Coolabunia State School
RESPONSIBLE BEHAVIOUR PLAN
FOR STUDENTS
based on The Code of School Behaviour

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

Coolabunia State School exists to provide a safe and supportive learning environment that empowers each student to realise his/her full learning potential.
A Coolabunia student will be taught and supported to develop the confidence, independence and motivation needed to deal with life's challenges and opportunities.
We also acknowledge that if students are to become productive members of society, the school must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills in a positive learning environment.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and school.

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

The school has as its core a set of agreed values that the community acknowledges and models.

<table>
<thead>
<tr>
<th>Honesty</th>
<th>Respect</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Self discipline</td>
<td>Community awareness</td>
<td>Equity</td>
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<td>High self-esteem</td>
<td>Cooperation</td>
<td>Initiative</td>
</tr>
<tr>
<td>Personal morals</td>
<td>Independence</td>
<td>Participation</td>
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<tr>
<td>Caring for others</td>
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</tbody>
</table>

November 2009
Intended Outcomes

The school community is committed to attaining the following outcomes:

- Students who are responsible for their own behaviour and the consequences of their actions.
- A Supportive School Environment where students and staff feel safe, valued and supported; and are able to participate and develop to their potential through effective and appropriate teaching and learning.
- A Supportive School Environment where positive values and relationships will develop.
- A sense of pride in belonging to the Coolabunia State School.

At Coolabunia State School, our Behaviour Management Policy does not exist in isolation; rather it is an integral part of every aspect of school life.

Students are expected to conduct themselves in such a way as to allow staff and students to have the opportunity to achieve their personal goals.

We respect that everyone has the right to learn and we should not interfere with this right.

We accept responsibility for our behaviour and believe that we all have choices to make.

Processes For Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Whole School Approach

Our whole school approach provides a supportive learning environment based on:

- open communication
- shared values
- a positive, inclusive culture
- strong community relationships
- ongoing learning about self and others (staff, parents and students)
- managing of incidents through clear and well understood processes

Expectations

RESPECTING OURSELVES, OTHERS AND OUR SCHOOL

OURSSELVES

- Students are expected to achieve to the best of their ability, work hard and have fun whilst at school.
• Students are to wear full school uniform - school shirt, school hat, bottle green shorts/skort/skirt, shoes and socks.
• Wide brimmed hats are to be worn at all times during play. Visors and caps are not acceptable sun safe headwear.
• Students will care for their own property.
• Acceptable jewellery to be worn at school includes - stud/sleepers (nothing dangling from the sleeper), wrist watch, signet ring and medical identification tag. Necklaces are not to be worn for safety reasons.

OTHERS
• Treat others as I expect to be treated by them.
• Students will use respectful language at all times. Good manners will be expected.
• Students will keep their hands and feet to themselves at all times.
• Students will care for others property.
• Students will respect the rights, differences and beliefs of others at all times.
• To ensure our own and others safety, Bull Rush, Brandy and Tagging games are not part of play at Coolabunia State School.
• Students are to behave in a safe and responsible manner by walking on concrete and not going outside the school grounds without prior permission from staff.
• Students are to behave in a safe and responsible manner whilst waiting for and travelling on buses.

OUR SCHOOL
• Students are permitted in classrooms during class times or when accompanied by a teacher.
• Sports equipment will be issued at 8.30am and 12.45pm only, by the sports monitors. It is a responsibility of the student who signed the equipment out to return the equipment.
• Students are to play fair by following game rules, keeping their cool and seeking a staff member if they need help.
• The tennis court is used for tennis on Tuesday and Thursday and available for other games on the remaining days.
• We respect our environment by placing all rubbish in the bins provided and caring for school property.
• Students are to push their bikes in and out of the school grounds. Bikes must be parked in the racks provided. A helmet must be worn correctly at all times.
Office Bearer's Policy - School Leader / School Roles

Any office bearers during the term of their office, if issued with a Red Card or greater will automatically lose their position of office.

If a position becomes vacant, the standard application process will be repeated.

