Elliott Heads State School
Responsible Behaviour Plan for Students

based on

The Code of School Behaviour
**Introduction**

Elliott Heads State School is a small school, currently consisting of four classes, situated in a semi-rural coastal area approximately 20 kilometres from the city centre of Bundaberg.

The school has a small but supportive and very active Parents and Citizens Association and enjoys a good relationship with the broader community.

The school is supported by the Parents and Citizens Association in its ‘full school uniform with pride’ policy. Elliott Heads State School is a Reef Guardian school and also a Sun Safe school, and as such requires all students to wear broad-brimmed hats whenever they are outdoors. Sunscreen is provided for student use during outdoor activities.

This policy covers all school situations: in class, on the playground, at sport, on the bus and while on excursions.

**Purpose**

Elliott Heads 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.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Elliott Heads State School’s Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses to, and consequences for, inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

The establishment of good discipline in our school depends on 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 our school.

**Consultation and Data Review**

Elliott Heads State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2015. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

A team of staff and parents leads the development of the Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning (SWPBS/PBL) approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

Catharina Patterson
Principal

Amanda Hamzat
P&C President

Catharina M. Patterson
Our Code of Conduct

It is critical that our school manages any behaviour incident or issue with a degree of privacy and ethical treatment. The following points guide the management of behaviour incidents or sensitive issues involving staff, parents and students. Parents and staff members alike should follow these guidelines.

1. Underpinning all sharing of information should be the considerations
   a. Will this improve the welfare, education or personal growth of the child?
   b. Who has a right to know this information?
2. Issues regarding staff or students at the school will only be discussed with those directly involved.
3. Evidence of a behaviour incident will only be requested from the staff member on site and a small number of students who were involved or were eyewitnesses.
4. Parents should speak directly to the classroom teacher or the principal about issues that involve their child at school, not other parents.
5. Any complaints regarding staff members should only be brought to the principal or that staff member. In the case of information being brought to the principal the staff member will either be present or informed by the principal later as to what was spoken about.
6. Parents should refrain from discussing behaviour incidents not directly involving their children.
7. The school will not become involved in issues or incidents between children outside of school or issues between parents not directly affecting the children at school.

School beliefs about behaviour and learning

All areas of Elliott Heads State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated ‘Schoolwide Positive Behaviour Support’ framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our ‘Behaviour Curriculum’ in the form of a matrix) are plain to everyone, assisting Elliott Heads State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following four broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
Elliott Heads State School works hard to develop a supportive school environment where:

- all members of the school community feel safe and are valued;
- social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation;
- school practices involve a planned continuum from proactive and preventative actions for all students, to reactive actions for specific individuals and groups;
- non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community;
- suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

A copy of this policy is distributed to all students on enrolment and undergoes regular revision.

Members of the Elliott Heads State School community include:

- Students
- Parents
- Teachers
- Teacher Aides
- Administration Staff
- Support staff
- Chaplain
- Cleaning and Grounds Staff
- Volunteer Workers
- Community Members
- Visitors
- Support staff
- Cleaning and Grounds Staff

Our strategy is grounded in the belief that the practices and behaviours of teachers and other adult staff at the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches.

Our beliefs about children as learners are that:

- they are capable and competent and have been learning since birth.
- they will continue to learn given the right conditions.
- they have differing needs, interests and motivations and multi-age classes are an effective way of meeting these needs.
- they learn best when there are supportive relationships among all partners in the learning community that reflect justice, respect, care and concern for others.
- they learn best when school programs value and build upon their cultural and social experiences.
- continuity of learning throughout the phases of schooling provides them with solid foundations for future success.

Fostering children as learners, in order to assist all students to achieve the learning outcomes of Education Queensland syllabuses, requires an effective and supportive classroom, which:

- sets high expectations for all students
- provides challenge and enjoyment
- promotes complex thinking and problem solving
- encourages self-directed and co-constructed learning
- develops students’ independence
- provides explicit teaching
- sets explicit learning expectations
- allows for ‘hands on’ learning
- encourages learning interaction and social engagement with others
- employs a variety of teaching strategies that builds on students’ preferred learning styles and develops others
- promotes success in the learning environment
- provides engaging activities related to real-life situations where relevant.
- provides a structured, cooperative and well-organised learning environment.

We further believe that parental involvement and support is essential to all children’s learning.
Our students believe that being Safe, Responsible, Respectful and a Learner looks, feels and sounds like:

<table>
<thead>
<tr>
<th>A SAFE SCHOOL</th>
<th>A RESPONSIBLE SCHOOL</th>
<th>A RESPECTFUL SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feels like…..</strong></td>
<td><strong>Feels like…..</strong></td>
<td><strong>Feels like…..</strong></td>
</tr>
<tr>
<td>we’re happy to come to school</td>
<td>we’re all doing the right thing</td>
<td>we wouldn’t worry about bullies</td>
</tr>
<tr>
<td>we’ll have good company</td>
<td>we won’t get hurt</td>
<td>people would respect us</td>
</tr>
<tr>
<td>we have nothing to fear</td>
<td>we’re safe</td>
<td>people are helping us</td>
</tr>
<tr>
<td>we have no worries</td>
<td>normal</td>
<td>we have good friends</td>
</tr>
<tr>
<td>we’re happy</td>
<td>home</td>
<td>we’re at home</td>
</tr>
<tr>
<td>we’re secure</td>
<td></td>
<td>normal</td>
</tr>
<tr>
<td>we’re safe</td>
<td></td>
<td>safe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sounds like</th>
<th>Sounds like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>laughter</td>
<td>good language</td>
<td>everyone using manners and talking nicely</td>
</tr>
<tr>
<td>chatter</td>
<td>no swearing</td>
<td>people having a good laugh</td>
</tr>
<tr>
<td>giggling</td>
<td>it’s a good place to be</td>
<td>people speaking politely</td>
</tr>
<tr>
<td>No bad language</td>
<td>confident children</td>
<td>no back chatting</td>
</tr>
<tr>
<td>No complaining</td>
<td>fun</td>
<td>everyone having their own personal space</td>
</tr>
<tr>
<td>parents</td>
<td>owning up to our mistakes</td>
<td>we’re sharing</td>
</tr>
<tr>
<td></td>
<td>we’re being honest</td>
<td>teamwork</td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A SCHOOL OF LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looks like…..</strong></td>
</tr>
<tr>
<td>we’re listening and paying attention</td>
</tr>
<tr>
<td>we’re participating</td>
</tr>
<tr>
<td>we’re on task</td>
</tr>
<tr>
<td>we’re trying hard</td>
</tr>
<tr>
<td>we’re getting improved scores</td>
</tr>
<tr>
<td>we’re concentrating on our work</td>
</tr>
<tr>
<td>we’re working together in groups</td>
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<tr>
<td>we’re sharing</td>
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</tbody>
</table>
## STUDENTS

