Elanora State School

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

Revised June 2013
Principal Tricia Neate

1. Purpose

Education Queensland is committed to provisions that ensure that all young Queenslanders have a right to and receive a quality education.

Our aim at Elanora State School is for school to be a happy place where students can progress towards self-responsibility in a safe and supportive environment.

We focus on catering for individual differences and needs, promoting success and progress and rewarding both individual and group effort.

All members of the school community have the right to be treated with respect as part of a team where ownership and responsibility are shared and every member is valued.

All members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects that 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 progress
- Co-operate 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
2. Consultation and data review

This plan was developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during semester one 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009–2012 also informed the development process.

The draft Responsible Behaviour Plan was presented by the Principal, to the school P&C and Assistant Regional Director in June 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

OUR BELIEFS ABOUT BEHAVIOUR AND LEARNING

Safety

Students and staff have the right to personal safety and a positive, caring environment conducive to learning. Standards of school behaviour are linked to transparent, accountable and fair processes, interventions and consequences, and are implemented in a consistent manner. Responses to inappropriate behaviour are chosen after considering the context, individual circumstances, the actions of the student and the rights of the members of the school community. Parents have the responsibility to encourage appropriate behaviour and support the school’s Responsible Behaviour Plan for Students.

Effort

Effective teaching programs promote the desire for excellence, innovation, creativity and inclusion. A team of school personnel, parents, community members and other children play an important role in the education of a child. Participation in educational, creative, cultural and sporting activities is encouraged.

Achievement

Individuals have the responsibility to aspire to high standards of personal achievement and behaviour. Developing responsible self-management, independence and interdependence should be encouraged. An awareness of others and their cultures and an acceptance of diversity and inclusive practices are important values. Students have the right to express their views and opinions and have them listened to. Parents are respected and acknowledged as the major influence in their children’s development and have the right to access administration and staff at mutually arranged times.

Self

Positive classroom behaviour is enhanced by respectful and courteous relationships between staff, students and parents. Individuals are accountable for their own actions, resolving differences in constructive, non-violent ways, and accepting the consequences of inappropriate behaviour. Students should be encouraged to make decisions, set goals and persist in problem solving situations.
SCHOOL RULES

**Safety**

S1  Keep hands, feet and other objects to yourself  
S2  Move and play safely

**Effort**

E1  Be a caring friend  
E2  Be a positive student

**Achievement**

A1  Achieve as an individual and as a group  
A2  Strive to be the best

**Self**

S3  Be respectful  
S4  Set goals
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support

**Whole School Behaviour Support**
At Elanora State School our whole school approach provides a supportive learning environment through:

- Shared school values and a positive, inclusive culture that recognises the contributions of its members.
- Agreed programs and procedures that address harassment, bullying and child protection and are known and understood by all members of the school community.
- Access to professional development education and training for staff, students and parents.
- Management of incidents through clear and well understood processes, community engagement and strong relationships with relevant support staff.
- Supporting students and building strong community relationships.

At Elanora State School we expect and promote the following behaviours in our community:

<table>
<thead>
<tr>
<th>Safety</th>
<th>Effort</th>
</tr>
</thead>
</table>
| - Acknowledgement and respect of the personal space of self and others  
- Following of school rules and routines  
- Moving safely through the school environment  
- Resolution of conflict without violence  
- Safe use of equipment | - Demonstration of an awareness of the rights and feelings of others  
- Contribution to life and activities of school |
WHOLE SCHOOL POSITIVE STRATEGIES