If a vacant position cannot be filled it will be left vacant.

Expect Respect

Coolabunia State School's Behaviour Management Program is based on RESPECT.

Children at Coolabunia State School are expected to respect themselves, their property, their friends, the school environment and the wider school community. We achieve this through a number of strategies that include:

- STOP THINK DO; incorporating
- 5 steps to problem solving
- Anger Management training
- Social skill training
- Emotional Intelligence training

Stop Think Do

At Coolabunia State School we expect children to take responsibility for their own behaviour and to employ strategies to help to solve their own problems.

STOP THINK DO is a universal strategy that has been taught to students to assist them to gain independence. All children are encouraged at all times to use these strategies before reporting to their teacher or the administration.

STOP  Calm down.  Be aware of your thoughts and feelings.

THINK  What is the problem? What caused it?
       I have behaviour choices. What are their consequences?

DO     Make the BEST CHOICE for all involved.
       Did it work? Should I go back to THINK and try again?
OTHER DO CHOICES include:

- **5 STEPS to PROBLEM SOLVING strategy**

**Step 1 - Ignore.** Often ignoring bullying/teasing or silly behaviour leads to the offender realising that their tactics for power are not working and they often stop. Behaviour that is unsafe, is not to be ignored and students are to move to step 3 if they feel behaviour is unsafe.

**Step 2 - Tell them.** Often students will modify their behaviour quickly if the unsuitable behaviour is made clear to them by their peer group.

**Step 3 - Tell a teacher.** At this stage, the student recognises that they do not have the skills to deal with the problem and asks for adult assistance. The adult will investigate the situation quickly and precisely using the school reporting procedures.

**Step 4 - Tell the principal.** At this stage, the teacher will consult the principal regarding the incident/problem or behaviour with a view to a consultative solution for all parties. The principal in consultation with the teacher will at this stage employ the school behaviour management system.

**Step 5 - Consult with parents.** At this stage, the principal will consult and discuss the issue with the parents with a view to a *favourable outcome* for all parties. Parents have been placed last in the step process to ensure that the incident is known and has been properly investigated by the school before a child causes undue concern for parents. Should your child come home with a concern, problem or unsolved behaviour incident, you should direct them back to the school and Step 3 of our problem solving procedure. It is very important that home/school collaboration and support occurs in this stage.

After the problem has been adequately solved, staff and administration will continue to liaise with parents to keep them informed of their child’s developments and resolution of the problem.

- *'I' Statements*  
  ‘When you... I feel..... because...’
- *Anger Management strategies*
- *Social Skills strategies*

**Social Skills Training**

Proactive and Reactive strategies are taught and modelled by staff members through a Social Skills Program.

As part of our school Curriculum Framework, social skilling is also weaved into each unit of work. Teachers consistently review school rules and conduct with the children and establish themselves as excellent role models for children.
Rights, Roles, Responsibilities

At Coolabunia State School it is expected that

STUDENTS SHOULD:
- Learn.
- Be organised and on time.
- Promote our school to others through positive messages and actions.
- Operate in classrooms based around four principles - respect, active listening, no put downs and the right to pass.
- Use sun safe practices.
- Take responsibility for their personal safety and behaviour.

TEACHERS SHOULD:
- Provide a supportive environment in their classrooms, exhibiting flexibility in planning and teaching to meet the learning needs of all students.
- Operate their classroom on four basic principles - respect, active listening, no put downs and the right to pass.
- Encourage the positive social and educational development of each child.
- Seek to develop open clear communication channels with parents, colleagues and administrators.
- Model responsible behaviour.
- Liaise with support personnel to improve programs that maximize children’s learning.

