



The Code of School Behaviour

Better Behaviour
Better Learning

New Farm State School

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

1. Our Mission Statement

The New Farm State School Community, through positive Behaviour for Learning, aims to actively and responsibly pursue, promote and maintain a safe, respectful and inclusive learning environment for all.

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

At New Farm SS consultation with parents, staff and students was undertaken through classroom discussions, staff and P & C meetings and through the school newsletter. The review was also guided by Student, Staff and Parent Survey responses. A review of our school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2016 also informed the development process. Our focus was to review and enhance:

- regular, predictable, positive learning & teaching environments
- regular positive reinforcement
- academic & social behaviour development & success through
 - emphasizing prevention
 - adopting theoretically sound approaches & evidence-based practices (data)
 - increasing local capacity & expertise
 - teaching, practicing, encouraging & monitoring
 - differentiation to meet the needs of all students

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in June, 2017, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of New Farm 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 New Farm 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**
- **Be A Learner**

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 New Farm 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 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 four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	ALL AREAS	ALL LEARNING AREAS –	PLAYGROUND	AROUND THE SCHOOL	TOILETS	PICK UP/DROP OFF ZONES	CYBER SPACE	JABIRU	POOL AREA
BE RESPECTFUL	<ul style="list-style-type: none"> Follow adult instructions Care for yourself, others and property Leave all areas and equipment as you found them Use school language Listen when others are speaking 	<ul style="list-style-type: none"> Give people space to sit, work and move around. Only use what you need Allow others a quiet work area when needed 	<ul style="list-style-type: none"> Follow agreed rules Encourage others Display positive winning/losing skills Care for the environment Include others in games 	<ul style="list-style-type: none"> Move quietly past people still at work Meet your teacher at the correct time at the correct place Wait for adult's instructions at the end of eating time. 	<ul style="list-style-type: none"> Allow everyone private time in the toilet 	<ul style="list-style-type: none"> Be on time Walk bike/scooter in the playground 	<ul style="list-style-type: none"> Use your own password Access your own work only Do not discuss other students or staff online 	<ul style="list-style-type: none"> Listen to all educators instructions 	<ul style="list-style-type: none"> Move quietly into the change rooms and wait quietly until your lesson begins.
BE RESPONSIBLE	<ul style="list-style-type: none"> Follow the school rules Use 'Deal or no Deal' strategy if you need help Be in the right place at the right time. Play by the agreed rules Tell the truth Keep toys and electronics at home 	<ul style="list-style-type: none"> Bring everything you need Share resources with others Recycle whenever you can 	<ul style="list-style-type: none"> End your game when the bell rings Return equipment to appropriate place at the end of play Play in the correct play area 	<ul style="list-style-type: none"> Move quietly in two lines Wait for teachers at designated areas 	<ul style="list-style-type: none"> Use toilets before and after school and at lunchbreaks 	<ul style="list-style-type: none"> Have all your belongings with you If you are still at school at 3.15 p.m., go to the office 	<ul style="list-style-type: none"> Keep your password secure Log off when you have finished your work Hand in all phones and internet capable devices to the office as soon as you arrive at school 	<ul style="list-style-type: none"> Keep toys and valuables at home 	<ul style="list-style-type: none"> Wear cap, goggles and rash vest.

	ALL AREAS	ALL LEARNING AREAS –	PLAYGROUND	AROUND THE SCHOOL	TOILETS	PICK UP/DROP OFF ZONES	CYBER SPACE	JABIRU	POOL AREA
BE SAFE	<ul style="list-style-type: none"> ▪ Be ‘Sunsafe’; wear a hat ▪ Keep hands, feet and objects to yourself ▪ Walk on concrete, stairs, hallways and under the buildings ▪ Keep bags and belongings on the port rack ▪ Use all equipment safely and for appropriate tasks ▪ Stay with a partner if you are not with your class/group 	<ul style="list-style-type: none"> ▪ Keep chair legs on the floor 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Be sun safe; wear a broad brimmed hat ▪ Stay hydrated 	<ul style="list-style-type: none"> ▪ Stay to the left when walking up and down stairs ▪ Use the handrail appropriately ▪ Be aware and mindful of what is going on around you 	<ul style="list-style-type: none"> ▪ Wash your hands ▪ The toilets are a ‘game free zone’ 	<ul style="list-style-type: none"> ▪ Drop off – Remain in the car until car has stopped ▪ Enter and exit car from the pavement side ▪ Pick up- Remain on the pavement until car has stopped 	<ul style="list-style-type: none"> ▪ Keep your personal information off the internet ▪ Only communicate with people you know in real life. ▪ Visit websites approved by school or your parents ▪ Follow the ICT agreement 	<ul style="list-style-type: none"> ▪ Go directly to Jabiru ▪ Enjoy activities within your level of ability 	<ul style="list-style-type: none"> ▪ Walk in the pool area ▪ No rough play, splashing of others or pushing ▪ Keep your head above water and stay in your ready position holding the edge when waiting your turn

