



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Woongoolba State School

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

### **1. Purpose**

Woongoolba State School is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. We aim to create a safe, supportive environment in which effective teaching and learning in academic, social and emotional areas occurs.

Woongoolba State School embeds within its students a desire to be active and positive citizens, who will contribute to both the school and the community so that meaningful learning occurs.

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**

Woongoolba State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings held during 2017. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014 - 2017 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in 2018, and will be reviewed in 2020.

### **3. Learning and behaviour statement**

At Woongoolba State School : We are Leaders.

This means that we believe that all people in our school community: students, teachers, other staff, parents and community members can 'lead' by taking responsibility for themselves, planning and setting goals and targets for their personal and educational lives, working together to generate positive outcomes in a team, listening to others, communicating ideas and beliefs confidently but with tolerance and understanding and caring for themselves both mentally, physically and emotionally.

Our school focuses on the development of the whole child. We accept that a child's education is a multi-dimensional relationship involving parents, teachers, the community and the child. At Woongoolba, we believe that the school environment should be stimulating, innovative, creative and conducive to learning.

Woongoolba State School caters for a diverse range of learning abilities and teaching styles, which reflect and meet changing educational philosophies. We believe in teaching the individual: providing adjusted programs to engage all students and to guide them to exceed their potential no matter what that may be.

The school administration is concerned with the efficient co-ordination and allocation of all available financial and human resources to support the children's educational growth.

Woongoolba believes in the concept of 'participation through harmony'. Our behaviour programs are proactive to engage students to be part of the school environment rather than acting out against it. We believe in building relationships while maintaining high standards.

Our school encourages the building of respect and the modelling of responsibility. All in the community must take ownership of their actions and be ready to accept the consequences for those actions.

All areas of Woongoolba 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.

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 Woongoolba 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.

At Woongoolba **State School** we are committed to following Education Queensland's *Code of School Behaviour*.

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

All members of the school community are to abide by the *Code of School Behaviour* in accordance with the following standards.

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognizes 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
- Co-operate 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.

**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.

School rules are displayed in classrooms and promote the school's safe and tolerant learning environment.

Our school rules:

1. Be Safe
2. Be Respectful
3. Be a Learner

We strive to provide a safe and supportive environment where all involved are aware of the responsibility and consequences of their individual and combined behaviours. This goal is evidenced in both our core values and school values.

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.

Our Core Values:

At Woongoolba State School we believe in:

- **Developing leaders, every child every day.**

As leaders, we value:

- **Learning**
- **Respect**
- **Safety**

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

The Woongoolba school community endeavours to provide quality educational practices that will enable all students to develop their talents, confidence and self esteem within an engaging and supportive school environment.

We strive for high academic standards and values that will equip our students to be active participants in society and Australia's future development.

By implementing this rationale we believe inappropriate behaviour will be minimised and our students will aim to develop their full potential through realizing that positive behaviour enhances success.

School rules and routines are developed by our whole school and community and processes for facilitating standards of behaviour are addressed by our School Code of Behaviour.

### **Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Woongoolba State School we emphasise the importance of explicitly 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 and parent community designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Each week, all staff are notified of the focus rule of the week and are supplied some optional resources to use in their explicit teaching. The following lesson schedule is a working document; in that the focus lesson may change if a particular behaviour needs to be addressed.

