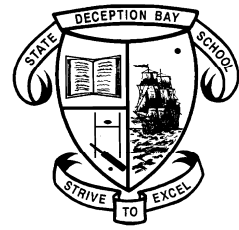




The Code of School Behaviour

Better Behaviour
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Deception Bay State School



Responsible Behaviour Plan for Students based on *The Code of School Behaviour* (Revised November 2017)

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education and to provide a safe, supportive and disciplined learning environment.

Consultation and Data Review

Deception Bay State School developed this plan in collaboration with our students, staff and school community. Student data, including One School Behaviour records, detention records, School Disciplinary Absence data, School Wide Positive Behaviour SET Survey results and School Opinion Survey data, also informed the developmental process.

Learning and Behaviour Statement

Mission Statement

Our School community strives to provide quality education and is committed to providing a supportive school environment that maximises the educational opportunities for all.

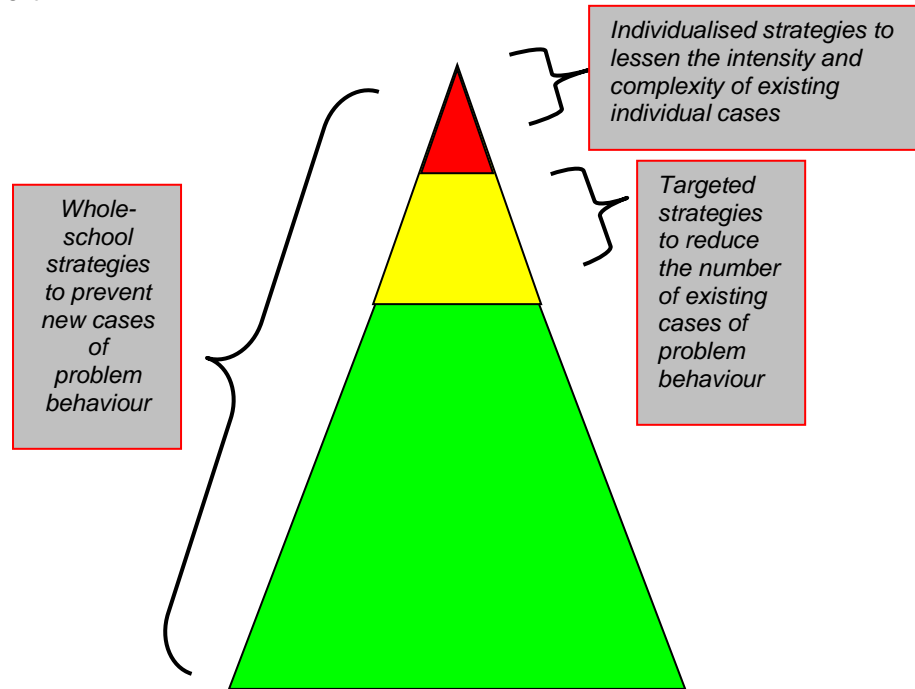
At Deception Bay State School, we believe a supportive school environment is one in which:

- all members feel safe, supported and valued
- social and academic learning outcomes are maximised
- acceptable behaviour is defined, modelled and reinforced by all members of the school community.

The Deception Bay School Community is committed to a positive, proactive process for managing behaviour that leads students towards the ownership of and responsibility for their own behaviour. Explicit and ongoing teaching and modelling is provided through the School Wide Positive Behaviour Support (SWPBS) program.



SWPBS is a three tiered approach to instructional and positive behaviour support:



Deception Bay State School has implemented the SWPBS program since 2007.

As an SWPBS school, we:

- Developed a clear set of positively stated school rules
- Defined clear and positive expectations for student behaviour
- Explicitly teach behaviour expectations and skills to all students
- Have clear and consistent consequences for problem behaviour
- Use meaningful data for decision making

School Rules

Our three school rules (commonly known as the D Bay 3) are:

Care for yourself and others
Do the right thing
Speak kindly

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



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It is acknowledged that **each** student, teacher, parent and other members of the school community has individual rights but there are corresponding responsibilities which must be recognised and practised.