The school's processes and procedures to uphold the values in the Code of School Behaviour include a wide variety of proactive strategies. The emphasis is on encouraging and rewarding positive behaviour. The following are examples of processes that may be used to promote appropriate behaviours.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Devise classroom plan and procedures in consultation with class and display</td>
<td>▪ Praise</td>
</tr>
<tr>
<td>➢ Revisit plan on a regular basis</td>
<td>▪ Stickers</td>
</tr>
<tr>
<td>➢ Clearly communicate fair and reasonable expectations</td>
<td>▪ Notes</td>
</tr>
<tr>
<td>➢ Provide learning experiences that are relevant, meaningful and at an appropriate level of challenge</td>
<td>▪ Certificates</td>
</tr>
<tr>
<td>➢ Encourage co-operative learning</td>
<td>▪ Class celebrations</td>
</tr>
<tr>
<td>➢ Create a sense of belonging to the classroom group</td>
<td>▪ A happy SEAS</td>
</tr>
</tbody>
</table>

- Effective management of time
- Attempting set work to best of ability
- Attentive listening
- Appropriate communication

- Respecting self
- Respecting belongings of self and others
- Following instructions of supervisors
- Making appropriate choices without supervision
- Accepting responsibility for own behaviour
- Having appropriate equipment for task
### Playground
- Provide organised and fully supervised indoor and outdoor lunch time activities which encourage the development of appropriate social interactions with peers
- Develop shared school values and a positive and inclusive culture
- Use a buddy program to provide support for younger students and develop leadership for older students
- Manage incidents via clear and well-understood processes

### School
- Actively build and maintain relationships
- Implement a consistent approach that is aligned to our beliefs and values
- Acknowledge positive behaviour, quality work and achievements
- Develop leadership and shared responsibility
- Use buddy classes
- Provide personal development programs including eSmart, KidsMatter and You Can Do It to teach values and expectations identified in the Code of Behaviour

### Community Partnerships
- Encourage partnerships between learners, parents and school staff
- Establish rapport with and welcome positive involvement of parents
- Make parent education courses available

### Weekly Activities
- Weekly parades
- Class awards
- Performances
- Referral to Admin to share quality work
- School leaders to participate on parades

### Newsletters
- Whole class activities e.g. Grandparent’s Day
- Whole school concerts
- Parent Teacher Information Sessions
- Team meetings
- Kids Hope Mentoring
- Community Group involvement
Responding to unacceptable behaviour

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

Re-directing low level and infrequent problem behaviour

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

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

- Targeted behaviour support

Elanora State School is a large primary school which has an extensive network of people involved in the support of students who may need targeted behaviour support.

A team approach is used to formulate strategies and plans through the involvement of teaching partnerships, year level teams, P-7 meetings, Support Services (STL&N, Special Education, Behaviour Management), School Chaplain, community members and outside agencies.

Strategies used for targeted behaviour support include:

- Curriculum adjustment
- Verbal and non-verbal
- Increased attention
- Communication with the school community

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. They may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Working with a teacher aide or learning support teacher</td>
</tr>
<tr>
<td></td>
<td>- Adjusted class work</td>
</tr>
<tr>
<td></td>
<td>- Working with a peer or older student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Specific reinforcement e.g. thank you for sitting down</td>
</tr>
<tr>
<td></td>
<td>- Targeted direction giving</td>
</tr>
<tr>
<td></td>
<td>- Choices</td>
</tr>
<tr>
<td></td>
<td>- Simple reminder or rule restatement</td>
</tr>
</tbody>
</table>

| Non-Verbal            | Non-verbal reinforcement, used every day in both                                   |
the classroom and playground, includes:

- Body language – smile, thumbs up
- Eye contact
- Behaviour charts
- Proximity to the child
- Awards

<table>
<thead>
<tr>
<th>Increased Attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- One on one curriculum support with the teacher</td>
</tr>
<tr>
<td></td>
<td>- One on one or group sessions with Student Welfare Teacher and/or other teaching staff</td>
</tr>
<tr>
<td></td>
<td>- One on one or group sessions with School Chaplain</td>
</tr>
<tr>
<td></td>
<td>- Teacher aide support</td>
</tr>
<tr>
<td></td>
<td>- Work with another member of school staff or peer</td>
</tr>
</tbody>
</table>

| Communication Within The School Community | Communication with the parents/caregivers occurs through all the stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
**Intensive behaviour support**

At Elanora State School all students who are considered “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

**Case Management**

The case manager for each student who is identified as “seriously at risk” should be the class teacher, however a support team approach is adopted with staff working collaboratively. Management strategies should include:

Collection of data which gives:
- An overview of problematic behavior and
- Consequences implemented (eg. Anecdotal data on One School, checklists available through GO)

Referral to Guidance Officer for assessment

Team collaboration to develop an Individual Behaviour Support Plan - Class Teacher, Student Welfare Teacher and Guidance Officer.