PARENTS SHOULD:
- Model responsible behaviour.
- Seek to be an active partner in the education of their children.
- Discuss school related issues with their child’s teacher and or Principal by making an appointment.
- Ensure children arrive suitably dressed, adequately nourished and with the necessary equipment.
- Inform the school of any circumstances that may affect their child’s work.
- Support the use of a range of non-violent sanctions in developing responsible behaviours.
# Positive Practices

At Coolabunia State School we believe:

**THE WAY TO GET AHEAD IS TO MAKE THE RIGHT CHOICE**

Students who make the right choice will be positively rewarded. Our commitment is to work with individual students through positive encouragement, language and actions to assist them to always make the right choice.

When a student noticeably maintains an appropriate standard of behaviour for an extended period of time, the student will be rewarded with praise and encouragement and know that they have contributed to making their school a better place for self and others.

Teachers, aides and the Principal may give further awards e.g. Certificates, stickers, Caught Being Good Awards, Principal’s Awards, mentions on parade, however our aim is for children to be intrinsically self motivated to make correct choices.

We believe that every student has a **RIGHT** to improve their behaviour and that mistakes can be made. We encourage students to take **RESPONSIBILITY** for their choices and include adequate incentives to encourage them to make correct choices.

Our aim is to encourage, praise and reward students who maintain positive behaviour so that those students continue to model acceptable behaviours to others.

**Principles of behaviour modification**

Behaviour is shaped by the reinforcement it receives. The kind of consequences occurring after an act help to determine the way in which the behaviour continues. The staff employ the following forms of behaviour reinforcement:

<table>
<thead>
<tr>
<th>Differential or Negative Reinforcement</th>
<th>Positive Reinforcement</th>
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<tbody>
<tr>
<td>• Ignoring</td>
<td>• Intrinsic rewards</td>
</tr>
<tr>
<td>• Restating of rules</td>
<td>(praise, non-verbals, positive attention)</td>
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<tr>
<td>• Choices</td>
<td>• Symbolic reinforcement</td>
</tr>
<tr>
<td>• Consequence (School behaviour management system, incorporating)</td>
<td>Stamps, symbols, rewards</td>
</tr>
<tr>
<td></td>
<td>Awards</td>
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</table>
Thinking Place)
- Suspension or exclusion

Caught Being Good Award (weekly and end of term), Honesty Award, Aussie of the Month, Citizenship Award, Principal's Award, classroom reward systems, newsletter acknowledgement, Behaviour card system
- **Special activity reinforcement** (special days, events, extra playtime, etc)

Reinforcement is not manipulation. The ultimate goal of all external reinforcement is the natural reinforcement enjoyed as a result of the appropriate behaviour. The ultimate goal is to move from teacher intervention to self-reinforcement and thus expecting children to take responsibility for their own behaviour.

**Targeted behaviour support**

The size of the school allows all staff to be aware and involved in the assistance of students who need targeted behaviour support. This is an advantage. The behaviour management system and regular contact between staff members (behaviour management team, staff meetings and staff notices) allows a team approach to develop and implement strategies. Parent/caregivers are involved in the support through the class teacher.

Strategies include:
- Flexible curriculum / specific programs
- Specific verbal & non-verbal techniques
- Increased attention – specialists, 1-1 with teacher, aide time, other staff, peer tutoring, training in specific skills/roles
- School-home communications

**Intensive behaviour support**

At Coolabunia SS all students who are considered to be ‘seriously at risk’ of significant educational underachievement due to their inappropriate behaviours are supported using a functional approach, including:

**Case Management**

The class teacher is the case manager. However a support team approach is adopted with staff working collaboratively. Students who are ‘seriously at risk’ and have experienced an array of strategies should proceed through a systematic assessment procedure. This may include:
- Collation of data – behaviours / consequences
- Discussion at behaviour management team / staff meeting levels
- Guidance Officer referral for assessment & support
- AVT Behaviour Management referral for consultation & support
- Individual Behaviour Plan

November 2009
Strategies used will be preventative, supportive and/or corrective.

Behaviour contrary to the code of school behaviour will be managed on an individual basis. Parents will be informed of major breaches.

Consequences for Unacceptable Behaviour

Consequences follow from the School Rules which, are consistently applied across the school and from classroom rules which have been negotiated with the class teacher and the students.

