



Alger Primary School

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

1. Purpose

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

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

2. Consultation and data review

Alger Primary School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 3 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents including inappropriate online behaviour and inappropriate use of mobile phones or other electronic devices 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 November 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Alger Primary School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Alger Primary 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 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*.

School Values	School Rules
Respect for Self	Be a Learner. Take part in activities. Wear uniform with pride.
Respect for Others	Be Safe. Speak politely. Use good manners. Get along with others
Respect for Place	Keep our school clean and tidy. Be organised for learning.

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Our school culture is built on our values of

Respect of self

Respect for others

Respect for place

through the YCDI “Keys to Success” for all members of our school community



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KEY	Students - Staff - Families
Confidence	<ul style="list-style-type: none"> • Engaging positively with Learning <ul style="list-style-type: none"> • Dealing with change • Accepting myself • Taking risks
Organisation	<ul style="list-style-type: none"> • Setting goals for Learning • Planning my time • Knowing the school
Persistence	<ul style="list-style-type: none"> • Giving effort when Learning <ul style="list-style-type: none"> • Working tough • Saying “I can do it”
Getting Along	<ul style="list-style-type: none"> • Being understanding and tolerant • Communicating respectfully • Playing by the rules • Thinking first • Social responsibility – treating others with Respect
Resilience	<ul style="list-style-type: none"> • Keeping things in perspective <ul style="list-style-type: none"> • Staying strong • Respecting yourself



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

At Algester Primary 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 designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Behaviour Level	Indicators	Action
<p>A. Excellent Students at this level display commitment to their education. They are actively involved in their school and accept their rights and responsibilities. They always follow the <i>Code of Behaviour and Respect Values</i></p>	<p>A student at this level:</p> <ul style="list-style-type: none"> ➤ always follows the <i>code of behaviour</i> ➤ completes class work and homework ➤ always abides by school dress code ➤ values respect for self, others and place ➤ displays courteous and respectful behaviour ➤ Makes positive contributions to the school 	<ul style="list-style-type: none"> ➤ Student will be eligible for awards and reward recognition ➤ Student may be eligible to hold positions of trust.- School Captain, House captain, Sports Team Captain, Peer Mediator, Student Council Rep, class responsibilities ➤ Student is eligible to participate in school sport, excursions, camps, extra curricular activities ➤ The student's report card will acknowledge 'consistently good' behaviour
<p>B. Good Students at this level always accept their responsibilities and almost always follow the <i>Code of Behaviour and Respect Values</i>.</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> ➤ always follows <i>code of behaviour</i> ➤ generally completes class work and homework ➤ always abides by school dress code ➤ respects the rights of others ➤ displays courteous and respectful behaviour 	<ul style="list-style-type: none"> ➤ Student will be eligible for awards and reward recognition ➤ Student is eligible to participate in school sport, excursions, camps, extra curricular activities ➤ The student's report card will acknowledge 'usually good' behaviour ➤ Student may require warnings for in class redirection of disruptive behaviour
<p>C. Satisfactory Students at this level generally accept their responsibilities and usually follow the <i>Code of Behaviour and Respect Values</i></p>	<p>A student at this level:</p> <ul style="list-style-type: none"> ➤ generally follows <i>code of behaviour</i> ➤ displays acceptable classroom effort ➤ usually abides by school dress code ➤ generally respects the rights of others ➤ displays acceptable behaviour 	<ul style="list-style-type: none"> ➤ Student may be eligible for awards and reward recognition ➤ Student is eligible to participate in school sport, excursions, camps, extra curricular activities ➤ The student's report card will acknowledge 'usually acceptable' behaviour ➤ <i>Targeted Support</i> may be used for in class reflection of disruptive behaviour
<p>D. Developing Students at this level are not consistently following the <i>Code of Behaviour and Respect Values</i> and are engaging in behaviour that is inappropriate on a regular basis.</p>	<p>A student at this level displays unacceptable behaviour. Examples include:</p> <ul style="list-style-type: none"> ➤ disruption in class ➤ inappropriate language ➤ disrespectful behaviour ➤ unsafe behaviour directed at others ➤ disobedience ➤ refusal to complete work ➤ continued non compliance with school dress code 	<ul style="list-style-type: none"> ➤ an Individual Behaviour plan may be put in place ➤ Parents will be notified of level ➤ Reflection time used for <i>Targeted Support</i> in Buddy class ➤ Probable loss of any leadership title – Captain, Council Rep, classroom responsibility ➤ Possible restrictions on playground access ➤ May be restricted from off campus activities ➤ Time out of class (Buddy, Admin, Alternative activities) ➤ School <i>suspensions</i> or exclusion may result if circumstances warranted
<p>E. Support Required Students at this level are rarely following the <i>Code of Behaviour and Respect Values</i> and demonstrating behaviour that is continually inappropriate or serious in nature. The student is at risk of disengaging with the education system.</p>	<p>A student at this level has failed to respond to targeted approaches and may need more intensive support. Examples include:</p> <ul style="list-style-type: none"> ➤ continual disruption in class ➤ abusive language directed at others ➤ disrespectful behaviour ➤ dangerous behaviour leading to injury of others ➤ illegal behaviour ➤ continual refusal to comply with directions 	<ul style="list-style-type: none"> ➤ An Individual Behaviour plan will be put in place ➤ Parents will be notified ➤ Student may be excluded from off campus activities ➤ Alternative education programs may be considered for the student ➤ School <i>suspensions</i> or exclusion may result if circumstances warranted ➤ A Behaviour Improvement Condition may be implemented ➤ Other agencies may be involved



