



The Code of
**School
Behaviour**
Better Behaviour
Better Learning



Alexandra Hills State School

Responsible Behaviour Plan for Students **Based on the Code of School Behaviour**

1. Purpose

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

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

2. Consultation and data review

Alexandra Hills State School is developing this plan in collaboration with our school community. Consultation with parents, staff and students has been undertaken in term 1 of 2013. Reviews of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 have also informed the development process.

The Plan is endorsed by the Principal, the President of the P&C and the Assistant Regional Director in term 1, 2013, and will be reviewed in February 2016 as required in legislation.

3. Learning and behaviour statement

The Alexandra Hills State School *Responsible Behaviour Plan* is underpinned by the ethos that every student is encouraged and supported to reach their maximum potential. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs.

At Alexandra Hills State School, we believe that:

- Catering for each student's individual needs and abilities contributes to positive student behaviour
- Students actively participating in their learning contributes to positive student behaviour
- Strong, positive relationships between students, staff, parents/carers and the wider community contribute to positive student behaviour
- Inclusive and innovative teaching and learning strategies contribute to positive classroom behaviour
- All students can learn to manage and change their behaviours to meet their needs

We therefore strive to skill students in self-discipline utilising the *5 Keys for Success (Persistence, Confidence, Organisation, Getting Along and Resilience)* from the *You Can Do It* Program.

Our school's behaviour plan is based on a positive approach to behaviour, and built upon one essential element – RESPECT. The 3 school rules elaborate the components of Respect:-

1. Respect yourself.
2. Respect others.
3. Respect the School.

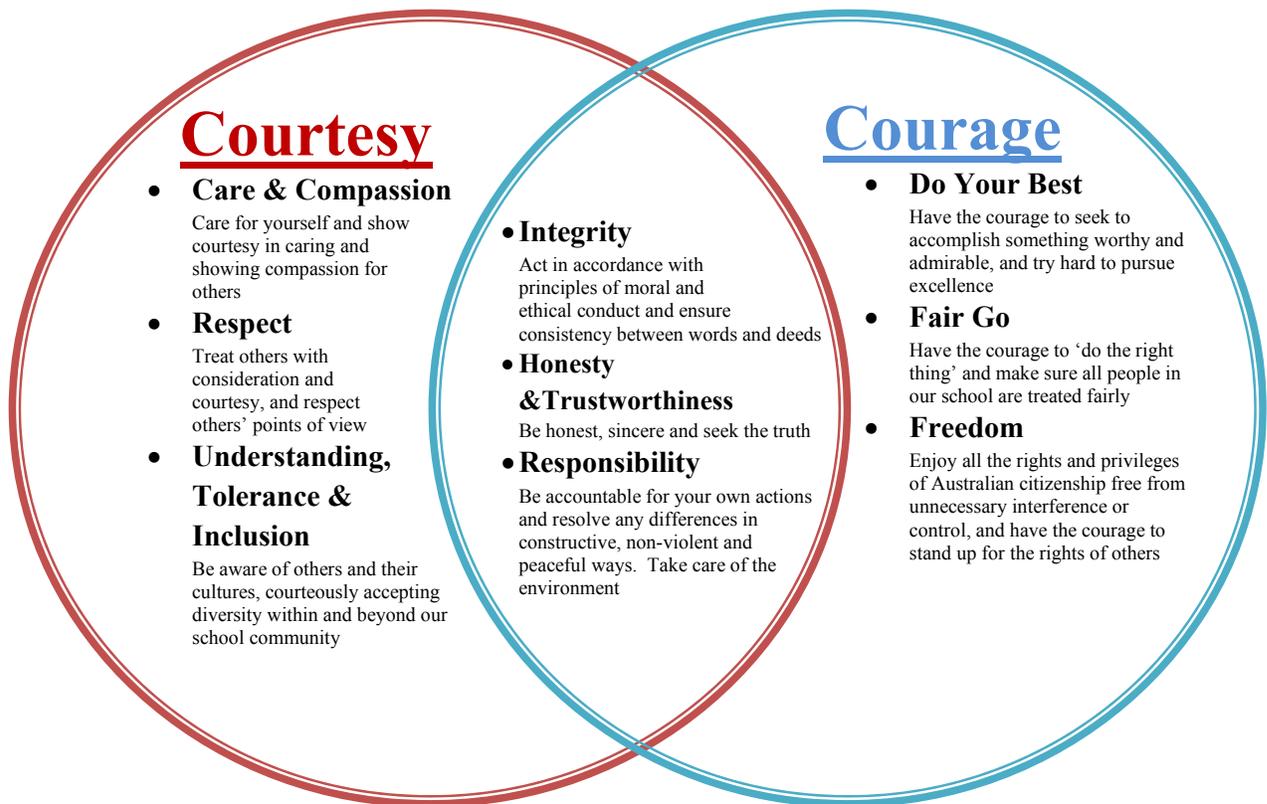
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