Shareholder	RESPONSIBILITIES
Teachers	<p>Show CARE by</p> <ul style="list-style-type: none"> • Viewing all shareholders as unique individuals • Understanding that children develop and learn at different rates • Providing positive learning experiences <p>Show DO by</p> <ul style="list-style-type: none"> • Continually assessing students' progress and development • Encouraging students to become independent learners • Being aware of students' learning styles <p>Show SPEAK by</p> <ul style="list-style-type: none"> • Using positive language to all • Explaining in an appropriate way • Communicating with shareholders
Students	<p>Show CARE by</p> <ul style="list-style-type: none"> • Respecting the rights, property and opinions of other individuals • Understanding that the class is a place of learning • Actively participating <p>Show DO by</p> <ul style="list-style-type: none"> • Doing their best • Accepting responsibility for their own actions and performances • Following reasonable instructions <p>Show SPEAK by</p> <ul style="list-style-type: none"> • Using manners • Speaking at an appropriate volume • Communicating in a positive way
Community members	<p>Show CARE by</p> <ul style="list-style-type: none"> • Encouraging their children to respect the rights, property and opinions of others <p>Show DO by</p> <ul style="list-style-type: none"> • Being aware of the educational programs being implemented in the classroom • Showing an understanding of the school's responsible behaviour plan <p>Show SPEAK by</p> <ul style="list-style-type: none"> • Communicating with their children and children's teachers openly and sincerely





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

Universal behaviour support

The underpinning element of the Responsible Behaviour Plan is a whole school focus on creating a positive climate through positive relationships and interactions.

Deception Bay State School also maintains a focus on clearly communicating the school's expectations to all students. We emphasise the importance of explicitly 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 and designed to prevent problem behaviour.

The following are a set of agreed upon behavioural expectations in specific school settings.

Expectations Matrix

All settings	<ul style="list-style-type: none"> • Respect and care for our school community • Follow all directions immediately • Use appropriate language
Classroom	<ul style="list-style-type: none"> • Care for your learning and allow others to learn • Do your best • One speaker at a time
ICT	<ul style="list-style-type: none"> • Interact safely and respectfully • Use safe practices • Speak to a responsible adult for help
Playground	<ul style="list-style-type: none"> • Wear hat and shoes at all times • Play safely and fairly • Use "Stop, Walk and Talk" to solve problems
Outside School	<ul style="list-style-type: none"> • Respect others and their property • Follow instructions immediately • Use positive language
Transitions	<ul style="list-style-type: none"> • Respect others personal space • Be on time • Quiet chat with friends
Eating Areas	<ul style="list-style-type: none"> • Eat healthy food • Put rubbish in the bin • Use quiet and calm voices
Toilets	<ul style="list-style-type: none"> • Keep our toilets clean • Use the toilets appropriately • Use quiet voice

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons and the expectations matrix on school assemblies and during active supervision by staff during classroom and playground activities.



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Bringing knives to school is prohibited: Students who carry knives or use knives in schools is inappropriate and potentially unlawful. Please refer to information in **Appendix 'A' Working Together to Keep Deception Bay State School Safe.**

Personal mobile phones and electronic devices must be handed into the office when arriving at school and collected from the office at the end of each day. Students are not to use mobile phones during the day.

Alcohol, cigarettes and all illegal drugs are **banned substances** at Deception Bay State School.