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, in newsletters and during active supervision by staff during classroom and non-classroom activities.

New Farm 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 and social skills
- Information about New Farm SS Responsible Behaviour Plan for Students is delivered to new students, their families and staff
- Individual support plans are developed for students with complex behavioural needs enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- On a regular basis, in both formal and informal meetings, staff members share information about behaviour issues and successful management strategies
- New Farm SS runs proactive programs with students including whole school social skills program and supported play program
- 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 New Farm 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.

New Farm State School has an effective and proven range of school approaches which allow for the development of effective and sustainable standards within the whole school as well as in each classroom.

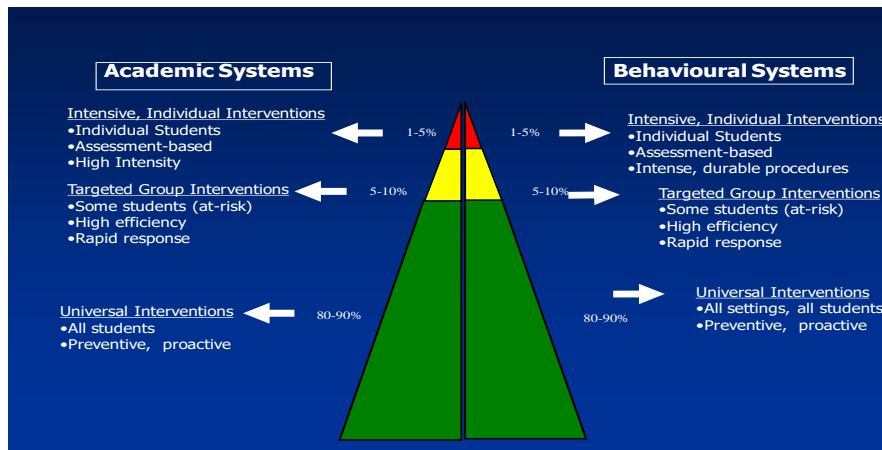
Strategies employed to facilitate positive standards of behaviour include:

- the creation of a positive whole school culture
- the use of quality learning and teaching practices
- the use of a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of services that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups
- consistent, fair and agreed classroom and playground strategies
- anti-bullying strategy which includes 'Bullying. No Way' and social skills lessons: Bully Free Zone, Let's Take a Stand Together, See It, Hear It, Report It, and Deal or No Deal.
- peer mentors, buddy teachers, buddy classrooms
- access to a range of support staff including: Behaviour Support team, Guidance Officer, Special Education Staff, ESL teacher, Speech Language Therapists, Advisory Visiting Teachers, GEM mentor
- access to a range of outside agencies including specialist medical staff, Department of Child Safety and Health Professionals
- Assembly, classroom and leadership awards
- celebrating in shared events and traditions (ANZAC Day, NAIDOC Day)
- FRIENDS programs (resilience and positive social skilling)
- explicit teaching of behavioural expectations through our Social Skills Programme

Responding to Unacceptable Behaviour

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

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



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 for moderate persistent behaviours

Targeted behaviour support is needs driven, it occurs around a specific setting, issue, student or group of students. The development and implementation of targeted support is a collaborative team based approach, which includes data collection, planned intervention and an evaluation of the effectiveness of the intervention.

- Student Support Referral Process – Guidance Officer Support
- Collaborative Team Case Management
- Individual Behaviour Management Plan
- Planned Behavioural Intervention
- Counselling
- Profiling – individual and whole school data collection and reflection
- Essential Skills for Classroom Management– school wide strategies
- Consistent warning/Time Out system
- Targeted social skill program
- Supported Play program
- Buddy classes

- Re-entry Process
- Resources - use of appropriate and effective resources to address needs
- Data collection – formal and informal recording
- One School – central data storage and access
- Specialists – internally and externally based

Intensive Behaviour Support: School Based Team

New Farm 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 Student Support 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.