Consequences are to be related to the behaviour as far as possible, as reasonable as possible, as immediately as possible.

Consequences can be positive or negative

All children receive verbal warning in the classroom and playground for inappropriate behaviours which are managed externally by the staff member. Light green cards are issued when verbal warnings are ignored or not carried out appropriately. Children can only receive 2 light green cards in any week before their behaviour is deemed unsatisfactory and consequences apply.

Students know that all behaviours have a consequence.

A record of student behaviour is kept both inside and outside the classroom - anecdotal records/behaviour log.

A student behaviour profile is kept in the office.

We follow a coloured level system.

Students progress through the colour system and with improved behaviour progress back to the green level.

Students do not need to progress Light Green to White. Depending on the seriousness of the incident it can be automatic suspension/exclusion or the highest level card.
MANAGEMENT OF ACCEPTABLE/UNACCEPTABLE BEHAVIOUR

THE COLOURED LEVEL SYSTEM

GOLD CERTIFICATE (Green level all year)
Awarded at the end of each year for students who have satisfied all criteria consistently throughout the year and shown themselves to be a good role model for other students.

SILVER CERTIFICATE (Green level all semester)
Awarded at the end of each semester for students who have satisfied all the criteria consistently throughout the semester and have made efforts to continually improve their behaviour.

GREEN LEVEL
Reward Day at end of term
3 or more Green Slips will mean non-participation in that term’s Reward Day
All students start the year at this point. Teachers monitor behaviour performance according to card criteria and systematically approve moves to the next level or to lower levels.

LIGHT GREEN LEVEL
This is a warning level
It is issued to say student’s behaviour needs attention.
Following a second warning in any week, consequences are 1 day Thinking Place or School Service
Students will discuss ways they can improve their behaviour.
Students are still eligible for Green, Silver and Gold levels.

RED LEVEL
Probation Time 3 Days
After probation time and with the permission of class teacher and Principal, student resumes Green card level.
Rule infringement.
Immediate withdrawal from playground – Thinking Place
Students complete behaviour report. Letter & report to parent/s
Offences are recorded in student behaviour profile / Removed from playground for a period of not more than 3 days / Students are still eligible to work their way through the acceptable levels STOP THINK DO / Anger Management activities completed.
Any recipient of a Red Card is not eligible for any school leadership role in that term or Reward Day.

BLUE LEVEL
Probation Time 1 week
After probation time and with the permission of class teacher, Principal and parents, student is granted the right to move to Red Level.
Persistent rule infringements.
Students removed from playground for up to one week – Thinking Place.
Not eligible to participate in any organised school activities/excursions.
Parent interview requested / Referred to Guidance Officer / Action plan initiated between student, parents and Principal Remains on this level for 3 weeks.

WHITE LEVEL
After probation time and with the permission of class teacher, Principal and parents, student is granted the right to move to Red Level.
Probation Time 2 weeks
Continued persistent rule infringements.
Removal from class and playground for a period of up to 2 weeks.
Complete isolation from all students Behaviour contract negotiated with student, teacher, parents, Guidance Officer and Principal Interview with Adopt-a-Cop. Phased in return to normal class routine.
Indicators for Placement on Coloured Card System After Verbal Warnings

LIGHT GREEN

Regular and consistent...
- Use of other people’s property without permission
- Littering
- Inappropriate use of sports equipment
- Running on cement
- Playing in the toilets
- Entering a classroom without permission at morning tea and lunch
- Not sitting during eating time
- Disruption of other students’ games
- Taking other students’ hats
- Taking other students’ lunch
- Rough play

RED CARD

- Ignoring instructions from staff
- Use of bad language
- Work refusal
- Persistent back chatting
- Dangerous use of equipment
- Bullying & Harassment - verbal, physical and emotional
- Deliberate use of hands or feet on another student
- Fighting
- Bringing dangerous equipment into school - matches, cigarette lighters, glass bottles