Whole School Positive Behaviour Strategies

Other proactive strategies are used at Deception Bay State School to create a climate of positive relationships. These include:

- **On enrolment**, the Student Code of Behaviour is fully outlined and all parties are expected to sign the 'enrolment agreement'.
- **New staff and students** participate in an induction process which clearly outlines the school rules and behavioural expectations.
- **Development of positive, respectful relationships** with students by all school staff.
- **Engaging, inclusive curriculum** and effective teaching practices which are current and appropriate for all students.
- **Implementation of Responsible Classroom Behaviour Plans** by all teaching staff, including a class based reward system (stickers, stamps, etc.)
- **D Bay 3 Tickets** - Students are rewarded in the playground and in classrooms with a ticket when they are demonstrating our school rules - CARE, DO and SPEAK with the emphasis being on the focus rule and setting.
- **Attendance rewards** – Each class teacher will reward students for consistent attendance at school
- **Student of the Week awards** - Certificates are presented on Assembly to one person in each class who is nominated by the teacher.
- **Class Attendance Award** - weekly certificates are presented on Assembly to 1 class with the best attendance in the previous week.
- **Cleanest Class of the Week Award** - weekly certificates are presented at Assembly to the cleanest class in the previous week.
- **Class of the Week** – a trophy and banner are presented on Assembly to the outstanding class as nominated by the Principal and Deputy Principal.
- **Celebration Parade** – a special parade is held at the end of each term to celebrate individual student achievements



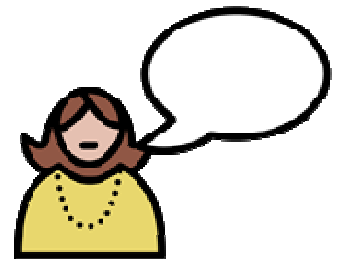
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- **D Bay 3 Term draw** –The tickets from each week are collected and added to the term total for a final draw in the last week of the term. Three tickets are drawn, one from each of the three school houses.
- **D Bay 3 End of Term certificates** - Students who demonstrate outstanding behaviour during the term are presented with a certificate at the end of the term.
- **Super Star awards** – Students who demonstrate outstanding behaviour for 10 days will receive a certificate. Students who receive 4 certificates in a term, will receive a Super Star badge at the end of the term.
- **Lunchtime activities** – **A range of supervised activities are provided at lunchtimes, including sports, computers, dance, art, table tennis, air hockey and DVDs.**
- **Stop, Walk, Talk** strategy for solving problems is explicitly taught and reinforced for all students from Prep to Year 6.



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- **Celebration Days**
 - Celebration Days are an end of term celebration for students.
 - **All students at Deception Bay State School attend Celebration Days.**
 - Celebration Day activities usually occur for a period of 2 hours.
 - Students who have consistently followed the D Bay 3 School Rules may choose from a variety of activities (e.g. DVD, Lego construction, sporting activities, art activities, etc.)
 - Each year level will be given an opportunity to choose from an 'off-site' paid activity once a year (e.g. Movies, bowling, swimming, etc.)
 - Students who require support to follow the D Bay 3 School Rules are monitored throughout the term using a 'Turn Your Behaviour Around Chart'. This allows students to display an improvement in positive behaviour and consequently, choose from the above activities.
 - Students unable to consistently follow the D Bay 3 School Rules and who are unable to 'Turn their behaviour around' still participate in Celebration Day by attending Social Skilling Activities which re-inforce the school rules of Care, Do and Speak. These activities may include art, drama, team games, problem solving activities etc.
 - On Celebration Day, all students meet in the parade area at the designated time. This includes those attending Social Skills Activities. Supervising teachers call rolls (names of students they are working with) and students move to them. Groups then proceed to their activity locations (in classrooms, oval, play areas, etc.) This process eliminates any student feeling 'left out' as all students names are called and all students move off to an activity.

- Parents are notified which activity their child will participate in via letter. These are distributed approximately one week before Gold Star Day.

- **Gold, Silver, Bronze Letters** - Students who display consistent success with the D Bay 3 during the year are awarded these letters at the end of the year.
- **D Bay 3 Medallions** - Year 6 students who have displayed exemplary effort in following the D Bay 3 are presented with these at their Graduation.
- **Newsletter articles** - to highlight to families the impressive work that students have achieved during the week.
- **Parent involvement** is encouraged in school learning activities and celebratory events.
- **Social skilling and anti-bullying** are embedded across all areas of learning, explicitly taught through focussed classroom lessons and addressed incidentally as needs arise.
- **Bullying surveys** are conducted randomly throughout the year to assist Administration in identifying students who bully others and further participate in individual anti-bullying programs.
- **Data collection** – is distributed to class teachers each term and is used to inform the School Wide Positive Behaviour Support Committee and focus the school behaviour priorities.
- **Specific policies** – may be developed to address specific issues such as bullying and cyber-bullying (See Annexure A).