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| **To learn** | - To attend school on every day possible  
- To actively participate in learning activities.  
- To cooperate with staff and other students.  
- To show respect and support for other students’ rights to learn.  
- To be punctual throughout the school day.  
- To take control of one’s own behaviour.  
- To strive to become independent learners.  
- To complete set homework. |
| **To feel safe and secure (physically and emotionally)** | - To abide by school and class rules.  
- To respect the rights and feelings of others.  
- To respect the property of others and own.  
- To accept the consequences of one’s own actions.  
- To make the school safe by not threatening, bullying, harassing or hurting others, either physically, verbally or by written communication, including via email, text messaging or graphics.  
- To share concerns with an adult. |
| **To be treated with respect and courtesy.** | - To treat others politely and with respect.  
- To use appropriate language at all times and communicate with others through appropriate methods.  
- To use personal communication devices within the guidelines set down by the school.  
- To be sensitive to individual differences.  
- To respect the authority of all staff.  
- To behave in a way that reflects well on the school.  
- To wear full school uniform at all times. |
| **To experience success.** | - To participate in learning activities to the best of one’s ability.  
- To provide feedback to teacher.  
- To collaborate with, and support, peers.  
- To support and acknowledge the achievements of others. |
| **To express opinions and be heard.** | - To listen to, and value, the opinions of others.  
- To treat others with understanding – not to laugh at others, tease or try to hurt.  
- To express opinions in a non-aggressive manner, at an appropriate time and via appropriate communication methods. |
| **To be able to have support from appropriate sources.** | - To discuss problems and concerns with staff and parents.  
- To cooperate with staff and/or others who are called upon to help. |
## TEACHERS

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
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</table>
| **To teach** | • To plan to meet needs, interests and abilities of individuals as members of the class group  
• To negotiate, develop, model and implement a classroom management plan.  
• To provide learning experiences that will assist students to become more independent.  
• To inform parents regularly about pupil progress and school programs.  
• To implement classroom programs which reflect school needs and departmental directives.  
• To communicate effectively to new staff, parents and students, the goals and expectations of the school’s Responsible Behaviour Plan for students. |
| **To feel safe and secure (physically and emotionally)** | • To implement the principles of a Supportive School Environment.  
• To establish and maintain collegial support networks within the school.  
• To implement the school’s Responsible Behaviour Plan for Students with fairness and respect for others. |
| **To be treated with respect and courtesy** | • To model appropriate behaviour by treating members of the school community with respect and sensitivity.  
• To create an environment in which individual differences are valued. |
| **To express opinions in a professional manner, and to be heard** | • To keep up-to-date with current professional developments.  
• To act in a professional manner.  
• To establish within the school a collaborative network relating to professional matters. |
| **To expect assistance and support from parents and the Principal** | • To communicate problems to the parents and Principal when necessary.  
• To communicate to parents all classroom and playground policies and procedures.  
• To convey both positive comment and constructive criticism about students.  
• To be open and receptive with parents, and available for contact. |
<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| To feel safe and secure (physically and emotionally) | • To implement the principles of Supportive School Environment.  
• To establish and maintain collegial support networks within the school. |
| To be treated with respect and courtesy | • To model appropriate behaviour by treating members of the school community with respect and sensitivity.  
• To create an environment in which individual differences are valued.  
• To implement the school’s Responsible Behaviour Plan for Students with fairness and respect for others. |
| To express opinion in a professional manner, and to be heard | • To keep up-to-date with current professional developments.  
• To act in a professional manner.  
• To establish within the school a collaborative network relating to professional matters. |
| To expect assistance and support from other staff and the Principal | • To communicate problems to other staff and Principal when necessary.  
• To communicate to others all appropriate policies and procedures.  
• To convey both positive comment and constructive criticism about school matters.  
• To be open, receptive and available for contact. |
<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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</table>
| To be informed | • To inform staff of changes of circumstance e.g. address, phone number, home situation that might impact on the classroom environment.  
• To make appointments to see teachers when concerned.  
• To attend parent/teacher interviews.  
• To take part in Parent Education opportunities.  
• To read the school newsletters and notes. |
| To feel satisfied their children are working in a safe and secure environment | • To ensure their children attend school on every possible day.  
• To inform the school of absences within 3 days of the absence.  
• To inform staff of changes of circumstance and emergency contact numbers.  
• To provide their children with the necessary school equipment and appropriate clothing.  
• To observe school parking regulations.  
• To inform school of relevant medical conditions.  
• To show tolerance towards the differences of others.  
• To ensure their children understand the rules regarding appropriate use of mobile devices at school and adhere to them. |
| To be treated with respect and courtesy | • To ensure that their children arrive at school on time.  
• To treat other parents, students and staff with respect and courtesy, using appropriate language and methods of communication.  
• To inform the school of any concerns with other students and not take matters into their own hands.  
• To encourage their children to have respect for others. |
| To feel welcome in the school | • To become involved in school and classroom activities (e.g. P & C, Tuckshop, volunteer aides).  
• To be open and receptive to school contacts. |
Processes for facilitating standards of behaviour and responding to unacceptable behaviour

A matrix of behavioural expectations in specific settings has been attached to each of our four school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

To facilitate standards of positive behaviour and to respond to unacceptable behaviour, the SWPBS framework uses a three-tiered continuum of evidenced based supports:
- **Tier 1** ‘Universal support’
- **Tier 2** ‘Targeted support’
- **Tier 3** ‘Intensive support’

This whole school approach shapes, supports and recognises appropriate behaviour in all students.
Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school’s evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

Tier 1 ‘Universal’ Behaviour Support Re-directing low-level (minor) and infrequent problem behaviour

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Elliott Heads State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Elliott Heads State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- SWPBS team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Elliott Heads State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Staff at Elliott Heads State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. ‘Pre-correction’ and ‘prompts’ are examples of preventative strategies.