BLUE CARD

- Swearing at staff member or parent helper
- Deliberate destruction of school property
- Defying a staff member’s instruction
- Deliberate harm of others or self
- Continued bullying or harassment

WHITE CARD

- Physical/Verbal abuse to a member of staff or another student
- Making threats to another student
- Bringing of illegal drugs or weapons into the school

Students do not need to progress through the colour system. Depending on seriousness of the incident and Principal’s discretion, it can be automatic suspension or the highest level card.
SUSPENSION
Up to 20 days

The following principles provide the rationale for the use of a range of strategies including suspension, exclusion and the cancellation of enrolment in school behaviour management plans:

- a. students have a right to learn in a safe and supportive environment where they are given the opportunity to develop their talents, interests and ambitions;
- b. parents can expect their children to be educated in a safe and supportive environment which encourages care, courtesy and respect for the rights of all school community members; and
- c. school staff can expect that they will be able to work in an orderly and cooperative environment.

To this end, principals should make decisions about invoking school disciplinary absences which balance the interests of the individual student with the educative and safety needs of all others in the school.

School disciplinary absences are student absences from school as a result of suspensions, exclusions or cancellations of enrolment.

Suspension - prohibiting a student from attending an educational institution for a stated number of days.

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

- a. be satisfied that appropriate strategies for managing the behaviour have been used and that relevant school support staff have been involved;
- b. advise the student and the parent that a suspension, recommendation for exclusion or cancellation of enrolment of the student is being considered as a behaviour management response if the student’s inappropriate behaviour persists;
- c. inform the student of the grounds for considering a suspension, recommendation for exclusion or cancellation of enrolment; and
- d. be satisfied that the strategies used do not discriminate against students, eg. on the basis of gender, race, disability, age or religion.

Principals have authority to:

- a. suspend students for up to twenty school days (refer to sections 28 and 29 of the Education (General Provisions) Act 1989);
b. suspend students, with a recommendation to exclude to their supervisor (refer to sections 33 and 34 of the Education (General Provisions) Act 1989); and
c. cancel the enrolment of post compulsory aged students (refer to section 40 of the Education (General Provisions) Act 1989).

Re-entry from Suspension

Following suspension, a re-entry meeting between the Principal, student and parent/s is required. This meeting sets a proactive course of action necessary to ensure a smooth transition back into the school for the student. A re-entry plan is agreed to and signed by all parties. Re-entry may include the use of the coloured level system.

EXCLUSION

Exclusion - prohibiting a student from attending any number of or all state educational institutions for a period or permanently.

In special circumstances or at his/her discretion the Principal after consultation with relevant personnel may evaluate the circumstances of a particular individual case and take other action as deemed appropriate.

Bullying and Harassment

Bullying occurs when a person or group is intimidated, frightened, excluded, hurt or discomforted by a pattern of behaviours directed to them by others.
It is characterised by the dominance of the powerful over the powerless and it is not necessarily a repetitive attack, which causes distress, but also the threat of future attacks.
Harassment is when someone wants to hurt someone else or stress them out on purpose.

WE ALL HAVE THE RIGHT TO FEEL SAFE ALL THE TIME

NOTHING IS SO AWFUL THAT WE CAN'T TALK ABOUT IT WITH SOMEONE WE TRUST
Our aim at Coolabunia State School is to ensure our school environment is free from pain, humiliation and fear so we can achieve the best possible educational outcomes for every student at our school. Every student at Coolabunia State School has the right to enjoy his/her learning and leisure time free from Bullying or Harassment.

