damaged etc. parents can notify the school by way of a written note or phone call that they are aware of their child's detention. If a detention notification form is not returned in the designated time the child will be called to the detention room to write another notification letter. After writing the letter they may leave the Detention Room. If this second notification form is not returned in the designated time and there is not a valid reason, another detention will be given and a third notification letter will be written at the time of the detention. If the third form is not returned it usually means

that the child does not want to tell parents that he / she has had a detention. Parents will then be contacted by phone.

Forgery of a parent's signature on detention form will be treated as a major offence.

CHILDREN IN YEAR 1 AND 2

If a child in Year 1 or 2 receives a detention then he/she is required to spend 20 minutes of his/her next available "playtime" under supervision at the office. A letter of notification to parents is posted to the parent and must be returned to the school office signed by parents.

LETTER TO PARENTS

Date
Dear
I am writing to inform you that has received a 20 minute lunchtime detention for the following reason:-
•
Would you please sign the slip below and return it to the office by
If you have any queries, please do not hesitate to contact the Deputy Principal or myself.
Yours sincerely,
PRINCIPAL ✂.....
To the Principal,
I have read the above note in regards to spending time at the office in his/her lunch time on (date).
SIGNATURE:DATE : [Parent/Guardian]

SCHOOL UNIFORM

Students should wear their school uniform at all times with pride. A wide brimmed hat, legionnaire's cap or a bucket hat is essential every day. Long hair should be tied back and kept neat and tidy. Nail polish should not be worn and transfer or hand-written tattoos should not be visible at anytime including swimming lessons. For the safety of all students, jewellery is not permitted except for watches, plain sleepers and studs. These must be removed before swimming lessons and for sport.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- School Based Intervention Team (SBIT)
- Advisory Visiting Teachers
- School Based Police Officer (SSHS)

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health/ Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Feeder High School Programs

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.

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

- promoting an environment which is responsive to the diverse needs of its students
 - establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
 - recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
 - recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies

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

11. Some related resources

- Runcorn State School Responsible Behaviour Plan for Students in a Supportive School Environment 2006

Endorsement

Principal

P&C President or
School Council Chair

Regional Executive Director or
Executive Director (Schools)

Date effective:

from to

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

Confiscation

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

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by their being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Runcorn 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) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or

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

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

will be in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

The sending of text messages 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 include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

Purpose

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

Rationale

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

7. The anti-bullying procedures at Runcorn State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. Programs used to assist this include:

- Prep/Year 1 – Values Program
- Year 2 – Friends & Friendship Program
- Year 3 – Your Emotions
- Year 4 – Healthy Relationship Program Level 3
- Year 5 – Healthy Relationships Program Level 4
- Year 6 - Alternatives to Aggression
- Year 7 – ABC – Being Me.

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 3 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 nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times, simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-

bullying process at Runcorn State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

Appendix 3

Runcorn State School Behaviour Referral Form

Problem Behaviour	
Minor (Please tick)	Major (Please tick)

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Defiance/Disrespect Low intensity brief failure to follow directions		Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		Dress Code Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident					
None		Peers		Staff	Other

Appendix 4

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where were staff when the incident occurred?		
Who was next 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).		

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 your 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?
- What were the possible/actual consequences of this event?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Individual Behaviour Plan - Example

**Runcorn State School**

Mains Road, Sunnybank, Qld 4109

Telephone 3323 8777

Facsimile: 3323 8700

email: the.principal@runcornss.eq.edu.auWeb address: www.runcornss.eq.edu.au**Postal Address:**

PO Box 3185, Sunnybank South, Q 4109

Principal: Greg Gosling

Deputy Principal: Marion Valentine

Please address all correspondence to the Principal

PLAYGROUND BEHAVIOUR MONITORING

	Playing nicely	Keeping hands and feet to himself	Following directions
	✓ X	✓ X	✓ X
Monday			
Before School			
1 st Break			
2 nd Break			
Tuesday			
Before School			
1 st Break			
2 nd Break			
Wednesday			
Before School			
1 st Break			
2 nd Break			
Thursday			
Before School			
1 st Break			
2 nd Break			
Friday			
Before School			
1 st Break			
2 nd Break			

Negative behaviours: Consequences as per responsible behaviour plan**Positive Behaviours:** Reward as negotiated by admin, student and parent – may include stickers and/or home prize etc

Appendix 7

EXCURSIONS / CAMPS / INTERSCHOOL SPORT / MUSICAL PERFORMANCES

While these events are recognised as providing real life experiences for children, the safety of the whole group and the smooth organisation of the event are most important.

Behaviour while at venues away from school and travelling to and from venues must be in accordance with the Responsible Behaviour Plan.