Alexandra Hills State School has school-wide proactive and preventative policies and strategies intended to establish, encourage and maintain acceptable student behaviour. The school considers that this is fundamental to the creation of a safe, productive, caring environment within which learning and teaching can be conducted. Within this context the aim is to foster mutual respect among all members of the school community. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

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

Integral to these rights is our school motto: *'Courtesy and Courage'* overarching the following 9 values:-

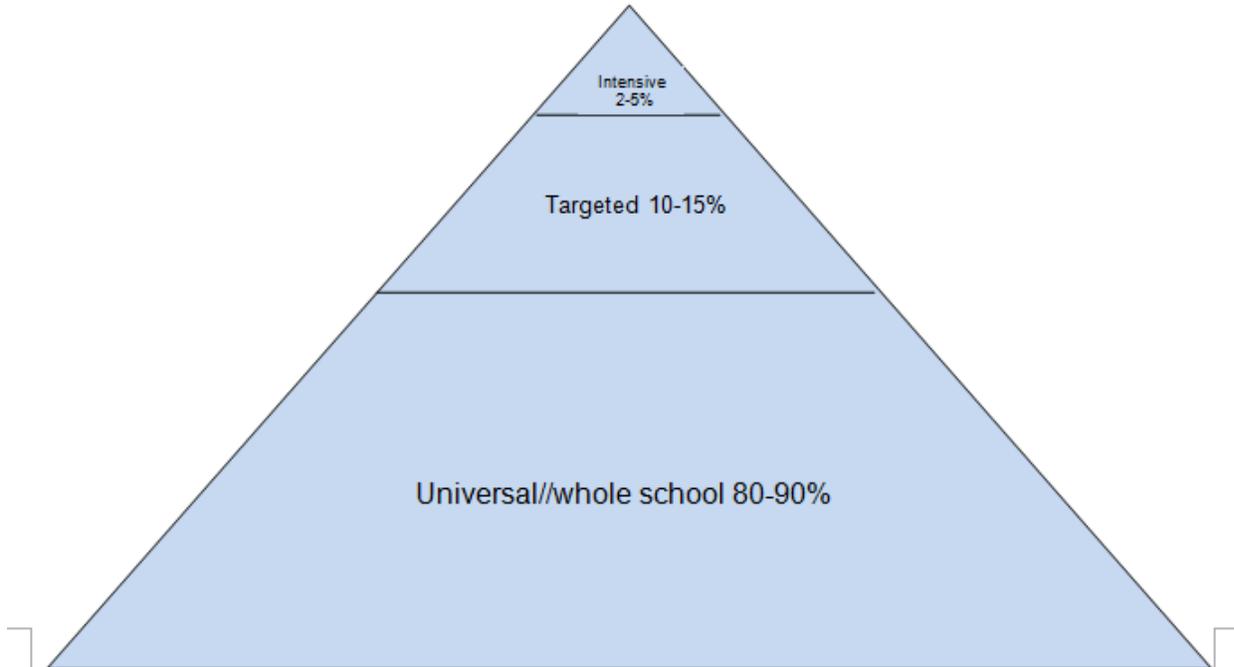


These values are the core principles that govern our whole school behaviour.

Whole School Behaviour Support

A whole of school approach means everybody committing to the provision of a safe and supportive positive learning environment. The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Alexandra Hills State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school as well as strategies for managing unacceptable behaviour (eg *High 5*). Our whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% - 90% of students at our school require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours.