‘Least intrusive’ strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

‘Most intrusive’ strategies include redirections, giving choices and following through, and removal to time out / reflection room for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully and Responsibly, and whether they are being a Learner, and allowing others to learn. 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. Major problem behaviours are referred to the Principal.
Tier 2 ‘Targeted’ behaviour support:

Each year a number of students at Elliott Heads State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
  - adult mentoring
  - check in / check out
  - targeted / small group social skillling
  - ‘newcomer’ programs for new students.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Due to the size of Elliott Heads State School, it is important to recognise that all staff are involved in the support of students who may need targeted behaviour support. Contact is made between the students and staff every day, in both playground and classrooms. Staff meetings are used to identify students who might require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.
### Curriculum Adjustment
Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
- working with a teacher aide or learning support teacher
- adjusted class work
- working with a peer or older student.

### Verbal
Verbal reinforcement, used every day in both the classroom and playground, includes:
- specific reinforcement, e.g. Thank you for sitting down.
- rule reminders.

### Non-Verbal
Non-verbal reinforcement, used every day in both the classroom and playground, includes:
- body language – smile, thumbs up
- behaviour charts
- privately understood signals
- proximity to the child in terms of desk placement or where staff members are standing
- awards.

### Increased attention
Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
- One on one curriculum support with the teacher
- Teacher aide support
- Work with another member of school staff
- Curriculum support through an older classmate.

### Communication within the school community
Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

### Added responsibilities and meaningful roles
A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:
- Peer tutoring
- Working with a younger or older classmate
- Classroom jobs
- School jobs.
- School leadership roles

### Tier 3 ‘Intensive’ behaviour support:

**Elliott Heads State School** is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. As a staff, we:
- work collaboratively to develop appropriate behaviour support strategies, and to ensure continuity and consistency;
- monitor the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student;
- identify flexible / alternative learning options;
- organise referrals to regional behaviour support resources.

In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support staff.
Physical Restraint: (Individual Plans)

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
  - use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

The following expectations are communicated to students via a number of strategies, including:

- Excerpts in the school newsletter
- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities
The matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>EATING AREA</th>
<th>TOILETS</th>
<th>TRANSPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your body calm and keep hands, feet and objects to yourself</td>
<td>Maintain personal space</td>
<td>Sit in the appropriate area before school</td>
<td>Walk to eating area</td>
<td>Walk to, from and in the toilet</td>
<td>Walk bike/scooter through the gate</td>
</tr>
<tr>
<td>Use words to solve problems</td>
<td>Walk at all times</td>
<td>Participate in school approved games</td>
<td>Sit while eating</td>
<td>Use the toilet for its intended purpose</td>
<td>Always wear a properly fastened helmet</td>
</tr>
<tr>
<td>Ask permission to leave any setting</td>
<td>Use equipment appropriately</td>
<td>Wear shoes and socks at all times</td>
<td>Eat only your own food</td>
<td>Wash hands</td>
<td>Use the crossing</td>
</tr>
<tr>
<td>Report any problems you can’t solve yourself.</td>
<td>Enter and exit the room in an orderly manner</td>
<td>Be sun safe</td>
<td>Use only your own drink bottle</td>
<td>Report wet or slippery floors</td>
<td>Walk to cars on safe footpaths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>ALL AREAS</th>
<th>BE SAFE</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>EATING AREA</th>
<th>TOILETS</th>
<th>TRANSPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be punctual</td>
<td>Be organis</td>
<td>Be helpful &amp; cooperative</td>
<td>Be in the right place at the right time</td>
<td>Be responsible</td>
<td>Return equipment after play</td>
<td>Put your lunch box and drink bottle in the correct class basket</td>
<td>Report damage in toilets</td>
</tr>
<tr>
<td>Be organised</td>
<td>Be in the right</td>
<td>Be in the right</td>
<td>Be work space tidy</td>
<td>Be honest</td>
<td>Respond appropriately to an accident</td>
<td>Use toilets during breaks &amp; before school</td>
<td>Let staff know if you haven’t been collected</td>
</tr>
<tr>
<td>Be helpful &amp; cooperative</td>
<td>right place at the right</td>
<td>Be work space tidy</td>
<td>Be in the right</td>
<td>Be honest</td>
<td>Play co-operatively or independently</td>
<td>Keep track of your own jumpers and hats</td>
<td>Care for siblings</td>
</tr>
<tr>
<td>Be in the right</td>
<td>right</td>
<td>Be work space tidy</td>
<td>Be in the right</td>
<td>Be honest</td>
<td>Be a problem solver</td>
<td>Wash hands and face after eating</td>
<td>Advise bus duty teacher if you are not travelling by bus when expected</td>
</tr>
<tr>
<td>Listen to and follow instructions</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Think before acting</td>
<td>Leave toilets in clean condition for others</td>
<td>Leave school promptly</td>
</tr>
<tr>
<td>Accept responsibility for your own behaviour</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Think before acting</td>
<td>Leave toilets in clean condition for others</td>
<td>Leave school promptly</td>
</tr>
<tr>
<td>Manage your time well</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Think before acting</td>
<td>Leave toilets in clean condition for others</td>
<td>Leave school promptly</td>
</tr>
<tr>
<td>Care for all equipment</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Be prepared and organised each day</td>
<td>Think before acting</td>
<td>Leave toilets in clean condition for others</td>
<td>Leave school promptly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BE RESPECTFUL</th>
<th>ALL AREAS</th>
<th>BE SAFE</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>EATING AREA</th>
<th>TOILETS</th>
<th>TRANSPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect others’ personal space and property</td>
<td>Respect the ideas of others</td>
<td>Respect the ideas of others</td>
<td>Respect the ideas of others</td>
<td>Respect the ideas of others</td>
<td>Keep your eating area clean and tidy</td>
<td>Respect the privacy of others</td>
<td>Wait your turn going through the gate</td>
</tr>
<tr>
<td>Be tolerant and inclusive of others</td>
<td>Talk in turns</td>
<td>Talk in turns</td>
<td>Talk in turns</td>
<td>Talk in turns</td>
<td>Put your own rubbish in the bin</td>
<td>Clean up after yourself</td>
<td>Allow adults to go first</td>
</tr>
<tr>
<td>Clean up after yourself</td>
<td>Respond appropriately in class discussions, according to your classroom rules.</td>
<td>Respond appropriately in class discussions, according to your classroom rules.</td>
<td>Respond appropriately in class discussions, according to your classroom rules.</td>
<td>Respond appropriately in class discussions, according to your classroom rules.</td>
<td>Pick up other rubbish when you notice it to ‘Keep Australia Beautiful’</td>
<td>Respect the privacy of others</td>
<td>Be polite to the bus driver</td>
</tr>
<tr>
<td>Use polite language</td>
<td>Be a good listener</td>
<td>Be a good listener</td>
<td>Be a good listener</td>
<td>Be a good listener</td>
<td>Leave only after being dismissed by an adult</td>
<td>Clean up after yourself</td>
<td>Be polite to the bus driver</td>
</tr>
<tr>
<td>Wait your turn</td>
<td>Respect others’ right to learn</td>
<td>Respect others’ right to learn</td>
<td>Respect others’ right to learn</td>
<td>Respect others’ right to learn</td>
<td>Clean up after yourself</td>
<td>Respect the privacy of others</td>
<td>Be polite to the bus driver</td>
</tr>
<tr>
<td>Think independently</td>
<td>Play fairly – take turns and follow the rules</td>
<td>Play fairly – take turns and follow the rules</td>
<td>Play fairly – take turns and follow the rules</td>
<td>Play fairly – take turns and follow the rules</td>
<td>Clean up after yourself</td>
<td>Respect the privacy of others</td>
<td>Be polite to the bus driver</td>
</tr>
<tr>
<td>Adhere to the school’s dress code</td>
<td>Participate in school approved games</td>
<td>Participate in school approved games</td>
<td>Participate in school approved games</td>
<td>Participate in school approved games</td>
<td>Clean up after yourself</td>
<td>Respect the privacy of others</td>
<td>Be polite to the bus driver</td>
</tr>
<tr>
<td>Get along with others</td>
<td>Care for our school environment</td>
<td>Care for our school environment</td>
<td>Care for our school environment</td>
<td>Care for our school environment</td>
<td>Clean up after yourself</td>
<td>Respect the privacy of others</td>
<td>Be polite to the bus driver</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BE A LEARNER</th>
<th>ALL AREAS</th>
<th>BE SAFE</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>EATING AREA</th>
<th>TOILETS</th>
<th>TRANSPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set goals</td>
<td>Participate fully in all learning activities</td>
<td>Participate fully in all learning activities</td>
<td>Participate fully in all learning activities</td>
<td>Participate fully in all learning activities</td>
<td>Understand the benefits of recycling</td>
<td>Understand that bus rules are designed to keep you, the bus driver and other road users safe.</td>
<td>Understand that bus rules are designed to keep you, the bus driver and other road users safe.</td>
</tr>
<tr>
<td>Commit to them</td>
<td>Stay on task and complete set work to the best of your ability</td>
<td>Stay on task and complete set work to the best of your ability</td>
<td>Stay on task and complete set work to the best of your ability</td>
<td>Stay on task and complete set work to the best of your ability</td>
<td>Understand the benefits of recycling</td>
<td>Understand that bus rules are designed to keep you, the bus driver and other road users safe.</td>
<td>Understand that bus rules are designed to keep you, the bus driver and other road users safe.</td>
</tr>
<tr>
<td>‘Have-a-go’</td>
<td>Be a risk taker: learn from your mistakes and develop resilience to minor setbacks</td>
<td>Be a risk taker: learn from your mistakes and develop resilience to minor setbacks</td>
<td>Be a risk taker: learn from your mistakes and develop resilience to minor setbacks</td>
<td>Be a risk taker: learn from your mistakes and develop resilience to minor setbacks</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
</tr>
<tr>
<td></td>
<td>Be persistent in your efforts to learn</td>
<td>Be persistent in your efforts to learn</td>
<td>Be persistent in your efforts to learn</td>
<td>Be persistent in your efforts to learn</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
</tr>
<tr>
<td></td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
<td>Have the confidence to attempt tasks.</td>
</tr>
</tbody>
</table>
Procedures for upholding the school's Code of Conduct and Responsible Behaviour Plan for Students and encouraging and maintaining positive behaviours

Classroom rules and expectations:
- reflect ‘Safety, Responsibility, Respect and Learning’
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner.

Elliott Heads State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Classroom lessons, including:
  - The ‘You Can Do It’ program
  - Classroom focus on aspects of the Responsible Behaviour Plan for Students, through the School Wide Positive Behaviour Support (SWPBS) program
  - The use of classroom strategies from the 1, 2, 3 Magic program
  - 10 Essential skills for Classroom Management.

- Regular articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

- Regular provision of information to staff and parents, and support to others in sharing successful practices.

- Induction programs in the Elliott Heads State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
  - Knives and weapons (Appendix 3)
  - School Uniform expectations (Appendix 4)

Reinforcing expected school behaviour
At Elliott Heads State School communication of our key messages about behaviour is backed up through reinforcing ‘instructional feedback’ for students engaging in expected school behaviour. The system of ‘instructional feedback’ includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.
Elliott Heads State School Positive Notices

1. Positive Behaviour Passports
Each student has a positive behaviour passport that entitles them to recognition for good behaviour through ribbons and rewards. There is no link between the passport and detention for poor behaviour. Once a level is earned by a student it cannot be taken from them. An example can be found in Attachment 6. Stamps in the passport are awarded under the following guidelines.

- A maximum of three stamps per day/student
- Stamps are awarded at the end of each school day
- 3 stamps are awarded for outstanding behaviour
- 2 stamps are awarded for very good behaviour
- 1 stamp is awarded for a good lesson or session
- No stamp will be awarded on a day that a student receives a detention
- Behaviour passports recommence each semester so students not starting well have a chance to reach Gold or Gold Star levels in the second semester of the year.
- To reach Bronze level, students need to acquire 25% of available stamps per semester
- To reach Silver level students need to acquire 50% of available stamps per semester
- To reach Gold level students need to acquire 75% of available stamps per semester
- To reach Gold Star level students need to acquire 90% of available stamps per semester
- A student reaching Gold Star level twice in one year will receive a Platinum Medal at Presentation.