Strategies used will be preventative, supportive and/or corrective.

- **Preventative** The action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

- **Supportive** The action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and the student.

- **Corrective** The actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to the school and classroom procedures will be managed based on the individual/s involved. Parents of the children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.
5. Emergency responses or critical incidents

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

An **emergency situation or 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:

- 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 Elanora State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report
- Health and Safety incident record (link)
- debriefing report (for student and staff)
6. Consequences for unacceptable behaviour

In alignment with the Code of School Behaviour when applying consequences, the individual circumstances, actions of the student and the needs and rights of the school community members are considered at all times. The following contains examples of types of behaviours and possible consequences. This list is not exhaustive and each incident will be viewed individually. This policy also includes negative online behaviours that may affect others and the good order of the school.

<table>
<thead>
<tr>
<th>LEVEL OF BEHAVIOUR SUPPORT</th>
<th>BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YELLOW</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1                          | Class teachers, staff on duty | Minor/Inappropriate Behaviour including:  
• Calling out  
• Off task  
• Out of seat  
• Swinging on chairs  
• Playing out of bounds  
• Running on concrete  
• Walking while eating  
• Littering  
• Not wearing a hat | • Verbal warning  
• Reminder of classroom/playground  
• expectation/rules  
• Extra work  
• School service  
• Give clear directions/choices  
• Reinforcing positive behaviour of others  
• No hat seat |
| **YELLOW**                 |           |                         |
| 2                          | Class teacher, staff on duty, parent/caregiver | Minor Disruptive/Unsafe Behaviour including:  
• Lateness to class after playtime  
• Use of inappropriate language  
• Unsafe play or use of equipment  
• Tree climbing  
• Throwing objects  
• Misconduct involving object  
• Tackling  
• Continually being in the wrong area  
• Breach of Dress/Uniform Code  
• Non compliant with routine | • Withdrawal of privileges  
• Writing out rule/letter of apology  
• Withdrawal of playtime if supervised by a teacher  
• Offer consequence choices e.g. follow the rules or move to a quiet area to work  
• Restatement of school rules  
• Withdrawal to an area within the classroom  
• 1 day Time Out room (outside behaviour)  
• Parents/caregivers and class teacher notified  
• Notice of uniform breach is issued |
<table>
<thead>
<tr>
<th>LEVEL OF BEHAVIOUR SUPPORT</th>
<th>BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PINK FORM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class teacher, staff on duty, parent/caregiver</td>
<td>Disruptive Behaviour including:</td>
<td>Withdrawal to a buddy class (support re-entry)</td>
</tr>
<tr>
<td></td>
<td>• Minor damage to property</td>
<td>• 2 days Time Out room (outside behaviour)</td>
</tr>
<tr>
<td></td>
<td>• Teasing</td>
<td>• Parents/caregivers and class teacher notified</td>
</tr>
<tr>
<td></td>
<td>• Dishonest actions (lie/cheating)</td>
<td>• Restitution of damage</td>
</tr>
<tr>
<td></td>
<td>• Unhygienic actions/inappropriate gestures</td>
<td>• Anecdotal record</td>
</tr>
<tr>
<td></td>
<td>• Dangerous play</td>
<td>• Write out rule/letter of apology</td>
</tr>
<tr>
<td></td>
<td>• Repeat breach of Dress/Uniform Code</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class teacher, teacher on duty, Admin, G.O. H.O.S.E.S, Parent/Caregiver</td>
<td>Disobedient Behaviour including:</td>
<td>Referral to Student Welfare Teacher to carry out an investigation</td>
</tr>
<tr>
<td></td>
<td>• Refusal to work</td>
<td>Referral through OneSchool to Deputy Principal and Class Teacher</td>
</tr>
<tr>
<td></td>
<td>• Backchatting, insolence</td>
<td>Parents/caregivers and class teacher to be notified</td>
</tr>
<tr>
<td></td>
<td>• Continued disruptive behavior</td>
<td>Behaviour Plan developed</td>
</tr>
<tr>
<td></td>
<td>• Defiance</td>
<td>Withdrawal of privileges e.g. sport, excursions, free time, play time</td>
</tr>
<tr>
<td></td>
<td>• Harassment of other students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discrimination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Petty Stealing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fighting/aggressive behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bringing illicit material to school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leaving school without permission (truant/skip class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of mobile phone/camera or other digital recording device/wireless technologies at school during school hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Witnessing bullying behaviour on school grounds and not reporting it to a teacher immediately</td>
<td></td>
</tr>
</tbody>
</table>