# Woongoolba State School

# LESSON SCHEDULE

2018	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>	School Expectations (overview)	School Expectations (overview)	School Expectations (overview)	Be here (attendance)
<b>Week 2</b>	Be safe	Eat your own food	Walk on the concrete	Report safety concerns
<b>Week 3</b>	Be respectful	Speak appropriately	Play fair (sportsmanship)	Enter/exit rooms appropriately
<b>Week 4</b>	Be a learner	Be an active listener	Stay focused on your task	Use break times to access toilets
<b>Week 5</b>	High Five	High Five	High Five	High Five
<b>Week 6</b>	Move quietly around the school	Make visitors feel welcome	Respect the privacy of others	Move quietly around the school
<b>Week 7</b>	Right place, right time	Be here (attendance)	Use computer programs appropriately	Have a go and try your best
<b>Week 8</b>	Be safe on the bus	Hands and feet to yourself	Remain in supervised areas	Be sun safe
<b>Week 9</b>	Enter/exit rooms appropriately	Maintain a clean environment	Accept instructions and consequences	Speak appropriately
<b>Week 10</b>	Celebrate success	Be prepared with materials	Celebrate success	Celebrate success
<b>Week 11</b>	-	Celebrate success	-	-

	ALL AREAS	CLASSROOMS	COMPUTER LAB	EATING AREAS/ TUCKSHOP	TOILETS	ENTRIES/EXITS/ PATHWAYS	PLAY AREAS (COVERED AREAS, OVALS, PLAYGROUNDS)	OUTSIDE SCHOOL/ BUS
BE SAFE	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Follow instructions the first time</li> <li>Use all equipment safely and for its intended purpose only</li> <li>Maintain a clean and safe environment</li> <li>Wear shoes at all times</li> <li>Use the High Five</li> </ul>	<ul style="list-style-type: none"> <li>Move around room in an orderly manner</li> <li>Ask permission to leave the room</li> <li>Sit in chairs safely</li> <li>Report safety concerns to the teacher</li> <li>Use equipment safely</li> <li>Stay in areas that are supervised by a teacher on duty</li> </ul>	<ul style="list-style-type: none"> <li>Move around room in an orderly manner</li> <li>Report safety concerns to the teacher</li> <li>Keep your password private</li> <li>Report cyber bullying</li> <li>Use all equipment, fixtures and furniture appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently in line</li> <li>Sit down to eat in your own class line</li> <li>Move in an orderly manner, including lining up</li> <li>Make only personal purchases at the tuckshop</li> <li>Eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>Use the toilets for their intended purpose</li> <li>Wash your hands properly</li> <li>Keep the toilet block clean</li> <li>Move in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Use all gates appropriately</li> <li>Use the pathways in an orderly manner</li> <li>Walk on concrete pathways instead of grassed areas</li> <li>Collect a slip from the office when arriving late or leaving early</li> </ul>	<ul style="list-style-type: none"> <li>Walk on concrete areas</li> <li>Play school-approved games</li> <li>Remain in full view of supervising teachers</li> <li>Be sun safe</li> <li>Use adventure playgrounds safely</li> <li>Respect the environment</li> <li>Remain seated in the Undercover Area before school until 8:30am</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated on the bus</li> <li>Wear seat belts when available</li> <li>Follow road safety rules</li> <li>Sit in your bus line until teacher takes you to the bus</li> <li>Go directly home after school</li> <li>Walk directly to and from school</li> </ul>
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Use polite language</li> <li>Wear your uniform with pride</li> <li>Care for the environment</li> <li>Keep areas tidy</li> <li>Respect belongings</li> <li>Accept consequences without arguing or complaining</li> <li>Make visitors feel welcome</li> </ul>	<ul style="list-style-type: none"> <li>Use active listening</li> <li>Wait your turn to speak</li> <li>Be tolerant of others</li> <li>Respect the rights of others</li> <li>Be honest</li> <li>Knock on doors before visiting another classroom</li> </ul>	<ul style="list-style-type: none"> <li>Use active listening</li> <li>Respect the privacy of others</li> <li>Use your own username and password</li> </ul>	<ul style="list-style-type: none"> <li>Keep the area clean</li> <li>Demonstrate courtesy to tuckshop helpers</li> <li>Follow instructions the first time</li> <li>Chew with your mouth closed</li> </ul>	<ul style="list-style-type: none"> <li>Keep the toilet clean for others</li> <li>Respect the privacy of others</li> <li>Use toilet paper for its intended purpose</li> <li>Use quiet voices</li> <li>Conserve soap, water and paper</li> </ul>	<ul style="list-style-type: none"> <li>Keep the area clean</li> <li>Walk quietly during class time</li> <li>Knock on doors before visiting another classroom</li> <li>Enter/exit the room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Play fair and show good sportsmanship</li> <li>Take turns</li> <li>Resolve conflicts appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voices and language</li> <li>Follow bus driver's instructions immediately</li> <li>Respect other travellers</li> <li>Respect private property</li> <li>Wait patiently and sensibly</li> </ul>
BE A LEARNER	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Use electronic devices (computers, mobile phones, iPads etc.) according to guidelines and policies</li> <li>Follow instructions the first time</li> <li>Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>Do your best at all times</li> <li>Be prepared and ready to learn</li> <li>Be on time</li> <li>Complete set tasks</li> <li>Take responsibility for your own learning</li> <li>Ensure your books are neat and tidy</li> <li>Stay focused on your task</li> </ul>	<ul style="list-style-type: none"> <li>Use computer programs appropriately and for their intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Have your money ready and check your change</li> </ul>	<ul style="list-style-type: none"> <li>Use break times to access the toilets</li> <li>Obtain teacher permission to use the toilet in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit the room with all required materials</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your lining up area when the bell goes</li> <li>Go to the toilet and have a drink during break time</li> </ul>	<ul style="list-style-type: none"> <li>Be on time to school</li> <li>Have your personal belongings organised</li> <li>Look after school property</li> </ul>