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• Universal behaviour support

Alger Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- open communication with the school community on *The Code of School Behaviour*, the school's *Responsible Behaviour Plan for Students*, *School Values* and *Keys to Success*
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- professional development for all members of the school community
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships
- modelling of expected behaviours by all staff at all times

The process for developing an understanding of the expected behaviours in relation to the school's code involves following the School's Behaviour Program. The program includes;

- discussing the *School's Responsible Behaviour Plan* and *School Values of Respect* with all students
- signing of an *Enrolment Agreement* form for all students at enrolment
- establishment of classroom rules in consultation with the students of each class at the start of each year and subsequent communication to parents
- using our school's Social Skills Program "Program Achieve – You Can Do It" to develop the *Keys to Success* for all students
- using *Student Learning Goals* in class for assisting with improvement for students
- using the school's proactive whole school reward strategies which include - Gotchas, Success Key Cards, class awards on parade, Positive Behaviour Awards, Principal's Afternoon Tea awards and Behaviour Certificates for desired behaviour
- the use of Warning slips, Time – Out and Buddy systems, in-school suspensions and formal suspensions and exclusions for unacceptable behaviour
- using the school's anti-Bullying Program including the *High 5 Strategy Hand* to discuss and deal with bullying (including cyberbullying) issues (appendix 2)
- processes and procedures for use of personal mobile phone and electronic devices (appendix 1)
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (appendix 3).
- using Yr 6 Peer Mediators and House Captains in the Junior play areas at lunchtimes
- promoting Leadership program for all Year 5&6 students

Reinforcing expected school behaviour

At Alger Primary 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 through the use of the *Essential Skills for Classroom Management* program.

School Wide Procedures to support Behaviour:

- Students wait outside their classrooms for their learning in two seated lines.
- Students assemble outside their classroom in two standing lines when preparing to move to another learning area quietly.
- Students move in two quiet lines when moving throughout the school.
- Students are dismissed from their eating areas for play time by the adult on duty.
- Students move around the school by walking on hard surfaces.
- Students wear a sun safe hat when they play in the open.
- Students sit and eat their lunches in their designated area.
- Students stay in their designated area for play time.
- Students always get permission before they enter a learning space.
- Students are supervised by adults in learning spaces during lunch periods.





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• Targeted behaviour support

At Algester Primary School, it is important that all relevant staff are involved in the support of students who may need more targeted behaviour support. Individual class, year level or specialist teachers will be primarily responsible for dealing with targeted behaviour support. Generally, school Behaviour Support Staff and/or the relevant school Administration member will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be supportive, fair, logical and consistent.