N.B. Repeated similar offences at Level 4 should lead to Individual Behaviour Plan.
<table>
<thead>
<tr>
<th><strong>5</strong></th>
<th><strong>Admin, G.O. H.O.S.E.S. Parent/caregiver. Class teacher or teacher on duty</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Serious or Continued Disobedient Behaviour including:</strong></td>
</tr>
<tr>
<td></td>
<td>- Serious or continued written or verbal harassment or cyber-bullying of another student</td>
</tr>
<tr>
<td></td>
<td>- Continued refusal to work</td>
</tr>
<tr>
<td></td>
<td>- Serious or continued bullying</td>
</tr>
<tr>
<td></td>
<td>- Complete disregard or defiance of classroom or playground rules</td>
</tr>
<tr>
<td></td>
<td>- Aggressive behavior/physical misconduct</td>
</tr>
<tr>
<td></td>
<td>- Wilful damage/theft/property misconduct</td>
</tr>
<tr>
<td></td>
<td>- Truancy</td>
</tr>
<tr>
<td></td>
<td>- Repeated or inappropriate use of mobile phone/camera or other digital recording device/wireless technologies on school grounds (eg. filming of students or text messages to or about other students)</td>
</tr>
<tr>
<td></td>
<td><strong>Counselling by Admin/G.O./H.O.S.E.S./Student Welfare Teacher</strong></td>
</tr>
<tr>
<td></td>
<td>- Child placed on Individual Behaviour Plan</td>
</tr>
<tr>
<td></td>
<td>- Parents/Caregivers and class teacher notified</td>
</tr>
<tr>
<td></td>
<td>- Withdrawal from excursions/sport</td>
</tr>
<tr>
<td></td>
<td>- Possible restitution</td>
</tr>
<tr>
<td></td>
<td>- Possible out of school suspension depending on the severity of the case</td>
</tr>
<tr>
<td></td>
<td>- Removal of item/s by Admin until after school hours and/or parent collection (including all electronic devices)</td>
</tr>
<tr>
<td>LEVEL OF BEHAVIOUR SUPPORT</td>
<td>BEHAVIOUR</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td><strong>PINK FORM</strong></td>
</tr>
<tr>
<td></td>
<td>• Persistent wilful refusal to comply with instructions, rules, policies and plans</td>
</tr>
<tr>
<td></td>
<td>• Unacceptable moral behaviour including self exposure and abuse involving other persons (soliciting, consorting)</td>
</tr>
<tr>
<td></td>
<td>• Exhibiting offensive material (pornographic, debasing or degrading)</td>
</tr>
<tr>
<td></td>
<td>• Continued disruptive behaviour – refusal to cooperate with Responsible Behaviour Plan for Students or the Individual Behaviour Plan</td>
</tr>
<tr>
<td></td>
<td>• Inciting others to behave in a negative, disobedient or riotous manner including electronic means. Example: The creation or distribution of means to behave negatively via internet or text message systems</td>
</tr>
<tr>
<td></td>
<td>• Physical assault to another student, staff member or adult</td>
</tr>
<tr>
<td></td>
<td>• Verbal harassment (use of obscene, offensive or insolent language and/or gestures) or threats to staff members or other adults (Including via electronic devices/social networking sites)</td>
</tr>
<tr>
<td></td>
<td>• Dangerous and unlawful behaviours e.g. possessing prohibited drugs, smoking, possessing weapons (especially knives), alcohol at school, etc</td>
</tr>
<tr>
<td></td>
<td>• Other behaviour which can be demonstrated to be prejudicial to the good order of the school and its management</td>
</tr>
</tbody>
</table>
REFERRAL TO STUDENT WELFARE TEAM