Failure to behave in an acceptable manner may lead to the following:-

- Detentions
- In the case of interschool sport ~ child to remain at school for 1 or more subsequent sports days
- In the case of excursions/camps, if the behaviour is of a serious nature, removal by parents or Principal

Behaviour at school in the lead up to these events must also be in accordance with the Responsible Behaviour Plan. Children who receive detentions and/or suspensions throughout the year may lose the privilege of attending such events. The following letter will be sent to parents at the beginning of each year.

LETTER TO PARENTS

Dear Parents/Caregivers

As an integral part of the School Curriculum, class teachers conduct educational excursions/musical performances throughout the year and Years 5-7 take part in a school organised camp. Year 5-7 students also play interschool sport which necessitates leaving the school campus on a Friday afternoon.

Behaviour leading up to and during these events is expected to be in accordance with the *School's Responsible Behaviour Plan* which I have reproduced below. Students who receive 5 detentions a Term or a suspension may lose the privilege of attending such events. The final decision will be at the discretion of the Principal/Deputy Principal and class Teacher.

Our Responsible Behaviour Plan states:-

"While excursions/camps/interschool sport/musical performances are recognised as providing real life experiences for children, the safety of the whole group and the smooth organisation of the event are most important. Behaviour while at venues away from school and travelling to and from venues must be in accordance with the Responsible Behaviour Plan.

Failure to behave in an acceptable manner may lead to the following:-

- *Detentions*
- *In the case of interschool sport ~ child to remain at school for 1 or more sports days*
- *In the case of excursions/camps, if the behaviour is of a serious nature, removal by parents or Principal.*

Behaviour at school in the lead up to these events must also be in accordance with the Responsible Behaviour Plan. Children who -receive 5 detentions and/or a suspension throughout a term may lose the privilege of attending such events."

We ask for your support and assistance in the implementation of the Responsible Behaviour Plan.

To indicate to us that you have read this letter and are aware of our Responsible Behaviour Plan with regards to Excursions, Camps, Interschool Sport and Musical Performances, please sign the form below and return it to your child's class teacher. Thank you.

Yours sincerely

PRINCIPAL



.....

RUNCORN STATE SCHOOL
RESPONSIBLE BEHAVIOUR FORM

CHILD'S

NAME

.....

..... CLASS

I am / We are aware of Runcorn State School's Responsible Behaviour Plan with regard to Camps, Excursions, Musical performances and Inter-School Sport. I / We support the implementation of the Plan in the interest of a safe and supportive educational environment for all students and staff.

SIGNED

.....

... DATE

[PARENT/CAREGIVER]

If there are any concerns re a child's behaviour at an excursion, sport/musical event or camp or leading up to these occasions, teachers are to discuss issues with an Administration member. Parents are to be notified.

Appendix 8
CODE OF CONDUCT FOR PEOPLE ACCESSING SCHOOL

Introduction

Staff, students and visitors to schools are entitled to feel safe and not be subjected to unacceptable behaviour by others.

These guidelines should be used when:

- a) the behaviour of people visiting a school is not reasonable; or
- b) they do not have lawful authority or reasonable excuse to be at a school.

The Principal of a state school is the person in charge of that school and is responsible for the general management of the school. The Principal also has a responsibility to provide a safe working environment. In the Principal's absence the Deputy Principal or other nominated person assumes these responsibilities.

This responsibility involves responding effectively where:

- a) people accessing schools do not behave (for example in their actions or their language) in a manner that is reasonably acceptable; and
- b) visitors (including parents) do not have lawful authority or reasonable excuse for being at the school.

Legislation

The legislative framework that underpins a Principal's responsibilities in achieving these aims includes:

Education (General Provisions) Act 2006
Police Powers and Responsibilities Act 2000
Workplace Health and Safety Act 1995

The *Education (General Provisions) Act 2006*, as amended by the *Education (General Provisions) Amendment Act 2006* includes provisions that the Principal may need to rely on, in appropriate situations:

The Department of Education and Training (the Department) is committed to taking all reasonable steps to provide a safe school environment for staff, volunteers, students, parents and visitors.

The word "school" is used to describe all State educational institutions including State primary, secondary and special education schools, State environmental education centres and outdoor education centres.

It is an offence for a person to wilfully disturb the good order or management of a State educational institution (s.333(1)).

It is also an offence to insult (meaning "to treat insolently or with contemptuous rudeness, to abuse") an officer of a State educational institution in the presence or hearing of a student of the institution who is in or about the school premises, or assembled with others for educational purposes at, or in, any place (s.333(2)) of the Act.

Further, it is an offence for a person to be on the premises of a State educational institution unless the person has lawful authority or a reasonable excuse for being on the premises (s.334 of the Act).