In implementing **Targeted Behaviour** staff will:

- Identify students in class at Behaviour levels below Satisfactory 'C' level
- Follow the processes outlined in the *Responsible Behaviour Plan for Students*.
- Ensure students understand and are familiar with all aspects of the *Responsible Behaviour Plan and Respect Values and Rules*
- Use the class Behaviour Chart to indicate the appropriate consequence for unacceptable behaviour
- Use 'Time Out' reflection area and 'Buddy class' reflection process for continued unacceptable/disruptive behaviour
- Discuss any further concerns with relevant Administration staff – an Individual Behaviour Plan may be put in place
- Refer any further concerns about a student to the Student Services Team or Social Skills groups ie Superstars and Socceros
- Liaise with SEP staff for supported students

• Intensive behaviour support

Algester Primary 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 may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Student Services Team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Curriculum Plan, and
- works with the School Administration to achieve continuity and consistency.

Case Management:

The relevant Administrator, Behaviour Support Staff, class teacher and the student's parents, develop and implement an *Individual Behaviour Support Plan*. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan may include referral to other agencies and Guidance Officer for Functional Behaviour Assessment and behavioural support. The relevant Administration member will be used as the point of contact for student support. Structured lunchtime activities or supervision may also be organised. There may be some modification of student's timetable to allow appropriate access to the curriculum. Parent involvement will continue through all management stages.

5. Consequences for inappropriate or unacceptable behaviour

Algester Primary School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.





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.

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach *The Code of School Behaviour* and the *School's Responsible Behaviour Plan for Students* is *targeted* and/or *intensive behaviour support*. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student's behaviour should be assessed against a continuum from minor to major consequences. Staff and students will be aware of the progression of consequences for continued disruptive or dangerous behaviour through the use of a School Behaviour Flowchart.

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Processes for Dealing with Unacceptable Behaviour

Management for minor behaviours (Proximity / Praise / Reward)

Where a student is exhibiting low level misbehaviour, the teacher will use one of the following strategies based on the Essential Skills for Classroom Management.

- Ignore inappropriate behaviour where possible.
- Restate clear directions to student.
- Praise the student when they return to appropriate behaviour.
- Praise another student who is behaving appropriately.
- Prompt or redirect the student to return to the appropriate behaviour using gesture or eye contact.

Restatement, Rule Reminders

The teacher responds with a combination of the following strategies based on the Essential Skills for Classroom Management to address the student's inappropriate behaviour:

- restatement of the rule,
- giving a specific direction,
- giving the student a choice eg to work appropriately or move to a different area

Time Out or Buddy Class

The student will be sent to a specific part of the classroom or another classroom to reflect on their behaviour. The student should complete a 'Responsible thinking reflection sheet' and return to the classroom when the student is willing and able to comply. Re-entry to the class will be supported in a planned, solution focussed, non-punitive manner. Continual or serious disturbances will result in the student being referred to the relevant Administration member and parents/carers being notified. Temporary restrictions in the playground, moving to different areas, sitting in a place for a time or walking with an adult are all strategies that may be used for time out during play time.

Yellow Slip - Warning (Playground) or Infringement notice to parents (multiple)

A student may be issued with a Yellow Warning Slip from a Teacher on Duty in the playground after the above strategies have been attempted. The teacher will explain the reason for the warning to the student/s and then complete the Yellow Warning Slip for minor offences. This slip is given to the student's Class Teacher to be compiled in the Class Behaviour Folder. If a student receives 4



Warning Slips in a month this should be brought to the relevant Administrator's attention for further action. This may involve the distribution of an *Infringement notice to parents* and possible playground restrictions put in place.

If a student is involved in a serious offence in the classroom or the playground, the Class Teacher or the Teacher on Duty will immediately bring it to the attention of the relevant Administrator for further action. This may involve possible class and/or playground restrictions.