Silent or Noisy bullying may include:

<table>
<thead>
<tr>
<th>Bullying may include</th>
<th>Harassment may include</th>
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<tbody>
<tr>
<td>Verbal</td>
<td></td>
</tr>
<tr>
<td>▪ Name calling</td>
<td>▪ Hiding or moving property of other students</td>
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<tr>
<td>▪ Racial insults</td>
<td>▪ Theft</td>
</tr>
<tr>
<td>▪ Put - downs</td>
<td>▪ Behaving in a manner which caused another student to fear for their safety.</td>
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<tr>
<td>▪ Intimidating</td>
<td>▪ Ordering other students around without authority.</td>
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<tr>
<td>▪ Taunting</td>
<td></td>
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<tr>
<td>▪ Teasing</td>
<td></td>
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<tr>
<td>▪ Threatening</td>
<td></td>
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<tr>
<td>▪ Physical</td>
<td></td>
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<tr>
<td>▪ Pushing and shoving</td>
<td>▪ Sexual Harassment</td>
</tr>
<tr>
<td>▪ Shouldering</td>
<td>▪ Teasing, calling names or making rude signs</td>
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<tr>
<td>▪ Kicking</td>
<td>▪ Telling smutty jokes or making suggestive comments</td>
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<tr>
<td>▪ Punching</td>
<td>▪ Displaying offensive pictures, posters or graffiti</td>
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<tr>
<td>▪ Other physical assaults</td>
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<tr>
<td>▪ Emotional</td>
<td>▪ Patting, pinching, or touching another person</td>
</tr>
<tr>
<td>▪ Intimidating</td>
<td>▪ Pestering someone to go out</td>
</tr>
<tr>
<td>▪ Extorting</td>
<td>▪ Sending offensive messages</td>
</tr>
<tr>
<td>▪ Threatening</td>
<td>▪ Ridiculing or wolf whistling at, or making sexual comments about a person or a group of people</td>
</tr>
<tr>
<td>▪ Instilling fear</td>
<td>▪ Making belittling or ridiculing comments based on sex - role stereotypes.</td>
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<tr>
<td>▪ Ostracising</td>
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What You Can Do About Bullying and Harassment?

A. Remember... STOP    THINK    DO

B. Ignore
1. Avoid an argument and simply walk away in the direction of friends or adults who can help you if needed.
2. Ignoring works best when it is the first time the bullying happens, the person is someone you don’t know, or is someone who could hurt you.

Tell them
1. Speak Up - let the person know that you don’t like being treated unfairly. Speak in a calm, clear voice, naming the behaviour you don’t like and what you expect instead.
2. Create a Distraction - take the focus off the bully.
3. Sometimes, bullies do not know the impact they produce.

Tell
1. If someone is making you feel unsafe by threatening you, taking your things, or hurting you, either physically or with words, it is vital that you seek help from a teacher, a parent, the Principal, the school guidance officer, or a trusted adult.
2. In dangerous situations, students who are bystanders must protect themselves by leaving and going for help.

Protect yourself by using your head. By knowing what to do you can choose the best way to deal with the situation.

**QUICK CHECKLIST ON WAYS YOU CAN HELP YOURSELF**
- Say "I don't care what you think"
- Talk to friends - and think of non-violent solutions
- Don't react
- Stand tall and look the bully in the eye
- Tell the bully to leave you alone and walk away
- Try ignoring the bully
- Use a really strong, loud voice
- Avoid the harasser
- Seek out friendly peers and hang out with them instead
- Stay away from places where you might be bullied
- Make jokes
- Don't show you are scared even though you might be
- Act confidently
- Get harassment discussed during morning talk

**REMEMBER YOURSELF “I HAVE THE RIGHT TO FEEL SAFE”**

**YOU HAVE THE RESPONSIBILITY TO MAKE OTHERS FEEL SAFE**
The Network of Student Support

The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these include:

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<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>District Advisory Visiting Teacher - Behaviour</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Support Teacher Learning Difficulties</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Staff teachers</td>
<td>Access to Behaviour Management Funding</td>
<td>Adopt-a-Cop</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td>Qld Health Services</td>
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</tbody>
</table>

Consideration of Individual Circumstances

Coolabunia SS uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act and react to adult responses.