2. Levels Recognition
Bronze, Silver and Gold ribbons and Platinum pennants are awarded for students attaining these levels of the School's Responsible Behaviour Plan, as outlined above.

3. Levels rewards days
Once per term, a Level Reward Day will be held. All students will attend one of the following events on this day, depending on the level they have attained by the day on which the reward day is held.

- BRONZE: A Zooper Dooper and a free play afternoon
- SILVER: Popcorn and a movie in the library
- GOLD: A beach sausage sizzle and games
- PLATINUM: An excursion, e.g. Ten Pin Bowling
- Students who have not achieved Bronze Level will be supervised in class for the afternoon.

4. Classroom incentives
Each classroom has its own positive incentive scheme for rewarding good behaviour and academic effort in the classroom. The type of incentive scheme operating in a classroom from year to year is at the discretion of the class teacher. Classroom Management makes use of strategies from the 1, 2, 3 Magic program and the 10 Essential Skills for Classroom Management.

5. ‘Heads Up’ Playground Tokens
Staff members on playground duty give out ‘Heads Up’ tokens each day for students they observe following school rules in the playground. This reinforcement occurs continuously throughout play periods. When they ‘catch’ a student following the rules they can choose to give them a ‘Heads Up’ token, which is drawn at assembly. Students drawn out are rewarded with a pick from the Prize Box. Winners are celebrated in the school newsletter.

6. Student of the week
Each week, teachers choose a student who has been working well in class, to receive a Student of the Week Award. These are recorded on a class list and are celebrated in the school newsletter. Sometimes these are academic awards, sometimes for effort or improvement and sometimes for changes in attitude.
7. Star Awards
Star Awards are presented at staff discretion to any student who has distinguished themselves at school, usually through some act of community service, e.g. helping in the library at lunch time; assisting with gardening or other maintenance tasks.

8. Certificates of recognition
Certificates of recognition are awarded throughout the year, for academic or sporting achievement, e.g. representative sport; excellence in academic tests or competitions.

9. Attendance Awards
Each week, students who have attended the entire week, go into a prize draw. Each term, students with 100% attendance and better than 96% will be recognised with a certificate. At the end of the year, at the presentation assembly, students with 100% attendance for the year will be specially recognised.

10. End of Year Presentation Assembly
At the end of each school year, exemplary students are awarded for academic, sporting, attendance and citizenship excellence throughout the year.

<table>
<thead>
<tr>
<th>Gold</th>
<th>Students who have been awarded 90% of available stamps in their Positive Behaviour Passports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>Students who have been awarded 75% of available stamps in their Positive Behaviour Passports.</td>
</tr>
<tr>
<td>Silver</td>
<td>Students who have been awarded 50% of available stamps in their Positive Behaviour Passports.</td>
</tr>
<tr>
<td>Bronze</td>
<td>Students who have been awarded 25% of available stamps in their Positive Behaviour Passports.</td>
</tr>
<tr>
<td>Green</td>
<td>All students begin on Green at the start of the school year.</td>
</tr>
</tbody>
</table>

Rewards day will be held on the last day of Terms 1, 2 & 3 and the last day of Week 9 in Term 4.
5. 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
1. 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.
2. 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.
3. 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.
4. 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.
5. 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 and Restraints – Immediate or Emergency Response

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

Appropriate physical intervention may be used to ensure that Elliott Heads 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. Staff will:
- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  o the behaviour that preceded the use of physical restraint
  o the type and duration of restraint used
  o staff members and other witnesses present during the period of the restraint
  o student’s physical condition before and after the period of physical restraint
  o planned future action to prevent further incidents of the behaviour
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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless severe; and
- 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.

**Debriefing**

Following each instance involving the use of physical intervention:
- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

**Record Keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx) online. Following each instance involving the use of physical intervention, the following records are to be maintained:
- Physical Intervention Incident Report (Appendix reference)
Consequences for unacceptable behaviour

Elliott Heads 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. Minor behaviours are monitored through the use of classroom tokens, which are removed once a student has had two warnings, about their behaviour choices. An office referral form (Appendix reference) is used to record all multiple minor and major problem behaviour, which leads to a completion of a reflection sheet, in a detention room monitored by the Principal. Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour might be referred directly to the Principal, or result in a detention

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention.
- all detentions will be recorded in OneSchool.
- students completing detention will fill in a reflection sheet that will be sent home to parents. We request that parents discuss their child’s behaviour with them. The reflection sheet must be returned to the school signed by the parents.

Major behaviours are those that:
- show a pattern of repeated minor behaviours without attempt to rectify the behaviour
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school administration

Major behaviours – Levels One and Two
When major problem behaviours (either level 1 or 2) occur, staff members calmly state the major problem behaviour to the student. The student is then directed to spend time either in a ‘Cross Class’ or ‘Reflection Room’ to allow the opportunity to review appropriate school and class expectations. A ‘Re-entry’ process is completed by staff using ‘Restorative questioning’ strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Ignoring repeated reminders and moving about the school in such a manner as to cause injury to others.</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact* (e.g. pushing and shoving)</td>
<td>• Throwing objects*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ignoring repeated reminders*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hitting or kicking with force*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Serious physical aggression or fighting*</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Continually wearing unsafe or inappropriate jewellery</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Occasionally wearing inappropriate jewellery</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• Inappropriate use of toilets</td>
<td>• Possession or selling of drugs/alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Repeated abuse of toilets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For being in the right place</td>
<td>• Not being punctual (e.g. lateness after breaks)</td>
<td>• Leaving class without permission (out of sight) unless state in individual behaviour plan</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>For your actions</td>
<td>• Initially telling a lie to avoid being in trouble</td>
<td>• Repeatedly lying about your involvement in a situation</td>
</tr>
<tr>
<td></td>
<td>• Low level or initial non-compliance with staff requests to make restoration or apologise</td>
<td>• Lying to get another person in trouble Refusal to accept any consequence as a result of your actions</td>
</tr>
<tr>
<td></td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>For rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>For mobile devices</td>
<td>• Mobile phone/device switched on in any part of the school at any time without authorisation (written permission from parent and authorised by a staff member)</td>
<td>• Use of a mobile phone/device in any part of the school for voicemail, email, text messaging or photography/ filming purposes without authorisation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use of mobile phone/devices for bullying.</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Repeated non-compliance and verbal or physical aggression towards staff*</td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse/directed profanity</td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing/major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Willful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Other</td>
<td>• Minor bullying/harassment</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Not playing fairly</td>
<td>• Repeatedly and deliberately disrupting games</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Major defiance or blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Occasional lapses in the wearing of school uniform</td>
<td>• Continued and deliberate non-wearing of school uniform</td>
</tr>
<tr>
<td></td>
<td>• Invasion of personal space, e.g. inappropriate touching; kissing; hugging</td>
<td>• Repeatedly ignoring reminders about invasion of personal space &amp; unwanted touching.</td>
</tr>
<tr>
<td>Classroom</td>
<td>• Occasionally not completing class tasks or homework that are set at an appropriate level</td>
<td>• Repeatedly not completing class tasks or homework set at an appropriate level</td>
</tr>
<tr>
<td></td>
<td>• Major disruption to the class</td>
<td>• Major disruption to the class</td>
</tr>
<tr>
<td></td>
<td>• Occasionally refusing to participate or uncooperative in group work tasks</td>
<td>• Continual minor disruptions to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Regularly refusing to participate or being uncooperative in group work tasks</td>
</tr>
</tbody>
</table>