Responsibilities

Principals:

- complain to the Queensland Police Service where a person:
 - wilfully disturbs the good order or management of a State educational institution; or
 - insults an officer of a State educational institution in the presence or hearing of a student of the institution who is in or about the school premises, or assembled with others for educational purposes at, or in, any place; or
 - is on the premises of a State educational institution without lawful authority or a reasonable excuse (NB this does not usually apply to parents of a student at the school during school hours because they will usually have a lawful excuse to be at the school);
- may require a person on school premises to:
 - state their name and residential address only if intending to issue a written direction;
 - require the person to give evidence of the correctness of their name and address, if they reasonably suspect the details supplied are false and warn the person that it may be an offence to fail to state their name and residential address;
 - Principals may photograph or video the person if they refuse to give their name and address, being careful to use this record appropriately and making it available only to people who need to have the information for the purposes of prosecuting an offence;
- give a person a written direction, for a period of up to 30 days after the direction is issued, about the person's conduct or movement at the school (Form 337, s.337 — this direction may not be used to exclude a person from school premises) if the direction is necessary:
 - to ensure the safety and wellbeing of other persons lawfully at the premises; or
 - to prevent or minimise damage to the premises or to property at the premises; or
 - to maintain good order at the premises; or
 - for the proper management of the institution;
- give a person a written direction (Form 339, s.339) requiring the person to immediately leave and not re-enter the school for 24 hours after the time the direction is actually given to the person, if the person:
 - has committed or is about to commit an offence at the premises; or
 - has used or is about to use threatening, abusive or insulting language towards another person at the premises; or
 - has engaged in or is about to engage in threatening or violent behaviour towards another person at the premises; or
 - does not have a good and lawful reason to be at the premises;
- contact the police immediately if the behaviour of a person is of a serious nature, such as if there is a threat of physical danger, and request that the person be removed from the school in accordance with police powers;

USE OF COMPUTERS AND INTERNET CURRICULUM NETWORK ACCEPTABLE USE POLICY

General Statement

The Curriculum Network has been established to provide central file storage, CD ROM and Internet access, access to printers, scanner and digital camera as well as general access to computers for educational purposes as part of the school curriculum. The Administration Network supports the record keeping and day to day administration function of the school office.

The Runcorn State School community understands that the Internet can connect students and teachers to much useful information stored on computers around the world. The Internet also provides a means to contact people and participate in discussions that can be very useful for educational purposes. Access to the Internet does carry some concerns for some people and so the resource and facilities must be used with care. For this reason, all users must be aware of this policy and their responsibilities and must have signed the appropriate 'Internet Acceptable Usage Agreement'.

Internet access for staff is via Administration & Curriculum Networks. Access for students is via the Curriculum Network. Students use a class user name and password for Network access and individual user names for Internet access. This access enables personal home directories for data storage within the class folder. Teacher access to the network and Internet is via individual user name and password. The Curriculum Network now extends throughout the entire school with every classroom having at least two computers designated as a network workstation. There are currently sixteen network workstations in the Library Computing Centre. Teachers and students use *WebMail*, a filtered web based Email service. Student access to Email is via individual Email accounts monitored by their teacher. Student Email accounts are not generally set up until requested by their class teacher.

Internet Acceptable Usage Agreements

Runcorn State School has developed an Internet Acceptable Usage Agreement for students in lower, middle and upper primary classes. These agreements are based on Education Queensland guidelines and practices and form an integral part of this policy.

All students accessing the Internet at school must first have signed an Internet Acceptable Usage Agreement appropriate to their year level AND have returned to their teacher an appropriately signed 'Internet Acceptable Usage – Parent/Guardian Permission Form'.

School Responsibilities

Runcorn State School provides teachers and students with facilities and training to access the Internet. Professional Development is also provided to teachers to improve the educational use of this resource. The school's facilities are constantly being expanded and improved.

Teachers utilising Curriculum Network resources, including the Internet with their students must:

- Ensure students are made aware of the school's Curriculum Network Acceptable Use Policy and their responsibilities under this policy and that students understand and sign the appropriate Internet Acceptable Usage Agreement.
- Display and enforce the Rules for Internet Use in a visible place near classroom computers.
- Maintain a list of students who have parent/guardian permission to use the Internet.

- Provide students with appropriate training on how to effectively access and use the Internet and other network resources including the log on and log off process as well as correct use of the personal folder for saving work
- Provide an appropriate context for use of the Internet and other resources via use of the school's Information Literacy Planning Overview
- Teach students at appropriate times about copyright and plagiarism issues and responsibilities.
- Exercise their duty of care by appropriately supervising student Internet access which includes the sending & receiving of Email
- Teach appropriate search techniques using appropriate Internet search sites.