Related Legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- 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 Regulation 1997
• Freedom of Information Act 1992
• Transport Operations (Passenger Transport) Regulation 2005

Related Policies

• SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
• SM-16: School Disciplinary Absences
• HR-07-1: Code of Conduct
• CS-01: Gender Equity in Education
• CS-05: Educational Provision for Students with Disabilities
• CS-10: Drug Education and Intervention in Schools
• CS-15: Principles of Inclusive Curriculum
• CS-16: Cultural and Language Diversity
• CS-17: Anti-Racism
• CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
• SC-09: Student Dress Code
• LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
• SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some Related Resources

• National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
• National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
• National Framework for Values Education in Australian Schools - Queensland (www.education.qld.gov.au/curriculum/values/)
• Bullying. No Way! (www.bullingnoway.com.au)
• MindMatters (www.curriculum.edu.au/mindmatters)
Consultation and Data Review
Coolabunia State School developed this plan in collaboration with our school community. Consultation with parents and staff was undertaken through staff meetings, P&C Meetings and SWPBS meetings held during 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2008-9 also informed the development process.

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

M Johnston  S DeWeers  C Andersen
Principal  P&C President  Executive Director (Schools)
Coolabunia State School

Bully Prevention Strategy

To be read in conjunction with Responsible Behaviour Plan for students.

Rationale
Our school is committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

School community beliefs about bullying
Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons.

Bullying might include:
1. Direct physical threats or assaults
2. Social exclusion of one by another or a group
3. Verbal insults or spreading rumours
4. Sending of threatening or demeaning messages by SMS, Email, Internet
5. Non verbal signals

At Coolabunia State School bullying in all its forms is not accepted and all members of the school accept their responsibility to promote positive relationships and to prevent bullying.

Educational Programs
It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at our school. At Coolabunia State School we use the following educational strategies:
- Regular focus sessions on School Assemblies (Part of School Wide Positive Behaviour Program)
- Specific focus lessons to follow-up from Assemblies
- Focus sessions with classes or individuals by AVT Behaviour Management
- Class meetings and discussions
- Guidance Officer intervention with individuals
- Newsletter items
- Comprehensive Responsible Behaviour Plan which includes strategies for dealing with bullying

Prevention Programs
Effective social skill and positive relationships act to prevent bullying. At Coolabunia State School we promote effective social skills and positive relationships by,
- School Wide Positive Behaviour Program - focusing on teaching the behaviours expected in the school and community
- Utilizing school support staff – AVT Behaviour Management. Guidance Officer
- Adopt-a-Cop school support
• Rewarding positive behaviour through – Caught Being Good whole school reward and acknowledgement program, Silver & Gold Certificates for long term positive behaviour
• Adoption of a strict NO MOBILE PHONES policy
• Regular reinforcement of School Internet Use Agreement

Responses to bullying
Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

At Coolabunia State School we support victims and perpetrators by;
• Providing counselling support by teachers, AVT Behaviour Management, Guidance Officer, Dept of Child Safety (where applicable)
• Increased supervision of at risk areas
• Changes to school procedures / practices where necessary
• Identified issues addressed through targeted lessons/programs with both victims and perpetrators

At Coolabunia State School the consequences for bullying might include the following;
• Bully interviews – AVT Behaviour Management, Guidance Officer, Principal or teacher
• Teaching of desired behaviours as part of SWPBS
• Individual program for students / Flexible timetabling
• Detention in Thinking Place where specific behaviour are targeted
• Family meetings
• Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

Reporting and monitoring bullying
At Coolabunia State School reports of bullying are taken seriously. Students and parents may report bullying in the following ways.
• Directly to a member of staff
• By phone / letter to the teacher or Principal outlining the allegations, extent and impact of the bullying

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Related legislation

• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
Related policies

- SMS-PR-012: Student Protection
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- CMR-PR-001: Complaints Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- SDV-PR-001: Employee Professional Development
- The Code of Conduct

Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](www.valueseducation.edu.au))
Emergency or Critical Incident Responses

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

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

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

Basic defusing strategies

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- 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 Coolabunia 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)
- One School entry (if deemed necessary)
Appendix 1

The Use of Personal Technology Devices at Coolabunia School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording Voice and Images

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

We uphold the value of trust and the right to privacy at State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.
Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

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

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

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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.
Appendix 2

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

Purpose

1. Coolabunia 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 Coolabunia 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 Coolabunia 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 Coolabunia 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 Coolabunia 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. (Part of SWPBS)

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 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. Coolabunia 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.