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Responsible Classroom Behaviour Plans

At the beginning of each year, teachers are required to submit a Responsible Classroom Behaviour Plan which reflects and supports the School Code of Behaviour focusing on an Acknowledgement Plan, a Correction Plan and a Restitution Plan. The School Wide Positive Behaviour Support Program and D Bay 3 will underpin these across the School.

Development of Responsible Classroom Behaviour Plan

- Teachers will formulate the plan with students in the first week of school
- They will communicate and discuss the plan with Administration for support and endorsement
- They will communicate the plan to parents via class newsletter and/or parent / teacher meeting

Implementation of Responsible Classroom Behaviour Plan

Teachers are expected to:

- Be consistent
- Have plan displayed for student and visitor reference
- Discuss with class at regular intervals
- Recognise and acknowledge positive behaviours
- Explicitly teach and model positive behaviours by referring to the Expectations Matrix and the School Rules Overview

Most behavioural characteristics should be covered under these guidelines and thus will be addressed in the classroom setting between teacher and student.



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Proactive and Preventative Behaviour Management Strategies

All members of staff at Deception Bay State School are encouraged to use the following proactive and preventative behaviour management strategies:

- + **Preparation and thought** can pre-empt difficulties. When preparing activities, materials, resources etc. consider areas where disruption could occur and be prepared. This can be achieved through small group co-operative learning where the product, rules, resources and space to work in, are all planned to maximise group cohesion and on task behaviours.
- + **10 Essential Skills for Classroom Management**
 - Establishing expectations
 - Instruction giving
 - Waiting and scanning
 - Cuing with acknowledgement
 - Body language encouraging
 - Descriptive encouraging
 - Selective attending
 - Giving choices
 - Following through
 - Defusing
- + **Establish a Thinking Area** that is relatively withdrawn from the group and as free from stimulation as possible.
- + **Flexibility.** If a lesson is not working to plan, be prepared to change. Continuing may lead to behaviour problems.
- + **Sense of humour.** Be aware of how students feel about what is happening in the classroom. Early intervention may prevent problems occurring.
- + **Be Fair.** Redirect and move on.
- + **Consider factors that may have triggered the incident.** Is the incident worth making into a major issue?
- + **Build on strengths and recognise weaknesses.** Ensure all students experience success in their work. **Adjust** activities, curriculum and expectations to the needs of the child.
- + **Use encouragement rather than criticism.** Be quick to praise good behaviour and make comments about positive social interactions. Keep feedback constructive.
- + **Keep lessons interesting and of an appropriate time span.** Keep students' attention focussed. Change the activity if it appears to be dragging on too long.



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- + **Model appropriate behaviour.** Always model the behaviour you expect from your students.
- + **Vary teaching strategies.** This helps cater for various learning styles.
- + **Check for students' learning and motivational styles** and cater for these.
- + **Look for causes not just symptoms.** Sometimes misbehaviour is a result of outside influences. These do not excuse misbehaviour. (This may be an explanation – it is not an excuse but it does help to develop positive rapport with behaviourally difficult students.)
- + **Use a variety of behaviour management techniques.** Giving choices can help students take responsibility for a situation e.g. *You can put your game in your bag OR on my table.* Make students aware of their behaviour by asking questions e.g. *What are you doing? Is that Okay? What should you be doing?*
- + **Reflective Thinking Questions.** Encourage student self evaluation of behaviours.
- + **Give instructions clearly.** Make sure students know exactly what they should be doing. Review instructions to check they are understood and clarify if necessary.
- + **Create an environment which is conducive to good behaviour.** Be supportive, caring, warm and friendly. Take an interest in the student's home life and family circumstances. Take time to talk to parents. If a rapport has been developed with parents it is often easier to discuss any concerns.
- + **Put the preferred before the reward** e.g. When you have finished this task, you may have your choice of activity as per the Classroom Positive behaviour plan.
- + **Be interested.** Make sure your behaviour and attitude reflect interest, support and encouragement. Avoid confrontation if possible but still be assertive.
- + **Explore with and support** students in gaining success with individual behaviour management plans where appropriate.
- + **Encourage the use of conflict resolution strategies,** especially assertive language and active listening.
- + **Provision of professional development** for teachers and support staff to assist in developing positive behaviour strategies.