Behaviour Support Model



Our whole school approach provides a positive and supportive learning environment through:

- Open communication with the school community on the *Code of School Behaviour* and the school's *Responsible Behaviour Plan for Students*.
 - Shared school values and a positive, inclusive culture.
 - Establishment of agreed programs (including *You Can Do It*) and procedures that are known and understood by all members of the school community.
 - Access to training for staff, students and parents.
 - Managing of incidents through clear and well-understood processes.
 - Working closely with parents.
 - Provision of support for students and staff.
 - Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
 - In addition to classroom based rewards, whole school rewards include:
 - Gotcha Program
 - Student of the Week Awards based our school values and the *Keys to Success* from the *I Can Do It* program (recorded on OneSchool).
 - *Good Choices Reward* - Level A, B & C Behaviour Level Rewards at the end of each term (recorded on OneSchool).
- [See Appendix 9]

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 students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the students 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

At Alexandra Hills state School approximately 10% - 15% of students may need additional support and timely intervention on some occasions. Targeted behaviour support is flexible and responds accordingly to the changing needs of our school community, it occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that aim to prevent or minimize the occurrence. It may include one or a combination of the following:

- Positive reinforcement
- Buddy class
- Daily Effort Report
- Communication book
- Chaplain
- Seasons for Growth
- Social Skills Programs available from specialist support services
- Guidance Officer
- Triple P (PPP) - Triple P stands for the Positive Parenting Program.
- Meeting with parents

Intensive Behaviour Support

Approximately 2% - 5% of students who have had targeted support and are still at risk of significant educational under-achievement due to their inappropriate behaviours, are identified as needing intensive support. In these circumstances a student is referred to the Support Provisions Committee (SPC) and then through the SPC to the Behaviour Committee where an individual student program of support is developed through a collaborative consultative process involving the student, parents/carers, teachers, and other relevant support personnel. This support provision includes the development of a comprehensive Behaviour Support Plan. (See appendix 4) The aim of the Behaviour Support Plan is to develop a team approach to supporting students on targeted support programs. A detailed list of support personnel can be found under *The Network of Student Support*.

Following a referral to the Behaviour Committee, a committee member contacts parents and any relevant staff members, to form a support team to address behavioural concerns. The support team may also include individuals from other agencies already working with the student and their family and district-based behavioural support staff.