Student behaviour is tracked through One School and other school and class data to identify students for referral to the Student Support Team. 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 some 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. Inappropriate or unacceptable behaviour

New Farm 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.

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

DEFINITION OF MAJOR AND MINOR BEHAVIOURS

	<p style="text-align: center;">Low Level Disruptions</p> <p><i>These behaviours will require:</i></p> <ul style="list-style-type: none"> ➤ <i>redirection by class teacher</i> ➤ <i>monitoring by class teacher</i> ➤ <i>parent contact, only if they become persistent</i> 	<p style="text-align: center;">Minor Behaviours</p> <p><i>These behaviours will require:</i></p> <ul style="list-style-type: none"> ➤ <i>management by class teacher</i> ➤ <i>parent contact, if repeated</i> ➤ <i>monitoring and recording by class teacher</i> <p><i>If persistent they will require:</i></p> <ul style="list-style-type: none"> ➤ <i>Admin involvement</i> ➤ <i>OneSchool record, by class teacher</i> 	<p style="text-align: center;">Major Behaviours</p> <p><i>These behaviours can be:</i></p> <ul style="list-style-type: none"> ➤ <i>physically or emotionally dangerous</i> ➤ <i>illegal</i> ➤ <i>extremely disruptive to the learning environment</i> <p><i>They will require:</i></p> <ul style="list-style-type: none"> ➤ <i>Principal or Deputy Principal intervention</i> ➤ <i>OneSchool record, by Admin</i>
<p>Being Safe</p>	<ul style="list-style-type: none"> • Running on the concrete • Being out of bounds • Rocking on a classroom chair • Bringing inappropriate toys to school • Riding bike in playground • Running on stairs 	<ul style="list-style-type: none"> • Throwing objects in a learning environment • Hitting others with a hat • Leaving classroom without permission • Playing games in the toilets • Minor physical contact with others e.g. pushing • Repeatedly being out of bounds 	<ul style="list-style-type: none"> • Physical aggression - punching, hitting or kicking with force and intent • Possession or selling of drugs or alcohol • Using weapons or threatening others with items that may be used as a weapon • Throwing objects with intent
<p>Being Responsible</p>	<ul style="list-style-type: none"> • Calling out in class • Repeatedly missing deadlines for projects and homework • Not following class procedures • Taking frequent toilet breaks during work time • Being late back to class 	<ul style="list-style-type: none"> • Leaving the learning area without permission • Low level non-compliance • Being untruthful • Spreading rumours about other students • Being persistently late for class • Disruptive behaviour during transitions 	<ul style="list-style-type: none"> • Leaving the school without permission • Deliberate vandalism, including graffiti • Truancy • Use of mobile phone in any part of the school. • Inappropriate use of EQ technology which impacts on the good order of the school.

			<ul style="list-style-type: none"> • Refusal to accept consequence for behaviour e.g. reporting to the Reflection room or Admin
Being Respectful	<ul style="list-style-type: none"> • Talking at inappropriate times • Incorrect uniform e.g. no hat 	<ul style="list-style-type: none"> • Being disrespectful e.g. walking away when being spoken to by an adult • Borrowing equipment without permission • Inappropriate language; written or spoken • Littering • Distracting others from learning • Swearing as a reaction 	<ul style="list-style-type: none"> • Taking part in or leading deliberate, ongoing behaviour that emotionally hurts or humiliates another student. • Swearing at adult/student (anger based) • Using racist or sexual comments towards an adult or student with intent to hurt or humiliate • Wilful property damage or stealing • Major disruption to the learning environment of others • Promiscuous behaviour including ‘dacking’ in consultation with Traffic Lights Framework (<i>True – Relationships and Reproductive Health</i>) • Major non-compliance
Being a Learner	<ul style="list-style-type: none"> • Avoiding work • Being late to start tasks 	<ul style="list-style-type: none"> • Refusing to complete or engage in learning tasks • Not completing agreed part of group work 	<ul style="list-style-type: none"> • Serious Cheating/Plagiarism relating to school projects or exams.