Cyber Bullying and Use of Communication Devices

In making reasonable rules about what students can and cannot bring to school, schools can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive.

Mobile phones and electronic devices, particularly those with the capacity to record images/footage can be appropriately incorporated into the learning program. However, except in times of genuine emergency or if the use is a sanctioned part of the educational program, mobile phone and other personal electronic devices (including those with Bluetooth functionality) should be restricted. This includes but is not limited to, games devices (e.g. PSPs, Gameboys) laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPods and devices of a similar nature.

When Principals become aware that these devices have been used to capture and distribute images/footage can be appropriately incorporated into the learning program. However, except in times of genuine emergency or if the use is a sanctioned part of the educational program, mobile phone and other personal electronic devices (including those with Bluetooth functionality) should be restricted. This includes but is not limited to, games devices (e.g. PSPs, Gameboys) laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPods and devices of a similar nature.

Mobile phones and other electronic devices are used at their owners’ risk. No liability will be accepted by the school or college in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence.

Communication technologies such as mobile phones, email, internet instant messaging programs such as MSN messenger, web blogs and social networking websites such as MySpace are now an indispensable part of social life for many young people.

However the use of these communication technologies at school, unmonitored, can be disruptive and potentially unsafe. Access to the internet within schools is also carefully managed, with inappropriate sites blocked, either locally or centrally.
CHECKLIST for Principals, Executive Directors (Schools) and Regional Executive Directors

Endorsing a school – Coolabunia – 24/11/2009

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

It is the responsibility of school principals to complete this checklist prior to signing the school’s Responsible Behaviour Plan for Students and submitting both to their supervisor.

- The school principal needs to ensure that the Responsible Behaviour Plan for Students aligns with The Code of School Behaviour and the requirements of legislation, in particular the Education (General Provisions) Act 2006 and policy (including SMS-PR-012, SMS-PR-021).
- In addition, the Plan must balance these requirements with the expectations of the school community and the rights of individual students.

When the above requirements are met, it is the responsibility of the principal’s supervisor, Executive Director (Schools) or Regional Executive Director, to endorse the Responsible Behaviour Plan for Students by completing the far column of the checklist and signing the Plan.

The appropriateness and effectiveness of the school’s Responsible Behaviour Plan for Students should be reviewed regularly, at least every three (3) years.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Responsible Behaviour Plan for Students</th>
<th>EDS/RED</th>
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<tbody>
<tr>
<td>✓</td>
<td>The Plan aligns with the values, principles, standards and expectations within The Code of School Behaviour.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>The Plan aligns with relevant policy and legislation. (*Suggested key references below)</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>The Plan has been developed in consultation with the local school community.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines a range of supportive strategies and consequences and whole school positive preventive action for all students.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines strategies for intensive intervention for specific individuals or groups as required.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines processes and procedures to address bullying and cyberbullying in line with the proactive and preventive, whole-school processes for facilitating expected standards of behaviour.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines processes and procedures for personal mobile phone and electronic devices.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines a range of consequences to respond to persistent/serious misbehaviour.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan states that Student Disciplinary Absences are to be used after consideration has been given to all other responses.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>The Plan outlines the provision of a range of support mechanisms and personnel available at the school, within the region and external to the Department.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>The Plan outlines processes that consider both the individual circumstances and actions of the student and the needs and rights of school community members.</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Including: Education (General Provisions) Act 2006 - Ch 12: Good order and management of State educational institutions and non-State schools
Education (General Provisions) Regulation 2006 - Part 2: Management of State instructional institutions
Education (General Provisions) Act 2006 – Part 6, Div 3: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions
Education (General Provisions) Act 2006 s365: Obligation to report sexual abuse of student under 18 years attending State school.