5. Consequences for Unacceptable Behaviour

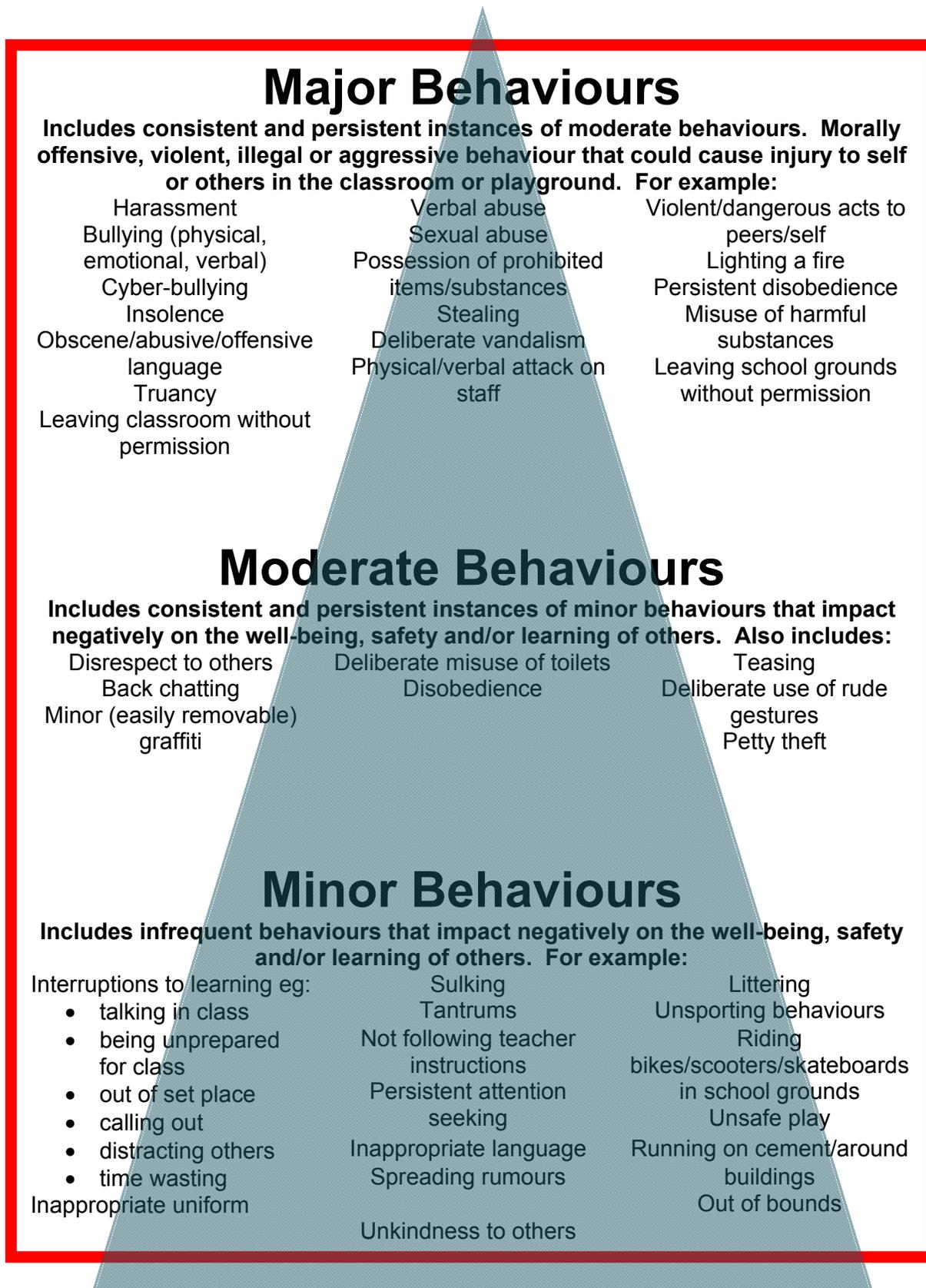
Alexandra Hills State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used by teaching staff to record all moderate and major problem behaviours. [Non-teaching staff (eg teacher aides) email a report on the incident to the classroom teacher].

We believe that children need to understand that there are always consequences for both good and poor/bad behaviour. The consequences for good behaviour are clearly positive and enrich the teaching and learning experiences for the child, their peers and their school.

The relationships between behaviours and their consequences are detailed in the following Alexandra Hills State School Classroom Behaviour Management Model and the Behaviour Codes & Indicators Chart.

Classification of Inappropriate Behaviour

The staff at Alexandra Hills State School is aware that behaviour is a continuum. If issues are addressed while they are deemed minor, the apex may never be reached but needs to be addressed.





Alexandria Hills State School – Classroom Behaviour Management Model

Teachers will ...

- Establish a positive environment - Build relationships
- Involve students in making Class Rules & Consequences based on the 3 School rules
- Display rules clearly in classroom
- Be familiar with and implement the *10 Essential Skills for Behaviour Management*
- Utilise visual indicator of warnings

Child disrupts teaching and learning (First Warning from Teacher)

Strategies may include:

- Rule Reminder
- System of incentives and praise for correcting their behaviour
- Tactical ignoring - diversion or distraction etc
- 10 Essential Skills for Behaviour Management

Child continues to disrupt learning same day (Second Warning from Teacher)

Strategies may include:

- Rule Reminder
- Opportunity given to move away
- Name on board
- Time Out
- Sit at separate desk
- Support from teaching partner eg: work in next room
- Debrief including discussion
- Warning about *Buddy Class*
- Record on OneSchool to build data base on student

Child continues to disrupt teaching and learning or displays unsafe behaviour SAME DAY (Third Warning from Teacher)

- Send to *Buddy Class* with a *Time Out* slip and work to be completed &/or reflection sheet.
- Contact parent to advise of behaviour (record of contact must be recorded on OneSchool)
- Record behaviour on OneSchool
- At class teacher discretion - child may be placed on a Daily Effort Report, playtime walk and talk or detention (with class teacher eg to complete work)
- *Buddy class* teacher checks and signs *Time Out slip* before returning student to class