Major inappropriate or unacceptable behaviours may result in the following consequences:

- Parent contact, time in office, removal to withdrawal room, alternative lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequences for repeated offence, referral to Supported Play and or Targeted social skills program.
- Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school.
- Students who engage in very serious behaviours such as major violent physical assault, use or supply of weapons or drugs can be recommended for exclusion from school following an immediate period of suspension.

Student behaviour that does not comply with the school's standards and expectations is not acceptable. The Responsible Behaviour Plan for Students sets out the range of responses and consequences for student behaviour that is not consistent with the New Farm standards.

Consequences are applied within the context of a proactive support system that focuses on instruction and prevention. Consequences, at all times should be:

- supportive
- fair
- logical
- consistent

The individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Ultimately the Principal has the right and discretion to determine actions and consequences as seen fit to best deal with the circumstances of each individual case.

Consequences are 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 their actions

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. 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 New Farms 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

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

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

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 New Farm 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. Strategies for emergency situations or critical incidents

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

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

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

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 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 New Farm 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 New Farm State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- | | |
|---------------------------------------|---------------------------------|
| ▪ Parents | ▪ Guidance Officer |
| ▪ Teachers | ▪ Advisory Visiting Teachers |
| ▪ Support Staff (Special Needs staff) | ▪ EQ Behaviour Services Support |
| ▪ Administration Staff | ▪ Senior 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.

New Farm 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

Carmel McGrath



Principal

Rachel Kendrick

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

Kerri Jones

Assistant Regional Director

Effective Date:2016..... to2018.....

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 handed into the school office as soon as the student arrives on campus.

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 New Farm 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, Smart Watches, Smart Phones, 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.*

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

Purpose

1. New Farm 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 New Farm 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 New Farm 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 New Farm 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 New Farm 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. 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.

New Farm State 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.

12. 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.
 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 New Farm 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. New Farm 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.
- 

WORKING TOGETHER TO KEEP NEW FARM STATE SCHOOL SAFE

We can work together to keep knives out of school. At New Farm 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 a 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 such as suspension or exclusion.
- 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 New Farm State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

Appendix 4 School Documents

Incident Report

Name: Date:

Person Completing Form:

Name:	Class:	
Date:	Time in First Aid:	Time out First Aid:
Date of incident:		
Place of Incident:		
Description of what happened:		
Obtained from:		
Student's Involved:		
Staff Involved:		
Injuries Received/Illness?		
Action Taken:		
Follow up:		



New Farm State School Whole School Support Plan

At New Farm SS we believe that every student has the ability to learn and should be able to demonstrate progress in their learning.

We have developed a whole school approach to ensure a cohesive response to diverse learning needs and consistent practices in a culture of ongoing improvement which sets high expectations, monitors student progress with school-wide analysis and discussion of student achievement data, and supports student learning with quality teaching focused on improving the achievement of every student.

A whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of all students.

This includes those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these. Cultural and linguistic background and socio-economic status contribute to the diversity and complexity of student learning needs.

A whole school approach to supporting diverse learners

A whole school approach directs support to different levels of student need.

A tiered approach to support (see Diagram pp. 24) provides focused and personalised teaching and intervention at each successive tier — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff.

Schools identify the appropriate tier of support through analysis of student data and ongoing monitoring of student progress.

This document describes the programmes and practices that we use at New Farm SS to achieve continuous improvement for all of our students.

Differentiated teaching: Differentiated and explicit teaching for all students.

Focused teaching: Focused teaching for identified students.

Intensive teaching: Intensive teaching for small number of students.

Tier 1 - Whole Class - Differentiated Teaching

Differentiated Teaching: Teachers monitor student data to plan explicit and challenging learning experiences that are differentiated for the learning needs of students.

Tier 2 - Small Group - Differentiated Teaching & Programmed Support

Focused Teaching: Coaching opportunities for continual improvement; Targetted teaching and additional practice opportunities for students who have been identified as requiring additional support.

Case Management

Tier 3 - Individual - Differentiated Teaching Programmed Support & Individualised Support

Intensive Teaching: Individualised instructor for students to work toward personal learning goals and individual curriculum **plans**.



– Behaviour Support Programmes

Supported Play Programmes

Students having difficulty managing unstructured play situations – regularly attending reflection room or observed social emotional difficulties – can be identified by SSS to access supported play programmes. Through this programme students will access in playground support and their progress will be monitored. Students identified through this process as requiring additional support can be referred to quiet space or structured play.