* Staff to use professional discretion. Physical behaviour is major when serious injury has occurred or attack was made with intent.
Major behaviours – Levels Two and Three

Major behaviours may result in an immediate referral to Administration because of their seriousness. The staff member completes the office referral form (Appendix reference) and if needed escorts the student to Administration or calls for assistance.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to cross-class or Reflection room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 ‘Targeted’ behaviour supports, AND/OR
- **Level Two:** Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, AND/OR
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

**Time Out**
Time out involves emoval to a buddy class/removal from the playground, or ‘Reflection Room’ for major behaviours or cumulative recordings of minor behaviour.

Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These include:

- giving the student opportunity to rejoin class at regular intervals
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:
  - developmental stage of the student
  - any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students ‘out of class’
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

**Detention**
Detention is not connected to the levels system described earlier, but rather a time set aside for students to reflect on their behaviour, how it has affected them and others, and how they might handle a similar situation in the future. At each detention, students will complete a Reflection Sheet (Appendix 6). The reflection sheet will be copied and sent home to parents. Parents are asked to discuss their child’s behaviour with them, sign the reflection sheet and return it to the class teacher. All detentions are recorded initially in a Detention Folder and then on OneSchool.

**Continued Unacceptable or Serious Behaviour:**

**AMBER WARNING**

- Three detentions in one week OR 7 detentions in a term, will result in students losing their break time for three play sessions (P-Year 3) or three days (Years 4-7).
- At this stage, the child’s class teacher will contact parents to discuss the child’s behaviour.
- Students may not be allowed to represent the school.
**RED WARNING**
- Six detentions in two weeks OR 14 detentions in a term OR a more serious offence in the classroom or playground will result in students losing their break time for five play sessions (P-Year 3) or five days (Years 4-6).
- At this stage, the Principal will contact parents to discuss the child’s behaviour.
- Students might be placed on a behaviour monitoring program.
- Students will not be allowed to represent the school.

**SUSPENSION/EXCLUSION**
- Continued and/or very serious behaviour incidents might result in Suspension or Exclusion.
- Supervision of the student is the responsibility of the parent/s
- School will provide work for the student to complete under parent supervision.
- Suspension and Exclusion will be used as a last resort.

**Relating 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 use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

**Ensuring a consistent response to problem behaviour**
At Elliott Heads 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 in how to respond appropriately 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.

**7. Network of student support**

Students at Elliott Heads State School are supported by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance/Senior Guidance Officer
- Advisory Visiting Teachers
- Engaging Early Learners - Positive Learning Centre Staff
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External 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.

Elliott Heads State School considers the individual circumstances 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 policies and procedures

- Statement of expectations for a disciplined school environment policy
- 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
Framework for developing workable solutions to bullying at Elliott Heads State School.

<table>
<thead>
<tr>
<th></th>
<th>Staff:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term:</strong></td>
<td>• Speak to all students involved.</td>
<td>• Report bullying incidents they witness</td>
</tr>
<tr>
<td><strong>Responsive</strong></td>
<td>• Investigate, interview, record as appropriate</td>
<td>• Speak out against bullying</td>
</tr>
<tr>
<td><strong>Dealing with the immediate and specific incidents of bullying.</strong></td>
<td>• Involve appropriate people, e.g. Principal, parent/s, Guidance Officer.</td>
<td></td>
</tr>
<tr>
<td><strong>Medium Term:</strong></td>
<td>• Work with Guidance Officer, Behaviour Management and/or other support personnel.</td>
<td>• Collaboratively establishing responsibilities and rules.</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>• Teach students assertive strategies to deal with conflict resolution.</td>
<td>• Role modelling of desired behaviours by students.</td>
</tr>
<tr>
<td><strong>Targeting support for individuals.</strong></td>
<td>• Provide structured programs that teach alternatives to aggressive behaviour.</td>
<td>• Participate in relevant curriculum, e.g. The Games Factory activities</td>
</tr>
<tr>
<td></td>
<td>• Reinforce rules</td>
<td>• Be encouraged to use the appropriate anti-bullying strategies to resolve conflict in the first instance.</td>
</tr>
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<td></td>
<td>• Work with parents, students, teachers to monitor behaviour</td>
<td>• Encouraged to determine issues underlying incidents.</td>
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<tr>
<td></td>
<td>• Reintegration and restoration of relationships for the young people involved.</td>
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</tr>
<tr>
<td></td>
<td>• Be expected to actively engage in professional development as provided by the school community.</td>
<td></td>
</tr>
<tr>
<td><strong>Long Term:</strong></td>
<td>• Establish a school culture that actively promotes non-violence.</td>
<td></td>
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<tr>
<td><strong>Preventative</strong></td>
<td>• Create a classroom climate that accepts and values diversity.</td>
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</tr>
<tr>
<td><strong>Providing a positive environment for students by giving consistent messages through ongoing strategies designed to foster active involvement</strong></td>
<td>• Ensure students’ voices are heard and they actively participate in meaningful decision-making.</td>
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<tr>
<td></td>
<td>• Encourage collaborative decision-making on important school issues involving all members of the school community.</td>
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<tr>
<td></td>
<td>• Monitoring and reinforcing appropriate behaviours.</td>
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<td></td>
<td>• Providing long-term support by key personnel.</td>
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<tr>
<td></td>
<td>• Focus on socialisation (e.g. role-models, leadership programs, group dynamics and co-operative learning)</td>
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<tr>
<td></td>
<td>• Periodically instigate appropriate surveys to determine school safety. Monitor, document and give the community feedback about program effectiveness (based on sound data)</td>
<td></td>
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<tr>
<td></td>
<td>• Celebrate and publish successes</td>
<td></td>
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<tr>
<td></td>
<td>• Revise effective anti-bullying strategies with links to the Supportive School Environment.</td>
<td></td>
</tr>
</tbody>
</table>
ARE YOU BEING BULLIED?