Child continues to disrupt teaching and learning or displays unsafe behaviour persistently within a short period of time (1-4 weeks)

- Repetition of undesirable behaviours that have been addressed by class teacher (or specialist teacher), are to be recorded by the class teacher (or specialist teacher) on OneSchool
- Class teacher to contact parent and advise behaviour is a persistent concern, and may warrant referral to principal &/or Support Provisions Committee (SPC) - record of contact to be recorded on OneSchool by teacher

If no improvement after parental contact, class teacher MUST refer to SPC via *SPC Referral Form* emailed to SPC (teacher to record continued misbehaviour incident/s on OneSchool)

Isolated serious disruptive or unsafe behaviour

- If admin assistance is required immediately, phone the office 330 or 9
- Any such incident must be recorded on OneSchool by the teacher (as soon as practicable) providing details of the incident and stating reasons for the necessity for immediate Admin assistance
- Parent must be contacted and contact recorded on OneSchool

• **Administration will follow up and impose consequences which may include:-**

- Discussion
- Time Out
- Daily Effort Report
- Playtime walk & talk
- Playtime detention/suspension
- Warning of suspension
- In house withdrawal
- Suspension
- Request parent meeting with all stakeholders
- Manage recorded incident in OneSchool
- Advise parent of behaviour consequences (if appropriate)

There must be a visual indicator on display in the classroom to identify how many warnings a child has been given.

If behaviour exhibited disrupts teaching and learning in the *Buddy Class*, or if the student refuses to go to buddy class, admin is to be contacted and this subsequent non-compliant behaviour must also be recorded on OneSchool by the teacher who makes contact with admin.

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses. There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions.



Alexandra Hills State School – Playground Behaviour Management Model

Teachers will ...

- Supervise students by moving around the duty area maintaining 'duty of care'
- Enforce school rules in outdoor context
- Address minor and moderate incidents to help prevent escalation into major issues
- Explicitly promote the rights of all students and staff to feel safe and valued

Child demonstrates minor inappropriate behaviour eg:

- littering
- out of bounds
- running on cement
- unsafe play
- inappropriate language
- not following instructions
- unsporting behaviour
- unkindness

Strategies may include:

- Rule Reminder
- Natural consequence

Child continues to demonstrate minor inappropriate behaviour

Strategies may include:

- Time Out (seat)
- Walk and talk
- Natural consequence

Child demonstrates persistent instances of minor or single moderate inappropriate behaviour eg:

- back chatting
- minor graffiti
- misuse of toilets
- disobedience
- rude gestures

Strategies may include:

- Withdrawal to seat within duty teacher's view for the remainder of playtime
- Walk with duty teacher for remainder of playtime

- Duty teacher to record incident on OneSchool to build data base on student (refer incident to class teacher via OneSchool referral)
- Teacher aides to email incident to class teacher to record on OneSchool

Child demonstrates persistent instances of moderate inappropriate behaviour or single major behaviour incident eg:

- harassment
- bullying
- insolence
- obscene/abusive /offensive language
- verbal abuse
- vandalism
- persistent disobedience

Student must be:

- Withdrawn to seat within duty teacher's view for the remainder of playtime (isolated from other students)

OR

- Walk with duty teacher for remainder of playtime

- Duty teacher to record incident on OneSchool and refer incident to class teacher and principal via OneSchool referral
- Teacher aides to email incident to class teacher to record on OneSchool and refer incident to principal via OneSchool referral

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses. There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions.