For breaches of School Rules Level 4 and above

1. Teachers complete details on pink referral form and sends to Student Welfare Team.

2. Contact is made with parent/caregiver by Administration, Student Welfare Team or Guidance either by phone or in writing.

3. Parent/caregiver asked to discuss general attitude and current behaviour with view of improving current behaviour.

4. Administration, Student Welfare Teacher or Guidance Officer to determine course of action, eg withdrawal, extra work, apology, loss of privileges, suspension, etc.

5. Administration, Student Welfare Teacher or Guidance Officer to determine follow-up procedures and monitoring of behaviour, eg referral to Guidance Officer, behaviour contract.

6. Teachers notified of course of action by Administration, Student Welfare Teacher or Guidance Officer and/or OneSchool referral.

Any breaches of School Rules at Level 1, 2 or 3 may be recorded on student’s Oneschool Profile as determined by the class teacher. Class teachers will notify parents/caregivers if deemed necessary. If there is a pattern of repeated breaches, this should be recorded on OneSchool.
TIMEOUT ROOM

PHILOSOPHY

The Time Out Room at Elanora State School operates to allow all children to feel safe in the playground. Those children who receive Time Out as a consequence for breaching the school rules are removed from the playground. Time Out offers the opportunity to reflect on their behaviour and complete community service and to support the return to the playground with strategies to prevent a recurrence.

OPERATION

Time Out is issued as a consequence for breach of the school rules as outlined in the Responsible Behaviour Plan. Only those offences related to Time Out should be listed.

Children report to the Time Out room the day following the offence.

The teachers reporting the breaches are required to complete a pink referral form and submit this form to the Student Welfare Teacher or their Deputy Principal.

Students are to eat their lunch prior to 1.25pm in their year level eating area.

They must be waiting for the time out room teacher by 1.30pm.

Students are to fill out a reflection sheet on their arrival in Time Out. The second part of time out involves the student completing some community service in the school. This may include but is not limited to litter patrol and garden weeding.

No communication is to occur between students.

Students are to be dismissed after 25 minutes.

A letter from the Student Welfare Teacher is attached to the reflection sheet and is sent home for a parent to sign.

Notes are returned to the time out teacher the following day. If the note is not returned within two days the child is to be followed up by Administration. If the student does not attend the time out room an extra day is given.

Also consideration will be given to the withdrawal of children from future school excursions, school sport, school discos or special events.
SCHOOL DISCIPLINARY ABSENCES

A student may be suspended from school on the following grounds:

- Disobedience
- Misconduct or
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

Our school has many strategies to provide appropriate consequences for misbehaviour. The use of school disciplinary absences (suspensions 1-5 days and 6-20 days) and exclusions are in most cases last resort options for addressing serious behaviour difficulties.

In circumstances where the safety of students or staff is considered to be at risk, the Principal may immediately suspend a student pending a further decision about what appropriate action is to be followed.