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.

### **Whole School Support**

Programs that we have available to help in being proactive in developing good behaviour.

The 7 Habits of Highly Effective People

Kids Matter

School Birthday

Visiting programs

Classroom Teacher Reward Systems

Student of the Week

Gotcha Awards (weekly and end of term prize draws)

Beehive Awards (Bee, Bronze, Silver, Gold, etc)

Special Days

Leaders' Awards

Principal's Awards

Woongoolba 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 teams regularly provide of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in our 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).
- A series of acknowledgements for expected behaviours.

#### Reinforcing expected school behaviour

At Woongoolba 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 is in place. 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 feedback.

#### Woongoolba SS 'Gotcha'

Staff members hand Gotcha awards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Gotcha's are collected weekly in a central collection box.

The boxes are taken to assembly where an award is randomly drawn from each block. Those students then choose an award from the weekly selection in the library. Each week, all Gotcha tear off sections are glued into each student's Gotcha book. When a student fills the allocated boxes, teachers enter the appropriate award onto Oneschool as a positive behaviour. At the end of each term, major prizes are drawn – 3 from each block. All winners are acknowledged in the newsletter.

Beehive Awards – At 5 week intervals, Beehive awards are issued to students who have achieved 20 Gotchas (Beehive), 50 Gotchas (Bronze), 100 Gotchas (Silver), 150 Gotchas (Gold), 200 Gotchas (Platinum) 250 (Diamond). Student names are moved on the beehive in the undercover area and students choose an award from the Rewards Matrix.

<b>WOONGOOLBA STATE SCHOOL</b>	
Student: _____	
Class: _____	
Teacher: _____	
<input type="checkbox"/> Safe <input type="checkbox"/> Respectful <input type="checkbox"/> Learner	<b>Gotcha!</b>

## REWARDS

20 Gotchas – Bee Award

50 Gotchas – Bronze Award

100 Gotchas – Silver Award

150 Gotchas – Gold Award

200 Gotchas – Platinum Award

250 Gotchas – Diamond Award

Certificates are handed out in Weeks 5 and 10 of each term. A rewards afternoon is held for all students who achieve Bronze and above awards in Weeks 5 and 10.