Isolated serious unsafe major behaviour eg:

- violent/dangerous acts
- possession/use of prohibited items/substances
- leaving school grounds
- sexual abuse

- If admin assistance is required immediately, phone (or send student to) the office
- Any such incident must be recorded on OneSchool by the duty teacher and referred to class teacher and principal (as soon as practicable) providing details of the incident and stating reasons for the necessity for immediate Admin assistance
- Teacher aides to email incident to class teacher to record on OneSchool (as soon as practicable)

- **Administration will follow up and impose consequences which may include:-**
 - Discussion
 - Time Out
 - Daily Effort Report
 - Playtime detention/suspension
 - Warning of suspension
 - In house withdrawal
 - Suspension
 - Request parent meeting with all stakeholders
- Manage recorded incident in OneSchool
- Advise parent of behaviour consequences

Class teacher refers students with major behaviour &/or persistent minor/moderate behaviour incidents in the playground to SPC via SPC Referral Form

Behaviour Levels for Reporting

BEHAVIOUR CODES

Student behaviour is reported twice yearly via semester reports by standards ranging from A to E.

- A Excellent**
- B Very good**
- C Mostly Satisfactory**
- D Needs attention**
- E Unacceptable**

With each behaviour code, there are indicated behaviours and possible consequences. These are detailed below.

BEHAVIOUR INDICATORS & POSSIBLE CONSEQUENCES

LEVEL A

The student exhibits EXCELLENT behaviour in both the classroom and the playground.

Consequences may be:

- Minor redirection
- Natural Consequences

LEVEL B

The student exhibits VERY GOOD behaviour in both the classroom and the playground.

Consequences may be:

- Redirection
- Rule reminder
- Natural Consequences

There may be isolated instances of behaviours listed in Level C.

LEVEL C

The student exhibits SATISFACTORY behaviour which MAY include INFREQUENT instances of the following:

Academic Behaviour

Work avoidance – off task

Not following instructions

Interruption of learning

Social Behaviour

Sulking/Tantrums

Persistent attention seeking

Unkind words/actions

Physical Behaviour

Minor physical misconduct

Disrespect for Property

Minor property misconduct

Swinging on chairs

Taking others property

Minor damage to property

Playground Behaviour

Out of bounds

Running on concrete or around buildings

Eating in undesignated areas

Minor misuse of toilets

Non-compliance

Littering

Unsporting behaviour

Riding bikes/skateboards/scooters in school grounds

FREQUENT incidents of Level C behaviours will result in a student achieving Level D.

Consequences may be:

- Redirection
- Rule reminder
- Natural Consequences
- Warning of withdrawal of privileges or additional consequences
- Record incident on OneSchool
- Parent contact (record on OneSchool)
- Referral to Chaplain

LEVEL D	
<p>The student exhibits behaviour that NEEDS ATTENTION due to FREQUENT breaches of our 3 school rules:</p> <p>Academic Behaviour Leaving the classroom without permission Truancy</p> <p>Social Behaviour Offensive language or Arguing / back-chatting Stealing</p> <p>Physical Behaviour Physical misconduct - fighting Throwing dangerous objects</p> <p>Disrespect for Property Serious misuse of equipment Vandalism</p> <p>Playground Behaviour Leaving school premises</p> <p>Prohibited Items/Substances Possession of prohibited substances Possession of prohibited items (excluding potential weapons which are level E)</p> <p>Frequent incidents of Level D behaviours will result in a student achieving Level E.</p>	<p>Consequences may be:</p> <ul style="list-style-type: none"> • Withdrawal of privileges • Record incident on OneSchool • Parent contact (record on OneSchool) • Supervised time out • Use of monitoring sheets • Buddy class • Admin intervention • Mediation • Playground withdrawal • Referral to support specialists (via SPC) • Suspension 1-5 • Students are unable to participate in activities off campus

LEVEL E	
<p>The student exhibits morally offensive, violent, illegal or aggressive behaviour or demonstrates consistently UNACCEPTABLE behaviour which requires significant daily support from Administration and other support personnel :</p> <p>Academic Infringement Major disruption to learning environment Persistent non-compliance Truancy</p> <p>Social Behaviour Insolence Verbal abuse Inciting disrespect Major theft Bullying / cyber-bullying Harassment (including racial & sexual)</p> <p>Physical Physical assault (major or unprovoked)</p> <p>Disrespect for property Major vandalism Offensive & extensive graffiti</p> <p>Substance Abuse (repeat offence) Possession /use of prohibited substances Possession /use of prohibited items Smoking Alcohol Other illicit substances</p>	<p>Consequences may be as above plus:</p> <ul style="list-style-type: none"> • Modified timetable/attendance • Suspension 1 - 5 • Suspension 6 – 20 • Students are unable to participate in activities off campus • Suspension with recommendation for exclusion