Before enforcing a school disciplinary absence (except in circumstances which warrant immediate action) we should:

a) Be satisfied that appropriate strategies for managing the behaviour have been used and the relevant school support staff have been involved.

b) Advise the student and parent that a suspension or recommendation for exclusion of the student is being considered as a behaviour management response if the students inappropriate behaviour persists.

c) Inform the student of the grounds for considering a suspension.

d) Be satisfied that the strategies used do not discriminate against students eg on the basis of gender, race, disability, age or religion.
COMMUNICATIONS DEVICE POLICY

The Elanora State School Communications Device Policy has been formulated in alignment with the Education Queensland Guidelines namely „Appropriate Use of Mobile Telephones and other Electronic Equipment by Students“ and „Statement of Expectations for a Disciplined School Environment“. For the purposes of this document, „Communication Devices“ are defined as any device which can transmit, store or record information in a digital format. This includes, but is not exclusive to, MP3 players, mobile phones, recording devices, portable DVD players, digital cameras and other recording equipment.

As part of preparing students for the future we believe that communication devices have a place in society, but should not deter from one’s learning. Elanora State School is the workplace for more than 80 staff and 1200 students; as a result, we believe that the behaviours modelled in this workplace should reflect common practices in greater society, including expectations and conduct relating to the use of communication devices.

Students are permitted to bring mobile phones to school with them under the conditions outlined below:

1. Students bringing communications devices to school do so at their own risk, and Elanora State School takes no responsibility for their loss, damage or theft.

2. Students will be able to use their phones in class only if part of the learning program and supervised by staff. Students who are required to use a communication device outside of the classroom should be provided with a teacher note explaining approval of communications device use.

3. Camera functions on mobile phones are not to be used at ANY time, unless with the express written permission of a teacher (e.g. Film and Television assessment, English Oral, etc.).

4. Communication devices must not be used for any purpose (e.g. phoning, texting, surfing the net, taking photos or videos, listening to music) in school time, unless in accordance with Point 2 above.

5. Students who feel unwell MUST contact home via the front office, NOT use their mobile phones. This allows first aid staff to monitor the sick person while they wait to be collected.

6. Parents who need to urgently contact students must do so through the front office. Staff will ensure that students receive messages.

This policy aligns with the School Code of Behaviour Management Plan. A breach of the Communications Device policy will result in consequences that may include a warning, detentions, suspension or the involvement of the Police.
To achieve the best educational outcomes for every student in our school, the student requires the support of a large network of people and services. At Elanora State School the students have access to the following internal support network.
8. Consideration of individual circumstances

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Elanora State School provides quality teaching and learning experiences, and enhances respect for different cultures and beliefs in its promotion of „recognition of difference“ . In alignment with the Code of School Behaviour, responses to student behaviour are chosen with close regard to individual needs. Circumstances such as context, emotional well-being, culture, gender, race, socio economic situation and impairment are considered when determining how best to support students. Personnel who consider the need for flexibility to behavioural policy guidelines may include: the parents/carers, administration staff, Guidance Officer, support services, staff, classroom teachers and teacher aides, specialists and the School Chaplain. If appropriate, a student will be supported by an individual behaviour plan.

Elanora State School is also able to access support for students through the following external networks. These government and community agencies work closely with the parents/caregivers, teachers and the support personnel from within the school.

Students requiring special consideration will receive an Individual Behaviour Support Plan. The committee to decide the need for special consideration will be formed by personnel with a variety of experiences and knowledge.

Members may include: Principal, Deputy Principal and/or other administration staff, Guidance Officer, support services staff, classroom teacher/s, teacher aide/s and STLaN staff.

Special consideration criteria may include: students with a disability, those experiencing grief or loss, those experiencing emotional difficulties due to severe trauma or hardship, those experiencing difficulties due to race, religion or cultural identity.
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 1999
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related departmental 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

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

[Signature]
Principal

[Signature]
P&C President or Chair, School Council

[Signature]
Principal’s Supervisor

Date effective:
from 15/7/13 to 15/7/15
## APPENDIX 1
### ANTI BULLYING FRAMEWORK