### **Responding to unacceptable behaviour**

While the focus of support at Woongoolba is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and there are a variety of consequences. Students come to school to engage in learning. Behaviour support represents an important opportunity for learning how to get along with others. All teachers are expected to engage in the 10 Essential Skills for Teachers, prior to implementing the following:

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

When a student exhibits low-level and infrequent problem behaviour, there are a series of steps for the students to follow. These are:

1. Warning with re-direction.
2. Final Warning with redirection
3. Time Out within Classroom / Playground
4. Buddy Class
5. Office Referral

#### **Targeted behaviour support:**

Each year a small number of students at Woongoolba State School are identified through our data as needing 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.

The school Special Needs Committee (SNAC) comprising the Principal, School Guidance Officer (GO), Teacher Advisor for Educational Adjustments (TAEA) and Support Teacher Literacy and Numeracy (STLaN) accepts referrals from staff to target specific recurring behaviour concerns. Individual Behaviour Programs may be developed to support these individual students.

Some targeted support will involve discussions between Class Teacher, Principal and Parent and may result in students completing an Office Plan or Weekly Behaviour Plan.

#### **Intensive behaviour support: Behaviour Support Team (within the Special Needs Committee)**

Woongoolba 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 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 district-based behavioural support staff.

## 5. Consequences for unacceptable behaviour

Woongoolba 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 may constitute 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 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 problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result, but not limited to, the following consequences:

- an apology
- time out with in class (away from activity)
- buddy class time out
- Completion of work missed in own time

**Major** behaviours are those that:

- 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 escorts or directs the student to Administration.

Major problem behaviours may result in, but not limited to, the following consequences:

- Exclusion from activity
- Phone call home
- Lunch time detention/s
- Individual Behaviour plan
- In-school withdrawal
- Suspension
- Exclusion

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

	Minor	Major
<b>BEHAVIOURS</b>	<ul style="list-style-type: none"> <li>• Non-compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Misconduct – physical / verbal/ object/ ICT/ substance other</li> </ul>
	<ul style="list-style-type: none"> <li>• Minor Disruptions</li> </ul>	<ul style="list-style-type: none"> <li>• Defiant / threat/s to others</li> </ul>
	<ul style="list-style-type: none"> <li>• Play fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Truancy / skip class</li> </ul>
	<ul style="list-style-type: none"> <li>• Dress code violations</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated non-compliance</li> </ul>
	<ul style="list-style-type: none"> <li>• Lateness</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying (physical/ verbal/ cyber/ other)</li> </ul>
	<ul style="list-style-type: none"> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• 3 minor behaviours</li> </ul>

### 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 Woongoolba 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 instruction 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.

## **6. Emergency or critical incident responses**

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

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

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

#### *Maintain calmness, respect and detachment*

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

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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

### *Debrief*

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

### **Physical Intervention**

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

- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Woongoolba 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:

- referral form (Appendix 3)
- One School documentation
- [Health and Safety incident record](#) (if required)

## 7. Network of student support

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

- Parents
- Teachers
- Principal
- Support Staff
- Curriculum Co-ordinator
- Administration Staff
- Guidance Officer
- Special Needs Committee (SNAC)
- Behavioural Advisory Teacher

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.

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

## 9. Related legislation

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

## 10. Related policies

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

## 11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Kids Matter](#)

## Endorsement



\_\_\_\_\_  
P&C President

Effective Date: 1 January 2018 – 31 December 2020

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

---

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

## Appendix 2

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

#### Purpose

1. Woongoolba 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 Woongoolba 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. Behaviours that will not be tolerated at Woongoolba 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. These behaviours can be described as either rude, mean or bullying and will involve different management based on context.
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 Woongoolba State School there is broad agreement among students, staff and parents that bullying, rudeness or meanness are observable and measurable behaviours. When considering whether or not bullying has occurred or if the behaviour would constitute rude or mean actions, we will consider the intent of the behaviour, the power of individuals involved, and the frequency of its occurrence. Whether 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 an appropriate fashion.

#### 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 Woongoolba 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.

## **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 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 schoolwide 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 Woongoolba SS 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. Woongoolba SS 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.

