



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

GUMDALE STATE SCHOOL

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

1. Purpose

Gumdale 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.

At Gumdale State School we recognise that high expectations in the areas of attendance, behaviour and academic performance lead to improved outcomes for students.

Our school motto is: ***Always our Best.***

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

2. Consultation and data review

Gumdale State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through discussion and meetings in 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012- 2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Gumdale State School are learning and teaching 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.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Gumdale 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 expectations are focused on ***being great learners, being respectful, being organised and working together safely.*** Our school community has identified the acronym "GROW" to teach and promote our high standards of responsible behaviour:

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

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

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our five school rules. The School-wide Expectations – GROW at Gumdale Teaching Matrix below outlines our agreed rules and some specific behavioural expectations across different school settings.

Gumdale State School Behaviour Matrix

| | | Whole School | Classroom | Transitions & Lining Up | Toilets | Eating Areas | Tuckshop | Oval, Hall & Playgrounds | Excursions & Interschool Sport | In an Audience |
|----------|--------------------------------|--|--|---|--|---|--|--|--|--|
| G | Great Learners | <ul style="list-style-type: none"> I actively listen and participate in all activities. I am on task when participating. I am responsible for my own learning. I do my best. | <ul style="list-style-type: none"> I set goals to improve my learning I challenge myself. I show my best standards in all my work. I ask for help from others when I need it. | <ul style="list-style-type: none"> I am accountable for my choices. I encourage others to show they are prepared for class. | <ul style="list-style-type: none"> I follow appropriate procedures. I return to class promptly. | <ul style="list-style-type: none"> I eat my healthy food first. | <ul style="list-style-type: none"> I make choices that are positive to my health and wellbeing. I spend my money appropriately. | <ul style="list-style-type: none"> I learn new games and rules. | <ul style="list-style-type: none"> I am aware of my schedule. I attend all training sessions. I participate. | <ul style="list-style-type: none"> I participate quietly with my class. I actively listen to all speakers and performers. I avoid being distracted by others. |
| R | Respectful | <ul style="list-style-type: none"> I listen and follow instructions the first time. I use my manners. I respect other people's feelings and personal space. I look after my own and the school's property and environment. | <ul style="list-style-type: none"> I respect all visitors to the classroom. I give everyone the right to listen and learn. I put my hand up to speak. I show interest. | <ul style="list-style-type: none"> I keep noise to a minimum. I allow adults right of way. | <ul style="list-style-type: none"> I use the toilets correctly. I care about the privacy of others. I place rubbish in the bins. I turn off taps to be water-wise. I use a quiet voice. | <ul style="list-style-type: none"> I eat with my mouth closed. I speak without food in my mouth. I sit quietly with my friends. I leave my eating area free of rubbish. | <ul style="list-style-type: none"> I speak clearly and politely. | <ul style="list-style-type: none"> I share equipment and take turns. I solve problems using appropriate words. | <ul style="list-style-type: none"> I show pride in my school. I am mindful of my behaviour when travelling on a bus. I care for other places. I wear my uniform with pride. I show great sportsmanship. | <ul style="list-style-type: none"> I stop and listen to the national anthem. I respond appropriately. I acknowledge the traditional owners of this land on which our school is built. |
| O | Organised | <ul style="list-style-type: none"> I go to the right place at the right time with the right equipment. I have my name labelled on all my belongings. I take home communication and deliver it to my guardians and promptly return them if required. I leave my valuables at home. I take my mobile phone to the office I follow the GSS Routines | <ul style="list-style-type: none"> I keep my area tidy. I keep the classroom tidy. I follow the GSS Bookwork expectations. | <ul style="list-style-type: none"> I stay in two lines I keep to the left of the path. I stay with my class. I walk at a suitable pace. I wait for my teacher to give me directions. | <ul style="list-style-type: none"> I use the toilet during break times. I ask for permission to visit the toilet during class time. | <ul style="list-style-type: none"> I bring my hat, lunch box and water bottle with me to the eating area. I have my food away, my lunch box closed and I am ready to play. I keep track of my belongings. I let the teacher on duty know if I do not have my lunch. | <ul style="list-style-type: none"> I know what I want to buy. I have my order with correct money organised. I place my order before school. I make sure my order goes in the basket. I move to the designated eating area after I have purchased my food. | <ul style="list-style-type: none"> I stop playing when the first bell rings. I take my belongings with me. I take care of and return any equipment I have loaned. I go to the No Hat Play Area if I do not have a hat. | <ul style="list-style-type: none"> I prepare myself for the excursion. I return all permission slips and medical forms by the due date. | <ul style="list-style-type: none"> I sit in the correct spot with my legs crossed and my hands on my lap. |
| W | Working Together Safely | <ul style="list-style-type: none"> I keep my hands, feet and objects to myself. I walk on all walkways. I observe others around me. I report major behaviours to the teacher. I am hygienic. | <ul style="list-style-type: none"> I get along with others. I take turns. I ask for permission to leave the room. I enter the classroom with the permission of a teacher. I use and store equipment safely. | <ul style="list-style-type: none"> I am mindful of others using the walkways. I maintain my own space. | <ul style="list-style-type: none"> I wash my hands carefully. I take a responsible buddy. I report property damage to staff. | <ul style="list-style-type: none"> I remain seated during the eating times. I wait for permission before I leave the eating area. I only eat the food that has been organised for me by my parents/ guardians. | <ul style="list-style-type: none"> I wait patiently for my turn. | <ul style="list-style-type: none"> I wear my sun safe hat. I stay in my designated area. I use equipment properly. I play safely with others. | <ul style="list-style-type: none"> I represent my school well. I remain with the group. I wear full school uniform. | <ul style="list-style-type: none"> I wait patiently for the teachers instructions. I remain with my class. I keep the aisles and exits clear. |