And should,

- Take reasonable steps to preview all sites to be accessed by their students for educational activities.
- **Either**, embed as hyperlinks World Wide Web sites that are to be accessed by students into a Word document that is then stored in the appropriate Worksheet folder **or** arrange to have these sites appear on the relevant page of the School Intranet. Making the sites available via the School Intranet ensures efficient use of student time.

Searching on the Internet

Searching on the Internet requires skills that should be taught developmentally and may be introduced in the middle primary years of years 4 and 5 at an **awareness level**. Students in Years 6 and 7 should become familiar with a limited number of search engines **using modelled techniques**.

Primary students should only access search sites that are specifically designed for children. These sites tend to be fairly restrictive but provide a protected and filtered service. Examples include 'Yahooligans' and 'Ask Jeeves for Kids'. Links to these sites are provided to students on the *School Intranet* via the *Internet Search* button. As new appropriate search engines are developed, this page will be updated. The search engines provided on the EDNA site are also appropriate filtered search engines. **Curriculum Exchange** is Education Queensland's digital resource centre. Resources included here are filtered searching of World Wide Web, Macquarie Net and a cache of sites specifically selected for curriculum needs. **There is however, no substitute for appropriate teacher supervision of internet access by students.**

Reporting of Offensive Internet Sites

Should a student report an offensive Internet site, he/she should immediately click the 'Back' button (if using a web browser) and quietly inform the teacher. The teacher will note the web site's address and inform the IT Coordinator who will review the site and if necessary block access to the site.

Publishing on the Internet

Runcorn State School maintains a web site at <http://www.runcornss.qld.edu.au/>. Other sites may be created for specific projects. Teachers are encouraged to set up and maintain a website for their class. This website could contain information about the classroom program and student work samples that students & parents could access from home.

It is intended that in part these sites will contain student created work. Students need specific parent/guardian permission to publish on the Internet. Photographs of students may be used but extreme care must be exercised so that no photograph individually identifies a student. Students should appear in groups and captions must not contain students' full names.

Student work published on school web sites must:

Not contain information that individually identifies them.

Follow copyright guidelines (eg any work which they have created which uses someone else's copyright material will require permission from the original owner).

Conform with Education Queensland's Web Publishing Guidelines.

Lunchtime Access

Lunchtime access to computers and the Internet is provided to students in the Library Computing Centre. This access is provided to enable students to complete work and experience some recreational use of the resources.

There are however some activities that are not to be allowed at this time:

Playing internet computer games

Printing other than responsible quantities for educational purposes.

Other Issues

Under no circumstances is software sourced from other than the school's collection to be loaded onto school computers. This is due to the possibility of copyright infringements, virus contamination and breaching security of the school's computer facilities. All software is installed centrally on the server by the Administrator of the Curriculum Network who maintains the school software register for this network. Year level and Program Coordinators need to consult the Network Administrator regarding acquiring software and licences for the network. Please refer to the school ICT's for Learning agreement) for further information.

Executable files (*.exe) should not be sent from the school's computer system nor should they be sent to student, teacher, or class email addresses. Computer games are not to be stored in student folders.

Extreme care must be exercised with any files received as attachments to email messages. If the source of the file is in any way suspect, or the file has the possibility of containing a virus, it should not be opened. Student and Teachers' directories will be periodically scanned for executable files which will be deleted.

As teachers and students share computer resources, it is vital that all users log off after use. It is imperative that teachers log off after use and that teacher user names and passwords are not known by students. This protects the integrity of data and applications on the network.

When logging onto the network for the first time on a workstation, users must answer YES to the question regarding saving of individual settings. This enables access to the appropriate home directory for data storage.

Breaches of Policy and Acceptable Usage Agreements

Serious breaches of this policy and associated agreements will result in immediate cessation of Internet access and if necessary, network access. Any breaches will be reviewed by the ICTs for Learning Committee and/or the school Administration team who will decide on the extent and period of any cancellation/cessation of access to the Internet and other computer facilities. Any disciplinary action will be carried out within the scope of the school's Behaviour Management Policy.

RULES FOR INTERNET USE

1. Strictly direct teacher supervision only.
2. World Wide Web searching via School Intranet Internet search button.
3. Usage strictly for approved educational purposes.
4. Access teacher bookmarked sites only.
5. Teachers only to add sites to the bookmark folder in "Favourites".

6. Notify teacher immediately of any illegal, violent, obscene, offensive or objectionable material. Wilfully accessing or sending such material will result in loss of Internet privileges and other penalties.
7. All student Email messages, Web Page content etc. to be approved by the teacher before sending.

Notes

Individual Email accounts have been created for all students in Years 4 to 7. These accounts are to be monitored closely by the class teacher in collaboration with the ICT Coordinator. All Web Page construction to be coordinated by the Curriculum Network Administrator (ICT Coordinator).