**CLASSROOM REFERRAL**

**WOONGOOLBA STATE SCHOOL REFERRAL SLIP**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Area:** \_\_\_\_\_

**Session:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_

**Referring Teacher:** \_\_\_\_\_

MAJOR	MINOR
€ Misconduct - phys/verb/other	€ Non-compliance
€ Defiant/threats to others	€ Disruption
€ Truancy/skip class	€ Play fighting
€ Repeated non-compliance	€
€ Other	

**10 ESSENTIAL SKILLS**

€ Establishing expectations	€ Giving instructions
€ Waiting and scanning	€ Parallel acknowledgement
€ Body language	€ Descriptive encouraging
€ Selective attending	€ Redirecting to the learning
€ Giving a choice	€ Following through

**DETAILS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PLAYGROUND REFERRAL**

**WOONGOOLBA STATE SCHOOL PLAYGROUND REFERRAL SLIP**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Area:** \_\_\_\_\_

**Session:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_

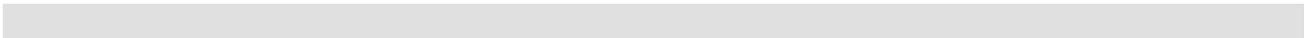
**Referring Teacher:** \_\_\_\_\_

<b>MAJOR</b>	<b>MINOR</b>
€ Misconduct - phys/verb/other	€ Non-compliance
€ Defiant/threats to others	€ Disruption
€ Truancy/skip class	€ Play fighting
€ Repeated non-compliance	€
€ Repeated non-compliance	€
€ Other	

**STEPS**

€ Warning (1)	€ Time Out (2) (5 min – Red Seat)
€ Time Out (3) (10 min – Red Seat)	€ Office Referral (4)

**DETAILS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Playground Duty

*Be Safe – Be Respectful – Be A Learner*

## Playground rules:

1. Walk on concrete surfaces
2. Follow supervisor's directions the first time.
3. Play without hurting others.
4. Respect others.
5. Wear a hat in the playground.
6. Play with appropriate items.
7. Eat in the correct eating area.
8. Respect property.
9. Keep our school grounds clean.
10. Play in the correct area.

Playground duty involves supervising children before school from 8:30, during first and second breaks and in the designated eating and play areas.

The Playground rules apply at all times.

## The role of the teacher on duty is:

- A) Take Duty Folder to the designated area to which you are rostered.
- B) Wear Hi-Vis vest.
- C) Arrive to the duty area on time.
- D) Supervise the whole of the assigned area.
- E) Ensure playground rules are followed.
- F) Ensure consequences are enforced.
- G) Follow Playground referral slip.

# Playground Duty Guide

The purpose of this guide is to provide you with practical strategies to use in various situations while on playground duty.

In the Playground, it is important to be PRO-ACTIVE while on duty and try to stop problems before they occur.

- Move around the area interacting positively with the students
- Praise good, cooperative playing
- Identify potential conflicts
- Attempt to create win/win situations
- Help to mediate
- Get to know the children
- Use GOTCHA's
- Be assertive and confident
- Be an overseer, not a policeman

*If behaviour problems occur, refer to the Playground Referral Slip*

## **Remember:**

- 1 Be Pro-active
- 2 Ask questions before giving consequences
- 3 Use a range of strategies
- 4 Be visible
- 5 Act quickly and decisively

## **OUT OF BOUNDS AREAS**

Out of bounds areas are non-play areas. They include:  
Car park and School Road  
Gardens  
Under buildings  
Roped or marked off areas  
Verandas  
In front of Admin Building  
Classrooms (inside and out) – unless Teacher is present  
Fixed playground equipment before and after school  
Toilets are not play areas

## **RED SEATS**

Red seats are set aside in the playground for students demonstrating inappropriate behaviour.

Whilst on the Red Seat, students are required to:

- Remain seated
- Refrain from playing
- Be quiet
- Stay until told to leave by the supervisor
- Think about their actions