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities
- Role plays on our school assembly

Education Queensland is committed to creating an inclusive learning environment that supports the mental health and wellbeing of all students. Responsibility for the social and emotional wellbeing of students is shared amongst the school, the student, the student's family, the health system and the wider community. Students who have good mental health learn faster and often have better relationships with teachers, peers and families.

The ***You Can Do It*** program is used by teachers at Gumdale State School to guide students' understanding of appropriate behaviours outlined in GROW. Through class lessons and use of specific resources the students are supported in developing social and emotional capabilities, including ***confidence*** (academic, social), ***persistence, organization, getting along, and emotional resilience***. The programme incorporates the values of ***care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion***.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations, and parenting information.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs delivered to new staff.
- Buddy Program used to support new students.
- Individual support profiles/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.
- 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).
 - Appropriate use of Social Media (Appendix 3)

Reinforcing expected school behaviour

At Gumdale State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Gumdale State School **Positive Reward Systems – In conjunction with following the rules and *You Can Do it***

- All staff members at Gumdale State School value and use positive reward systems in their classroom.
- School Awards, aligned with the GROW expectations, are sent to parents and students in the form of a postcard.
- Students demonstrating good work in the classroom present their work to Admin where they are praised and receive a sticker/award for their efforts.
- Students or classes are acknowledged on a regular basis at Assembly.

- Students participate in rewards day on the last day of each term.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to *ask* them to think of how they might be able to be a great learner, be responsible, be organised, work together or be safe. 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.

2. Targeted Behaviour Support

Each year a small number of students at Gumdale State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. 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.

Supported Play is coordinated by a school-based team with active administrator support and staff involvement. Staff members are provided with an overview of the program, the referral and response process, and the responsibilities of staff and the students being supported.

Gumdale State School uses a team approach to improve learning outcomes. Parents are also involved in discussions, to help in the support of their child. If behaviours continue to be difficult to manage, the student will be referred to the Inclusive Education Team for further investigation and an intensive behaviour support plan.