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

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

6. Emergency or Critical Incident Responses

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

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

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

Basic defusing strategies

- *Avoid escalating the problem behaviour*
(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).
- *Maintain calmness, respect and detachment*
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).
- *Approach the student in a non-threatening manner*
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).
- *Follow through*
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

- *Debrief*
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations). [See Appendix 5]

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Alexandra Hills 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 another less intrusive 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:

- behaviour incident on OneSchool
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (see Appendix 5)

7. Network of student support

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

- Classroom Teachers
- Teacher Aides
- Parents/Carers
- Principal
- A/Deputy Principal
- Head of Special Education Programs
- STLD
- Administration Officers
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Health Nurse
- Special Education Unit
- Class Friends
- Student Councillors
- Peacekeepers

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.

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 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

- [Bullying. No Way!](#)
- [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](#)
- [Cyber-safety and schools resources](#)
- [Take a Stand Together](#)
- [Learning and Well-Being Framework](#)

Endorsement

Principal

P&C President

Assistant Regional Director

Date effective:

from March 2013 **to** February 2016

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 mobile phones, ipads, ipods, cameras or digital video cameras to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Mobile phones are to be signed in at the office each morning before school and signed out at the end of the day. Phones not signed in will be confiscated.

Electronic devices are not encouraged at school. Students who use electronic devices to and from school must ensure that they are not used throughout the course of the school day. Any electronic devices used during the school day will be confiscated.

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.

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

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

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

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

Purpose

1. Alexandra Hills State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community
2. There is no place for bullying in Alexandra Hills 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 Alexandra Hills 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 Alexandra Hills 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 Alexandra Hills State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to

prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. A number of strategies, including the High 5 Strategy, are reinforced across all year levels.

10. 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 Alexandra Hills 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'.

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

Appendix 3

ESTABLISHED 1975



Alexandra Hills State School

SUPPORT PROVISION COMMITTEE REFERRAL FORM CONFIDENTIAL

DATE OF REFERRAL:

Major Reason for Referral:

Behaviour Academic Social /Emotional Gifted & Talented

Name of child:

D.O.B:

Year Level:

Teacher:

Parent/Carer advised of referral to SPC: Yes / NO Date contacted:

If unable to contact please explain the reason why

Have the parents requested the referral? YES / NO

REASONS FOR REFERRAL:

Behaviour:

Academic: Please comment and **attach samples** to illustrate difficulties.

Oral Language:

Reading: Reading Level

Mathematics: Diagnostic Net Phase (if appropriate):

Social / Emotional:

Is school attendance a problem? No

Health History: Any health issues that have interfered with schooling?

Vision:

Hearing: _____

Is the child receiving medication? _____

Has the child been seen by Pediatrician/ Community Welfare Worker/ or Child Youth Mental Health? _____

Does the child have a confirmed diagnosis of a disability? If so what? _____

Gross and Fine motor skills development issues? _____

Relates well with peers? _____

Relates well with teachers? _____

Self Esteem: _____

Additional Comments: eg. Home circumstances, special interests, areas of success, important factors that influence progress, concentration

What strategies are you currently using to assist in the management of this student?

Ignoring, encouraging, goal setting , individualised goal, removal to buddy class, letters home , no interruption notes, Admin, etc.

Class Teacher: Date: __ / __ / __ Parent: Date: __ / __ / __

Office Use Only

SPC Meeting Action:



Alexandra Hills State School

BEHAVIOUR SUPPORT PLAN (BSP)

<p><i>Student:</i></p> <p><i>D.O.B.:</i></p> <p><i>Class:</i></p> <p><i>Class Teacher/s:</i></p>	<p><i>BSP Start Date:</i></p> <p><i>BSP Review Date:</i></p>	<p><i>POSITION:</i></p>	<p><i>NAME:</i></p>	<p><i>SIGNATURE:</i></p>	<p><i>DATE:</i></p>
BEHAVIOUR SUPPORT PLAN - GOALS					
<p><u><i>Long Term Goals:</i></u></p> <ul style="list-style-type: none"> • • • 			<p><u><i>Short Term Goals:</i></u></p> <ul style="list-style-type: none"> • • • 		
<i>PEOPLE INVOLVED</i>	<i>POSITIVE PROGRAMMING</i>	<i>STRATEGIES</i>		<i>REACTIVE/EMERGENCY STRATEGIES</i>	
•	•	•		•	