TO AVOID BULLYING:
- Examine own behaviour
- Network of friends
- Avoid location/people
- Assertiveness training
- Control your fears

TELL SOMEONE WHO WILL CARE:
- Trusted adult
- Teacher
- Parent
- Friend

TO DEAL WITH BULLYING:
- Ignore it
- Walk away
- Don’t give them satisfaction
- Argue your way out
- Personal script
- Negotiate

Ignored, teased or threatened?
Verbally harassed?
Receiving unpleasant emails or text messages?
Pushed, hit or kicked?
Belongings stolen or damaged?

What Else Can I Do?

NO?
Parents can assist in making a major difference to the mindset of children vulnerable to bullying. Here are some suggestions:-

Closely monitor your child’s feelings about school and other children. Look beyond the superficial responses (e.g. “How was school today?” “Good.”) and check for signs of real contentment.

Listen carefully
Find out exactly what is happening when bullying is detected. Don’t get angry and ring the school immediately. Find out who said what, and why. Remain calm but supportive, confident and protective.

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

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

Initiate actions designed to build up your child’s confidence and self-esteem, such as
- spending more time with him/her in favoured activities (sport, hobbies, outings, etc)
- praising him/her for achievements and for being ‘such a great kid’
- avoiding negatives (including things you normally nag about) – now is not the time for criticism!
- if something goes wrong (a bad mark, some crisis or other), reminding him/her that he/she is a wonderful person, and that whatever went wrong is trivial (as appropriate).

Foster friendships and a positive peer group.
Encourage your child to invite friends home, or offer to take them out for a special treat, thereby strengthening the network and intimate relationships. Whatever you do, don’t treat the peer group as the enemy. This will isolate your son/daughter and make him/her even more unhappy and vulnerable.
- Teach your child how to be confident. This is largely common sense, but here are reminders:
  - walk tall (don’t hunch or ‘crumple’)
  - look people in the eye (don’t stare at the floor)
  - speak clearly and distinctly (not in a whisper)
  - breathe calmly and keep the pace normal (don’t fidget and twitch).

Demonstrate these things
Explain that sometimes other people take advantage of you if they think you’re scared.

It can be helpful to ‘desensitise’ your child to specific hurtful words. Laugh about them. Talk about how silly words are.

Offer advice about ways to ‘deflect’ the bullying, such as non-committal replies. Whatever you do, don’t advise a violent response. This will only make the situation worse, and could put your child in the wrong.

Constantly check for progress, and keep the school informed of how things are going. As a parent, you are well placed to know what’s happening.
Appendix 1

The use of personal technology devices* at school

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

Certain personal technology devices banned from school

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

Confiscation

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

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

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

Personal technology device etiquette

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

Recording voice and images

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

We uphold the value of trust and the right to privacy at Elliott Heads 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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 include, but are 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
Elliott Heads 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.

There is no place for bullying in Elliott Heads 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.

Bullying behaviours that will not be tolerated at Elliott Heads 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.

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.

At Elliott Heads 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
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.

The anti-bullying procedures at Elliott Heads State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
**Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

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

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.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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 Elliott Heads 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’.

Elliott Heads 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

Appropriate use of social media

Elliott Heads State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Elliott Heads State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Elliott Heads State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Elliott Heads State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Elliott Heads State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Elliott Heads State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.
Appropriate use of social media

Students of Elliott Heads State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
- If inappropriate online behaviour impacts on the good order and management of Elliott Heads State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
- Elliott Heads State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Elliott Heads State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Elliott Heads State School expects its students to engage in positive online behaviours.
## Appendix 4 Physical Restraint / Intervention Report

### Initial Report
Compiled by

Signed

### Details of Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
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### Details of Staff involved in Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</table>

### Reason for restraint

- [ ] To cease the physical assault of another student or staff member
- [ ] To avert an immediate danger to him/herself or to others
- [ ] To avoid serious property damage
- [ ] Other

### Details of Incident

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
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<tbody>
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</tbody>
</table>

### De-Escalation Strategies Used Prior to Restraint

- [ ] Distraction
- [ ] Change of face, place, activity
- [ ] Offer choices
- [ ] Cool down time, place
- [ ] Offer to talk
- [ ] Reassurance

### Physical Condition of Student Before Restraint

### Physical Condition of Student After Restraint

### Details of Any Injury

- [ ] Injury to Student: Yes No
- [ ] Incident Report Completed: Yes No

### Details of Injury

### Injury to Staff

- [ ] Injury Name: Yes No
- [ ] Incident Report completed: Yes No

### Details of Damage

### Details of Trauma
### Notifying Procedures

**Incident Reported to**

<table>
<thead>
<tr>
<th>Name</th>
<th>Time and Date</th>
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**Parent / Carer Contacted**

<table>
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<tr>
<th>Name</th>
<th>Time and Date</th>
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**Student/s: Post Incident Discussion / Debrief**

<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
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**Present**

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**Staff: Post Incident Discussion / Debrief**

<table>
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<tr>
<th>Location</th>
<th>Time and Date</th>
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**Present**

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<th>Details</th>
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### Other Forms Completed

- One School
- Individual Support Plan - Behaviour
- Individual Plan including Physical Restraint
- Other:

### Follow Up Report – to be completed by Form Recipient

1. **Follow up Call**

   **Made by:**

   **Made to:**

2. **Post Investigation**

   - Not
   - Completed by:
   - Recorded in:

3. **Damage Repair**

   - Not
   - Organised by:

4. **Entered on MYHR / WHS**

   - Not
   - Completed by:

5. **Entered on OneSchool**

   - Not
   - Completed by:

   - As Contact
   - Completed by:
   - On Student Profile of

   - As single student incident
   - Completed by:
   - On Student Profile of

   - As multiple student incident
   - Completed by:
   - On Student Profile of

6. **Other Forms completed**

   - Debrief Report
   - Physical restraint / Intervention record
   - Individual Plan including Physical Restraint

**Signed:**

---

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Debriefing Report

Formal debriefing
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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).
Appendix 6

Working together to keep Sample School safe- possession / use of knives at school

We can work together to keep knives out of school. At Sample School:
- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
- You are not allowed to have type of knife at school including:
  - Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
  - Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?
- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Sample School safe?
- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Sample School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.