3. Intensive behaviour support: Student Support Team

Gumdale 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. The *Behaviour Support Team*, consisting of the Guidance Officer, Deputy Principal, Head of Special Education Services, Support Teachers and Speech Language Pathologist:

- works with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Supportive School Environment Team and classroom teachers to achieve continuity and consistency.

The *Administration* has a simple and quick referral system in place. Following referral, parents are contacted and meetings organized to begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family, representative from the school who are actively involved with the child, and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Gumdale 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. A referral form is used to record all minor and major problem behaviour. Students may be referred to the

Responsible Thinking Classroom (RTC) for minor behaviour. Students work with a teacher during this time to reflect on their behaviour and make a plan to change their behaviour. These incidents are recorded on OneSchool.

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 and a decision is made regarding referral to the RTC
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breeches 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 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 for work completion.
- 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.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and ensures the student is supervised closely until a member of the Administration team arrives.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Responsible Thinking Classroom
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school.
- **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.

Definition of consequences*

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|--------------------------------------|--|
| Time out | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |
| Buddy class | A principal or teacher may use a buddy class as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. |
| Responsible Thinking Room | A principal or teacher may use the responsible thinking classroom as a consequence for disobedience, misconduct, or other breaches of school expectations. Responsible thinking is no more than 20 minutes during school lunch (parents are contacted when students attend the RTC) |
| Temporary Removal of Property | A principal or staff member of Gumdale State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff . |

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

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

Major Problem Behaviours

The following is NOT an exhaustive list. Staff should use their discretion when identifying an incident/behaviour as major or minor if it is not listed here. Major incidents require One Schooling and should include parent contact. When dealing with Students with Disabilities, consultation with SEP teachers is recommended, as there may be underlying issues.

| Behaviour | | Definition | Example | NON-example |
|------------------------------------|-------------------|---|--|---|
| Harassment /Bullying | Physical | Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking hair pulling, scratching, biting, abusive spitting). | <p>"I am going to punch your bloody lights out" followed by the punch.</p> <p>A child continues Chinese Burns on another's arm after they have asked them to stop.</p> <p>Play fighting that escalates.</p> | <p>Accidental shoving and pushing during a game.</p> <p>Friends using physical banter.</p> |
| | Verbal | Repeated verbal messages that include swearing, name calling or use of words in an inappropriate way. | <p>"You're a nigger."</p> <p>"Go home to your own country"</p> <p>"Piss of you faggot"</p> <p>"Your mother is a sl*t"</p> <p>"You're a fat bitch"</p> <p>Taunting of another student-shouting across the room.</p> <p>"You're not playing with us because you stink"</p> | <p>'See that (black fellow; slope,fatty) over there, he's my mate'</p> <p>Words between friends -"Let's go and play footy big arse"</p> |
| | Non-verbal | Repeated inappropriate targeted gestures and body actions (e.g. rude finger, throat slashing). | <p>Child <i>flips the bird</i> at another in an overt way and possibly with accompanying language.</p> <p>Pelvic thrusts towards another. Year 7 boy toward a year 7 girl.</p> | <p>Flipping the bird, no accompanying language, possibly in a covert manner eg miming pushing glasses up bridge of nose with middle finger.</p> <p>Year 1 pelvic thrusts in general play.</p> |
| Inciting/Provoking Violence | | Student engaging and acting in a manner that leads to another student's behaviour escalating; stirring up another student. | <p>"She thinks your mother is a fat sl*t"- (knowing this will cause a reaction)</p> <p>'Fight fight fight'-egging on others to fight</p> | <p>"All boys are stupid"-general comments not particularly aimed at an individual.</p> |