Individual Behaviour Plan

If a student's behaviour continues to infringe upon the rights of others in the classroom, an Individual Behaviour Plan is developed by the teacher, student and Administration member. The plan is a daily reflective chart containing expectations, consequences, goals and rewards. Parents/carers are contacted throughout the process and informed of weekly accomplishments until the plan is no longer required.

The student may be referred to Administration for internal withdrawal suspensions if inappropriate behaviour continues. Incidents of inappropriate behaviour are recorded in OneSchool.

If additional support is required the student may be referred to the school's Student Services Team.

Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Plan will involve a series of case reviews with parents/caregivers, the classroom teacher, the student, specialist personnel and external support agencies, as necessary.

Suspension/Exclusion

Suspension and Exclusion will be used where the behaviour is serious and/or persistent. Serious or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case. Where suspensions occur, an appropriate re-entry plan will be used.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 and rules
- 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.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Algester Primary School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training including *Essential Skills in Classroom Management* training for all staff. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious behaviour incident; or
- persistent inappropriate behaviour breaking this Code of Behaviour; and
- after consideration has been given to all other responses.

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Definition of consequences*

Time out	<p>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.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Algester Primary School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>



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School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <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	<p>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.</p> <p>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:</p> <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	<p>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:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>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.</p>



Major and Minor Behaviours: Algester State School

The following table outlines examples of major and minor behaviours.

	Area	Minor	Major
Respecting Self	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Jewellery, hair, uniform not compliant with school dress code. 	<ul style="list-style-type: none"> Chronic violations of dress code
	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time Playing out of bounds/wrong play area 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Dishonesty	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) Cheating or copying others' work 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others, false allegations
Respecting others	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Persistent blatant refusal to follow directions by an adult Yelling at an adult Running away from an adult
	Play	<ul style="list-style-type: none"> Not playing fairly Not playing school approved games Playing in toilets 	
	Language (including while online)	<ul style="list-style-type: none"> Unkind, hurtful language (written/verbal) Swearing Calling out Argumentative towards adults Disrespectful tone or gestures Name calling of other students 	<ul style="list-style-type: none"> Swearing at adults Offensive language, serious name-calling Threatening and intimidating
	Using objects	<ul style="list-style-type: none"> Incorrect use of equipment Disrupting with objects Bringing items not allowed at school (mobile phones, electronic games etc???) 	<ul style="list-style-type: none"> Dangerous throwing of objects Tipping furniture Spitting at people Rude gestures to adults Possession of weapons and other unsafe items for school
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) that does not result in injury. Play fighting, tripping, etc. Intentional actions of a sexual nature that are inappropriate at school: hand holding, kissing 	<ul style="list-style-type: none"> Serious physical aggression with the intent to cause or causing injury Fighting, kicking, punching, pushing down, barging, or biting resulting in injury. Instigating or promoting a fight. Touching of another person in a sexual way, showing genitals or invitations of a sexual nature to others.
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school. Cheating 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Respecting place	Property	<ul style="list-style-type: none"> Petty theft (taking rubbers, lunches) Lack of care for the environment Misuse of equipment or belongings of others. 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Rubbish	<ul style="list-style-type: none"> Littering 	
	ICT	<ul style="list-style-type: none"> Accessing unauthorised website, misuse of IT equipment 	

- Breaches of a Minor nature are handled in situ by the responsible adult in charge.
- Breaches of a Major nature may be handled in situ by the responsible adult and/or assistance from the Administration Team.



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Bullying Prevention Program (see appendix 2)

At Algester Primary we believe that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Bullying, violence and harassment are not tolerated because they infringe on our fundamental rights to safety and fair treatment.

At Algester Primary students take part in an Anti-Bullying Program. The Program is based on providing students with information about:

- definitions of bullying,
- types of bullying, (including cyber-bullying as outlined below)
- effective strategies for dealing with bullying, using High 5 Strategy Hand
- appropriate avenues to report cases of bullying.

The Bullying Prevention Program is based on the [*Bullying No Way!*](#) Whole school strategies. The strategies focus on levels of action;

- Building a safe and supportive school environment and preventing bullying,
- Knowing when bullying is happening, acting to stop it and supporting those involved,
- Managing incidents that have serious impact on individuals and/or the school.