Referenced at
ELLIOTT HEADS STATE SCHOOL IS A “FULL SCHOOL UNIFORM WITH PRIDE” SCHOOL

The wearing of a school uniform is advocated for the following reasons:

- Promotes a safe environment for learning by enabling ready identification of students and non-students of the school;
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
- Promotes a supportive environment at the school by fostering a sense of belonging; and
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences.

Closed in footwear is compulsory for safety reasons, and must be worn at all times, except in controlled activities, where the supervising teacher deems it unnecessary, e.g. sandpit play. Uniform shirts need not be tucked in, to promote greater comfort in warmer weather.

School uniform expectations are discussed and reviewed at P&C meetings. The information outlined is representative of parent opinion and expectations.

Uniforms are available for purchase from the tuckshop. Elliott Heads State School became an accredited SUNSMART school in 2004.

**UNIFORM (SUMMER)**
- Jade and navy school uniform shirt and plain navy skort or shorts.
- Skirts are not appropriated, as our school is geared towards an active play and exercise policy and the wearing of skirts may cause embarrassment to female students.
- Joggers and/or black school shoes and white or navy socks are to be worn at all times at school. Sandals are not deemed appropriate footwear.

**UNIFORM (WINTER)**
- Summer uniform, as described above with plain navy long pants or plain navy tracksuit bottom and plain navy tracksuit top/zip up jacket.

**HATS**
- Wide-brimmed navy hat is compulsory, as we are a SunSmart School. Navy school hats are available from the tuckshop.
- “A NO WIDE-BRIMMED HAT – NO OUTSIDE PLAY” policy exists at Elliott Heads State School. Visor style hats and caps are not acceptable head wear.

**JEWELLERY**
- The wearing of a suitable watch and sleepers/studs, a fine chain worn under the shirt and a signet ring are permitted.
- Dangling ear rings, spreaders and chunky watches, are not to be worn for safety reasons.

**HAIR**
- Your cooperation in not allowing your child to come to school with radical hairstyles or hair colours is appreciated.
- Long hair must be tied back to assist in the control of headlice.
Appendix 8

![Heads Up Passport](image)
Appendix 9

Heads Up! Thinking Sheet

NAME: ___________________________ DATE: ____________

Dear ____________________________

My behaviour at school was: unsatisfactory

What did I do? _________________________

What rule did I forget?

☐ Be safe
☐ Be responsible
☐ Be respectful
☐ Be a learner

How can I fix things? _________________________

What can I do next time?

________________________________________
Student

________________________________________
Staff

________________________________________
Parent

Please discuss your child’s behaviour with them and return this sheet to school signed, tomorrow. This is your child’s _____ detention this ____________.

☐ Your child is approaching Amber Warning (3 detentions in a week/7 detentions in a term)
☐ Your child is approaching Red Warning (6 detentions in 2 weeks/14 detentions in a term)
'Heads Up' Reflection Sheet

NAME: ___________________ DATE: ________

Dear ___________________,

My behaviour at school today was:  [ ] unsatisfactory  [ ] very poor
because I had to visit the Detention Room.

WHAT I DID: ______________________________________________________

_________________________________________________________________

_________________________________________________________________

WHAT RULE/S DID I BREAK? _________________________________________

_________________________________________________________________

_________________________________________________________________

TO FIX THINGS UP I THINK I SHOULD: ________________________________

_________________________________________________________________

_________________________________________________________________

SO IT DOESN'T HAPPEN AGAIN I CAN: ________________________________

_________________________________________________________________

_________________________________________________________________

THE CONSEQUENCES OF MY BEHAVIOUR ARE:
  o ______________________________________________________________
  o ______________________________________________________________
  o ______________________________________________________________

STUDENT: _______________________________________________________

STAFF: _________________________________________________________

PARENT: _______________________________________________________

Please discuss your child’s behaviour with them and return this sheet to school signed,
tomorrow. This is your child’s _____ detention this ________.

☐ Your child is approaching Amber Warning (3 detentions in a week/7 detentions in a term)
☐ Your child is approaching Red Warning (6 detentions in 2 weeks/14 detentions in a term)
The Code of School Behaviour

Better Behaviour Better Learning
Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

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.

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.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use The Code as a basis for providing:
- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

The Education (General Provisions) Act 2006 provides that principals must give an enrolment agreement to the student’s parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by The Code of School Behaviour and other endorsed conditions stipulated by the school.

Standards

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education’s Code of Conduct. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

All members of school communities are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
Students are expected to:
- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents are expected to:
- show an active interest in their child’s schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management.

Principals are expected to:
- play a strong leadership role in implementing and communicating The Code in the school community
- ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Directors or delegate are expected to:
- endorse the school's Responsible Behaviour Plan for Students that aligns with The Code and complies with legislation
- ensure that school plans are implemented consistently, fairly and reasonably
- exercise leadership in support of school principals’ responsibilities under The Code and promote improvement of the professional skills of principals accordingly.

Senior Officers of Education Queensland are expected to:
- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.
Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:
- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences authorised by Education Queensland which include:
- suspensions
- exclusions
- cancellations of enrolment.

These are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

The Code of School Behaviour is based on the following values and principles.

Values
- Professionalism: committing to the highest standards of accountability and performance
- Respect: treating all people with respect and dignity
- Innovation and Creativity: fostering safe environments that support innovative and creative practice
- Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
- Excellence: supporting the pursuit of excellence.

Principles
- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.