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| Ongoing Disruption | Repeated behaviour causing an interruption in a class or in the playground. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behaviour or disrupting games. | A child takes over another's turn on the computer. Behaviour causing disruption does not cease after teacher has followed procedures. . | Tapping a pencil. Low level noise. |
| Overt Defiance/Disrespect/ Insubordination/ Non-compliance | Continued refusal to follow directions, talking back and/or socially rude interactions. | Overt "I am not f__ing doing this" "No , you can't make me" Covert Child sits and refuses to follow instruction/attempt work. | "Do I have to?" "This is boring" But then the work is done |
| Skipping Class | Student leaves class/school without permission or stays out of class/school without permission. | In anger, child leaves class and does not return. | Child leaves room to go to toilet without permission, but returns. |
| Out of Bounds/Off School Location | Student is in an area that is outside of school boundaries (as defined by school). | Child runs out of school grounds. | Child goes into out of bounds area to retrieve ball. |
| Theft | Student is in possession of, having passed on, or being responsible for removing someone else's property. | Removal of another child's lunch box and putting in bin. Removal of teacher's property from the classroom. Theft of wallets, phones belonging to others. | Mistakenly picking up and using another child's pencil/glue/scissors. |
| Vandalism/Property Damage | Student participates in an activity that results in substantial destruction or disfigurement of property. Student deliberately impairs the usefulness of property. | Kicking a computer in anger. Throwing a table/chair. Graffiti including scratching into surfaces. | Child kicks ball into window while playing a game. Accidental dropping of an object being carried. |
| Inappropriate Display of Affection | Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual. | Touching of the body's private parts.(consensual/non consensual) | Children hugging each other hello or for comfort. |

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| Drugs/Alcohol/Tobacco/Pornography (Use or Possession of Banned Substances) | Student is in possession of or using drugs, alcohol, tobacco, or in possession of pornography. | Child brings cigarettes to school. Child is chroming eg petrol sniffing. | Child finds a bong on the way to school and brings it to school. |
| Use or Possession of Weapons | Student uses or is in possession of weapons. | Child picks up a star picket and brandishes it at others. Child brings a knife to school threatens to or uses it in an aggressive manner. | Child brings a knife to cut up his fruit and uses it for this purpose. |
| Information and Other Electronics Technology Violation | Student engages in inappropriate use of mobile phone, music/video players, camera, and/or computer. | Child takes photos of another student on the toilet. Child texts/emails inflammatory comments to another. Child persistently visits inappropriate web sites. Child posts inflammatory content on social networking sites. | Child accidentally hits a banned site but leaves immediately. |

Minor Problem Behaviours

The following is NOT an exhaustive list. Staff should use their discretion when identifying an incident/behaviour as major or minor if it is not listed here. Minor behaviours require a response from staff members, but do not require One Schooling. If any of them persist or the student's reaction to the redirection is negative, they become majors and One Schooling is required.

Note: Incidents recorded on OneSchool requires contact to be made with parents regarding the behaviour. Teachers will maintain contact with parents / caregivers regarding on-going behaviour issues.

When dealing with Students with Disabilities, consultation with SEP teachers is recommended, as there may be underlying issues.

| Behaviour | Definition | Example | NON-example |
|---|---|---|---|
| Physical | Student engages in non-serious, but inappropriate physical contact (e.g. shoving in the line). | Student pushes, jostles with others while lining up. | Child targets another in a heightened state. Intent to hurt is evident. |
| Verbal | Student engages in low intensity instance of inappropriate language (e.g. swearing in conversation, during a non-escalated incident). | 'Oh shit, this is too hard.' | 'I am not f___ing doing this you stupid B____' |
| Non-verbal | Student uses gestures toward another. | One off 'flip of the bird' no verbals attached. | Child stands, flips the bird at someone and yells abuse at the same time. |
| Defiance/Disrespect/Non-compliance | Student engages in brief or low intensity failure to respond to adult requests but eventually responds. | Child requires scan and wait time for a response. "Do I have to?" "But that rubbish isn't mine" | Student does not respond or reacts inappropriately to a direction. |
| Disruption | Student engages in low intensity, but inappropriate disruption. | A child hums during school tasks. | Student refuses to adjust behaviour and disruption becomes high level. |
| Property Misuse | Student engages in low intensity misuse of property. | Child scribbles on the desk with pencil. Child stands on crayon and marks carpet. | Child writes on desk with permanent marker on purpose. |
| Dress Code | Student wears clothing that is near, but not within, the dress code guidelines defined by the parent handbook dress code brochure. | Child breaks dress code without parent letter. | Coloured socks; coloured berkas; coloured hair wear |