Debriefing Process Following Physical Intervention

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

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

Questions for student

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

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

Appendix 6

ESTABLISHED 1975



Alexandra Hills State School

DAILY EFFORT REPORT

NAME: _____ DATE: _____

FOCUS FOR TODAY: _____

TIME OF DAY	RATING FOR BEHAVIOUR (out of 10)	TEACHER COMMENTS	OUR PLAN
8:30 – 10:30			❖ ❖ ❖
Morning Tea			
11:00 – 1:00			
Lunch			
1:40 – 2:30			

Additional Comments _____

Signature of Teacher: _____ Signature of Parent: _____



Alexandra Hills State School

WEEKLY BEHAVIOUR REPORT

NAME: _____ DATE: _____

WEEK: _____ CLASS: _____

Session	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Goals: <ul style="list-style-type: none"> ▪ Show all staff and students respect ▪ Remain focused and on task ▪ Complete set tasks to the best of your ability 															

Additional Comments

Signature of Teacher: _____ Signature of Parent: _____



Alexandra Hills State School

Behaviour Monitoring Card

Commenced:

Student Name:

Teacher/s:

Goal/s

To demonstrate on a daily basis that I can:

This goes home each day and then back to school. I need to see _____ at the end of _____ to show how well I have been doing.

Week Comm.	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 -10:30					
10:30 – 11:00 Morning Tea					
11:00 – 1:00					
1:00 – 1:35 Big Lunch					
1:35 – 2:25					
Teacher Initials					
Principal Initials					
Parent Initials					



Great



Reminder



Consequence

Student Signature:

Principal/Teacher Signature



Alexandra Hills State School Rewards Program

CLASS BASED REWARDS

Each class teacher implements a system of class based rewards at their discretion.

GOTCHAS

GOTCHAs are linked to the 'You Can Do It' theme.

There are individual and class **GOTCHAs** for each of the **Keys**.

Individual GOTCHAs are drawn **twice a term** and rewards are the Bunnings Prize bags.

Class GOTCHAs are drawn **fortnightly** and the winning class will receive iceblocks. Additional copies of the GOTCHA sheets are kept in the pigeonholes in the admin office.

GOTCHA Boxes are kept in the staff room. Entries can be added any time before parade on Monday morning.

STUDENT OF THE WEEK AWARD

Each week on parade the 'You Can Do It' theme will be announced.

This will be communicated via the school sign and newsletters to parents/carers.

On **Thursday** a nomination slip will be put in each teacher's pigeonhole, including specialist teachers, for them to **nominate a Student of the the Week**.

The nominated student will have stood out as having demonstrated behaviours that support the weekly theme.

It is each teacher's responsibility to complete the nomination slip and return this to the plastic holder in the Office.

An Awards Certificate will be produced for all nominations received by Morning Tea on Friday.

Certificates will be presented on parade and students photos put in the school newsletter.

GOOD CHOICES AWARD

To qualify for the Good Choices **End of Term Award** students **must achieve Level A, Level B or Level C** for behaviour on their report card.

Each class will display a poster reminding students 'Good Choices get them in'.

Each class will have a visual reminder connected to the Good Choices Award which shows students whether they are on track to attend the Award event.

Parents/carers will be advised of Behaviour Levels through the report card or will be contacted by the class teacher if behaviour warrants Level D or Level E rating.

To motivate all students to improve **each Term starts with a clean slate.**

Roll class lists of Level A, B & C students will be displayed in the meeting room prior to the Good Choices Award for moderation.

Class teachers will allocate a provisional Behaviour Level then admin staff, specialist teachers and teacher aides will contribute prior to finalising the list of students who will attend.

WHAT DOES LEVEL A, LEVEL B & LEVEL C BEHAVIOUR LOOK LIKE

Please refer to the Responsible Behaviour Plan for Behaviour Codes and Indicators