IN-PLAYGROUND SUPPORT:

Staff members are timetabled to support students in the playground and work alongside them to assist them to make friends, choose appropriate play time activities and to manage conflict in this unstructured environment.

STRUCTURED PLAY:

Structured Play is held in the library at each break as required. It is a space for students who have been identified as having ongoing difficulties managing unstructured play situations with in-playground support. This is a space where students attend with buddies to engage in structured games and activities with the support of staff. Through these games and activities and the support available, students learn skills that will help them to transition to unstructured play situations including – turn-taking, sharing, managing disagreements, joining in, following rules, negotiating, assertiveness, etc.

QUIET SPACE:

The Quiet Space option is made available each break. Students who have moved out of their 'green zone' can access this programme to de-escalate. Students can self-refer, or be referred by Cassie (Behaviour Support). Students who require this option **do not** bring a buddy. Once they are back in the 'green zone' and are ready to socially interact with a buddy, they can return to in-playground support or structured play.

REFLECTION ROOM:

This is a space for students who have made inappropriate and/or unsafe play choices to reflect on their behaviour, to consider why their choice was not appropriate or safe in that situation and to plan strategies for them to manage the situation more appropriately and effectively in the future. A copy of the plan is given to the class teacher so that the plan can be reinforced through the class program.

2017 Intensive – Behaviour Support Programmes

These students have difficulty accessing the school environment with the support of our school behaviour support programmes. This may be demonstrated through suspensions or very regular referral to the Reflection Room. Tier 2 students, accessing school behaviour support programmes who are regularly referred to Reflection Room or need to can be identified through SSS for Case Managements.

PERSONALISED LEARNING PLAN:

Identified students will have a Personalised Learning Plan which is collaboratively developed by DP, Class Teacher and parents.

BEHAVIOUR MONITORING PLAN:

Identified students will have a behaviour monitoring plan. Class teachers will monitor behaviour at the end of each session. Students will check in with the DP at the beginning and end of each day to review goals and progress. Students will take a copy of the monitoring sheet home at the end of each day.



New Farm State School Consequences and Rewards

Consequences for Breaking Rules in the Classroom

- ▶ Redirection to Task
- ▶ Rule Reminder
- ▶ Choice
- ▶ Time Out
- ▶ Buddy Class

- ▶ If the behaviour is moderate and/or persistent the student is then referred to Reflection Room
- ▶ If the behaviour is major, School Administration should be notified immediately.
- ▶

Consequences for Breaking Rules in the Playground

- ▶ Verbal rule reminder
- ▶ 5 minute withdrawal from play – sit out or walk with the teacher
- ▶ Withdrawal from play for remainder of break.
- ▶ If the behaviour is moderate and/or persistent the student is then referred to Reflection Room.
- ▶ If the behaviour is major, School Administration should be notified immediately.

Rewards for Positive Behaviour Choices

School Rewards:

- ▶ Smiley Faces;
- ▶ Social Skills Certificates

Class Rewards: Negotiated with students

- ▶ Whole Class – game time
- ▶ Individual – choice task, certificates, stickers



Playground/Classroom Referral to Reflection Room

Referring Staff Member: _____

Student/s:

Date: _____ **Period:** (circle) 1st Break / 2nd Break

Location: _____

Incident Type: (circle) Persistent/Moderate

Incident Details:

Behaviour Categories:

- Bullying/harassment
- Defiant/threat/s to adults
- IT misconduct
- Lying/Cheating
- Misconduct involving object
- Non-compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Property misconduct
- Substance misconduct involving illicit substance
- Third minor referral
- Threat/s to others
- Verbal misconduct

Strategies Already Implemented:

- Rule reminder
- Time Out
- Buddy Class
- Parent Contact
- Not applicable

Motivation for behaviour:

- Obtain peer attention
- Obtain adult attention
- Obtain activity/object
- Escape/avoid activity
- Escape/avoid instruction task
- Escape/avoid adult attention
- Escape/avoid peer attention
- Don't know

Class Teacher to enter details on One School: Yes/No



Reflection Room – Restorative Planning Sheet

What happened?

What were you thinking at the time?

What have you thought about since?

Who do you think has been affected by what you did?

In what way?

What can you do to make things right?

How can you make sure this doesn't happen again?