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|---|--|---|---|
| Information and Other Electronics Technology Violation | Student engages in non-serious but inappropriate use of mobile phone, iPods, MP3 players, camera, and/or computer. | Student does not hand devices into office for safe keeping. Student uses devices during school hours. | Content is inappropriate. |
| Tardy | Student arrives at class after the bell (or signal that class has started). | Student arrives within 5min with a plausible reason. | Student is displaying a pattern of late arrivals and/ or reason is unacceptable. |
| Lying | Student engages in minor lying/cheating | Lie does not affect others. "I have to go to the toilet" as a work avoidance strategy. | Lie affects others and causes an escalation of behaviours. |
| Minor Theft | Student engages in low level theft. | A child 'borrows' an eraser and forgets to give it back straight away. | Borrowing something without permission. |
| Minor Safety Violation | Student engages in brief or low level safety violation not involving hurting anyone else. | Student jumps down three stairs at a time. Jumping over equipment. | Action causes a result. eg child jumps over a group of children and kicks one in the head |
| Academic Infringement | Refusal to participate in class program/instruction. | Not doing homework. Submitting work in late. Looking on another's work in a test situation. Refusal to get into the pool where child is very cold or frightened. | Refusal to attempt school work at all. |

Relate problem behaviours to expected school behaviours

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

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

Should 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 consistent responses to problem behaviour

At Gumdale State School staff members are trained in the Essential Skills for classroom management, and may be authorised to issue consequences for problem behaviour through professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour (including the use of the High 5 strategy), and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student

continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Gumdale 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.

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix 4)
- health and safety incident record
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Adopt-a-Cop
- Student Welfare Worker

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- 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.

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies

- [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

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Bullying. No way!](#)

12. Endorsement

Principal

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

Assistant Regional Director

Effective Date: to

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

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

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

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

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

purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, smart phones, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

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

Purpose

1. Gumdale SS strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Gumdale SS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Gumdale SS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Gumdale SS there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Gumdale SS are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 5 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Gumdale State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Gumdale SS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Gumdale SS 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.

Appropriate use of social media

Gumdale 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.

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

No student of Gumdale 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 Gumdale 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 Gumdale State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Gumdale 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 Gumdale 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 Gumdale 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.

Gumdale 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.

Gumdale 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, Gumdale State School expects its students to engage in positive online behaviours.

Appendix 4

Behaviour Incident Report – where physical intervention was necessary

Name of student/s involved in incident:

Person Completing Form:

Date:

| | | |
|--|-----------------------|---------------------|
| Problem behaviour (name): | | |
| Date of incident | Time incident started | Time incident ended |
| Where was the student when the incident occurred? | | |
| Who was working with the student when the incident occurred? | | |
| Where was staff when the incident occurred? | | |
| Who was next to the student when the incident occurred? | | |
| Who else was in the immediate area when the incident occurred? | | |
| What was the general atmosphere like at the time of the incident? | | |
| What was the student doing at the time of the incident? | | |
| What occurred immediately before the incident? Describe the activity, task, event. | | |
| Describe what the student did during the incident. | | |
| Describe the level of severity of the incident. (e.g. damage, injury to self/others) | | |
| Describe who or what the incident was directed at. | | |
| What action was taken to de-escalate or re-direct the problem? | | |
| Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing). | | |

Appendix 5

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).