Framework for developing workable solutions to bullying at Elanora State School

<table>
<thead>
<tr>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term:</strong></td>
</tr>
<tr>
<td><strong>Responsive</strong></td>
</tr>
<tr>
<td><em>Practically dealing with the immediate and specific incidents of bullying</em></td>
</tr>
<tr>
<td>• Speak to all students involved</td>
</tr>
<tr>
<td>• Investigate, interview, record on Oneschool Student Profile</td>
</tr>
<tr>
<td>• Follow the procedures as outlined in the Elanora State School – Responsible Behaviour Plan</td>
</tr>
<tr>
<td>• Involve appropriate people, e.g. Principal, parent/s, Guidance Officer</td>
</tr>
<tr>
<td><strong>Medium Term:</strong></td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
</tr>
<tr>
<td><em>Targeting support and skills development for individuals and groups</em></td>
</tr>
<tr>
<td>• Participation in a guided peer relationship or other program, e.g. Protective Behaviours</td>
</tr>
<tr>
<td>• Work with Guidance Officer, Student Welfare Teacher and/or other support personnel</td>
</tr>
<tr>
<td>• Provide opportunities for role playing and problem-solving scenarios</td>
</tr>
<tr>
<td>• Teach students assertive strategies to deal with conflict resolution</td>
</tr>
<tr>
<td>• Provide structured programs that teach alternatives to aggressive behaviour</td>
</tr>
<tr>
<td>• Reinforce rules through anti-bullying procedure</td>
</tr>
<tr>
<td>• Work with parents, students, teachers to monitor behaviour and adapt the program as needed</td>
</tr>
<tr>
<td>• Reintegration and restoration of relationships for the young people involved</td>
</tr>
<tr>
<td>• Parents to actively involve themselves in their student's lives at school and out of school</td>
</tr>
<tr>
<td>• Be expected to actively engage in professional development as provided by the school community</td>
</tr>
</tbody>
</table>
Long Term: Preventative

*Providing a warm, positive environment for students by giving consistent messages through ongoing strategies designed to foster the active involvement of all students*

- Establish a school culture that actively promotes non-violence
- Create a classroom climate that accepts and values diversity
- Ensure students’ voices are heard and they actively participate in meaningful decision-making
- Encourage collaborative decision-making on important school issues involving all members of the school community
- Monitoring and reinforcing appropriate behaviours
- Providing long-term support by key personnel
- Focus on socialisation (e.g. role-models, leadership programs, group dynamics and cooperative learning)
- Provide opportunities for students to critically examine social constructions which shape bullying and harassment
- Periodically instigate appropriate surveys to determine school safety. (Monitor, document and give the community data)
- Celebrate and publish successes
- Bullying addressed within the curriculum – (eSmart, Kids Matter, YCDI – Program)
APPENDIX 2

CYBERBULLYING

TIPS:

Ignore it. Don’t respond to the bully. If they don’t get a response they may get bored and go away.

Block the person. This will stop you seeing messages or texts from a particular person.

Tell someone. Tell an adult you can trust. You may want to talk to your mum, dad or a brother or sister. Or you can contact the cybersmart Online Helpline service, call Kids Helpline on 1800 551 800, visit their website.

Keep the evidence. This can be useful in tracking the bully. Save texts, emails, online conversations or voicemails as evidence.

Report cyber bullying to:

⇒ Your school
⇒ Your (ISP) Internet Service Provider and/or phone provider, or the website administrator – there are actions they can take to help
⇒ The police – if there is a threat to your safety the police will help. Call Triple Zero (000) or Crime Stoppers on 1800 333000

It can be hard to know if your friends are being cyberbullied. They might keep it to themselves. If they are being cyberbullied, you might notice that they may not chat with you online as much, suddenly receive lots of SMS messages or are unhappy after they have been on the computer or checked their phone messages. They may stop hanging around with friends or have lost interest in school or social activities.

• Stand up and speak out! If you see or know about cyberbullying happening to a friend, support them and report the bullying. You’d want them to do the same for you.

• Don’t forward on messages or pictures that may be offensive or upsetting to someone. Even though you may not have started it, you will be seen as part of the cyberbullying cycle.