CYBER-SAFETY

Algester Primary School values the emotional, social and physical wellbeing of staff and students. As such the school and community are committed to the prevention of all types of bullying including cyber-bullying behaviours. Algester Primary School has developed a consistent approach to the acceptable use of electronic devices within an educational environment.

The use of the internet and mobile electronic devices are an important aspect of teaching and learning. Understanding the appropriate use of these tools and being cyber-safe will assist students in their role as responsible citizens within the school and wider community.

The scope of this policy may extend beyond school based online behaviour to behaviour that occurs outside of school hours or the school grounds but which involves or impacts on students from the school.

6. Emergency situation 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 actions taken are responsive to the safety and well-being of students and staff.

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.

Red Card System – should only be used by staff to alert relevant Support Staff to emergency situation, critical incident or severe problem behaviour in Playground or classroom.

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).

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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 trained in *Non-violent Crisis Intervention* 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 Algester Primary's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention should preferably be handled by staff trained in *Non-Violent Crisis Intervention*
- 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

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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



7. Network of student support

The network for support at Algester Primary School includes the involvement of a team of personnel and agencies.

The Student Services Team provides support to students who require more targeted or intensive support. The Team consists of the Principal, school Guidance Officer, Behaviour Support Specialist, Special Education Program HOSE, Support Teacher Learning Difficulties, E.S.L teacher, School Chaplain and teacher representatives.

Government agencies such as the local Police Liaison Officer, Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau, Life Without Barriers, A.C.E also work closely with the school to provide support when necessary.

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.

Algester Primary 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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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](#)
- [Weapons Act 1990](#)
- [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

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Guide to Social & Emotional Learning in QLD State Schools](#)
(http://education.qld.gov.au/student-services/protection/sel/pdfs/sel_booklet.pdf)
- [Program Achieve – You Can Do It](#) (<http://www.youcandoit.com.au/>)



12. Endorsement

Principal

P&C President or
Chair, School Council

Assistant Regional Director

Date effective:

from January 2016..... toDecember 2018...

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



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 disciplinary consequences.

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 Algester Primary School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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).



The Code of
**School
Behaviour**

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

A school student 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, 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 proposal/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 the Queensland Police Service.

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.



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



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 assistive 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, Blackberries®, 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.*



The Code of School Behaviour

Better Behaviour
Better Learning



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

Purpose

1. Algester Primary School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Algester Primary School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Algester Primary School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Algester Primary School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



The Code of School Behaviour

Better Behaviour
Better Learning

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and 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.

Algester Primary School will then investigate and respond to any incident of cyberbullying.





The Code of School Behaviour

Better Behaviour
Better Learning

10. 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.
11. An initial introductory lesson is delivered, which teaches the 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. Algester Primary School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. 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 Algester Primary 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'.
15. Algester Primary 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.



WORKING TOGETHER TO KEEP ALGESTER PRIMARY SAFE

We can work together to keep knives out of school. At Algester Primary School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Algester Primary 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.

Alger Primary School High 5 Strategy Hand



What is High 5 Strategy Hand?

- It is an effective selection of strategies to develop the problem-solving ability of our students in social situations.
- It is a whole school approach that supports anti-bullying and assists with conflict resolution.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived conflict or bullying incidents.
- The strategies will be used to assist students to develop social skills and build resilience.



The Code of School Behaviour

Better Behaviour
Better Learning



Students should follow these 5 Steps for Conflict Resolution

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.... Eg. it doesn't worry me what they say.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel when you..... because.....

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safe area (teacher).
- Do not look back. Walk confidently, don't run.

Talk Firmly

- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- State the consequences of continued behaviour. Eg. You will report it.
- Don't use physical force.

Report

- Walk away and tell a staff member. Eg. Teacher on duty or class teacher.
- Go to a safe area of the school.
- Role of Bystanders - support and report.
- Attempt to problem-solve using the other High 5 strategies first.
- If the situation is a serious offence like physical behaviour – You should report it straight away.