Redirecting low level and infrequent problem behaviour

When a student exhibits 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 expectations.

Our preferred way of redirecting low-level problem behaviour is to ask them to think about their choices and to give them time to 'turn their behaviour around'. This encourages students to reflect on their own behaviour and gives them the time to modify it so as to align with the expectations of the school community.



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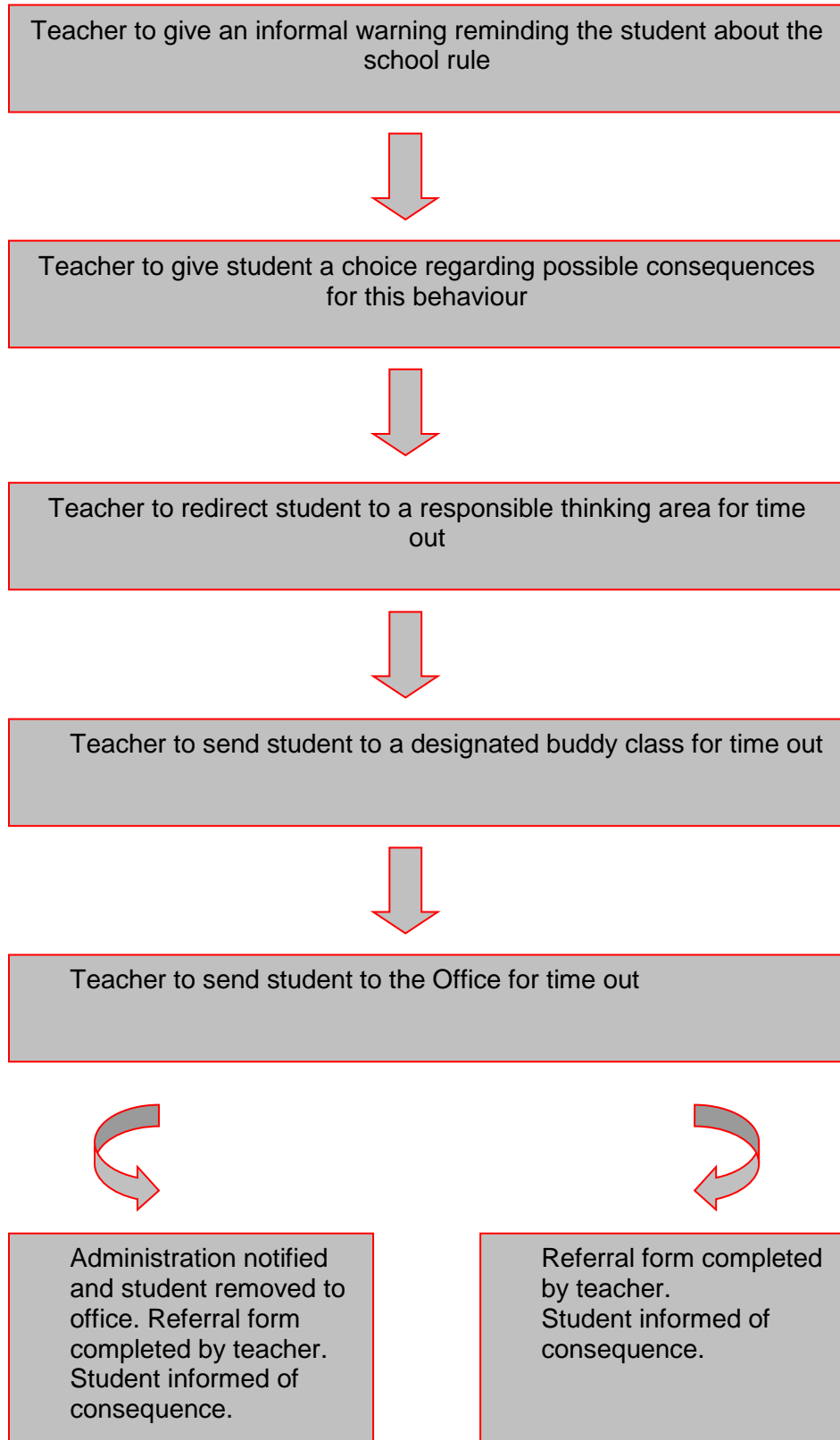
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Targeted behaviour support