• Remember to treat others as you would like to be treated when communicating online.

Parents can assist in making major differences to the mindset of children vulnerable to bullying. Here are some suggestions:
- **Closely monitor** your child’s **feelings** about school and other children. Look beyond the superficial responses (e.g.“How was school today?” “Good”) and check for signs of real contentment.

When bullying is detected, it is important to **listen carefully** and find out exactly what is happening. Don’t get angry and ring the school immediately. Find out who said what, and why. Remain calm but supportive, confident and protective.

- **Take measured action** – For instance, ring and make a private appointment with the appropriate person at the school (teacher, Principal, or Guidance Officer). You may ask the child who would be good to talk to. Discuss what has been happening, and why. Work out a joint strategy with the school (what you will do; what the school will do).

- **Keep records** – Every bullying incident must be recorded, so that the school has clear evidence of what is going on. (It’s not enough to say, “Sally has been bullying my daughter”. A school needs dates, words said and actions if it is to respond effectively.)

- **Initiate actions** designed to build up your child’s confidence and self-esteem, such as

  Spending more time with him/her in favoured activities (sport, hobbies, outings etc)  
Praising him/her for achievements and for being “such a great kid”.

  Avoiding negatives (including things you normally nag about) – now is not the time for criticism! If something goes wrong (a bad mark, some crisis or other), reminding him/her that he/she is a wonderful person, and that whatever went wrong, is trivial.

- **Foster friendships** and a positive peer group. Encourage your child to invite friends home, or offer to take them out for a special treat, thereby strengthening the network and intimate relationships. Whatever you do don’t treat the peer group as the enemy. This will isolate your son/daughter and make him/her even more unhappy and vulnerable.

- **Teach your child how to be confident. This is largely common sense but here are reminders**

  - Walk tall (don’t hunch or “crumple”)
  - Look people in the eye (don’t stare at the floor)
  - Speak clearly and distinctly (not in a whisper)
  - Breathe calmly and keep the pace normal (don’t fidget and twitch)

You may like to demonstrate these things, and explain that sometimes other people take advantage of you if they think you are scared. If specific hurtful words were used, it can be helpful to “desensitise” your child to such words. Laugh about them. Talk about how silly words are.
• **Offer advice** about ways to “deflect” the bullying, such as non-committal replies. Whatever you do, don’t advise a violent response. This will only make the situation worse and could put your child in the wrong.

• **Constantly check for progress** and keep the school informed of how things are going. As a parent, you are well placed to know what is happening.
APPENDIX 3
SAFE ONLINE BEHAVIOUR

Be careful who you trust online
A person can pretend to be someone they are not, online.

Choose your friends wisely
While it's good to have a lot of friends, having hundreds of online friends makes it harder to control what happens to information you post online. Don't accept friend requests if you're not sure about the person.

Keep your “Friends” list manageable
Make sure that the majority of your “Friends” are your real life ones. It's a good idea to occasionally spring-clean your “Friends” list to remove people you don't know in person, especially if you haven’t heard from them in a while.

Keep your personal details private
Use an appropriate handle or username instead of your real name in a chat room where there may be lots of people you don't know. Don’t give anyone on the internet your name, address, phone number or any other personal details if you are unsure.

Set your profile to private
Use the privacy settings to control who can see your photos and posts.

Always keep your password secret.
Don't even share it with your friends.

Never arrange face to face meetings
With people you have met online.

If someone writes something rude, offensive or something you don’t like, don’t respond, and block them.

Use appropriate avatars
While it’s fun to make up new characters, be aware of how others see you online, and keep it safe. If your avatar is too sexed up, you might attract attention from people you don't really want to communicate with.

Think twice about what you say and post
Consider the type of information you give to people. Even little bits of information can be used to build a bigger picture and make it possible for someone to steal your identity. Posts on the internet can remain there for a long time and easily become public, so if it’s not something you’d want your parents to see, don't post it!

Crime Stoppers 1800 333 000

Template Version Control: July 2012