Occasionally, some students may require additional support to help them learn how to follow the school rules of CARE / DO / SPEAK and the school expectations. These students are identified through referrals and school data as requiring targeted behaviour support.

Classroom Behaviour Notification

The following process could be used in response to inappropriate classroom behaviour:



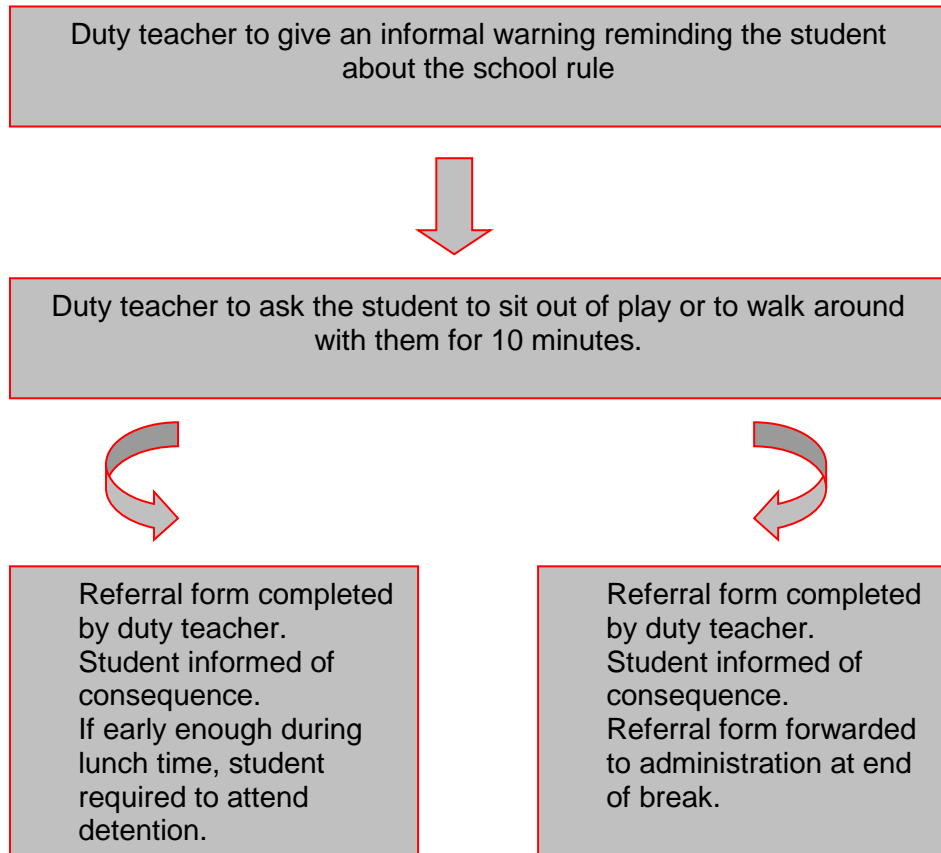


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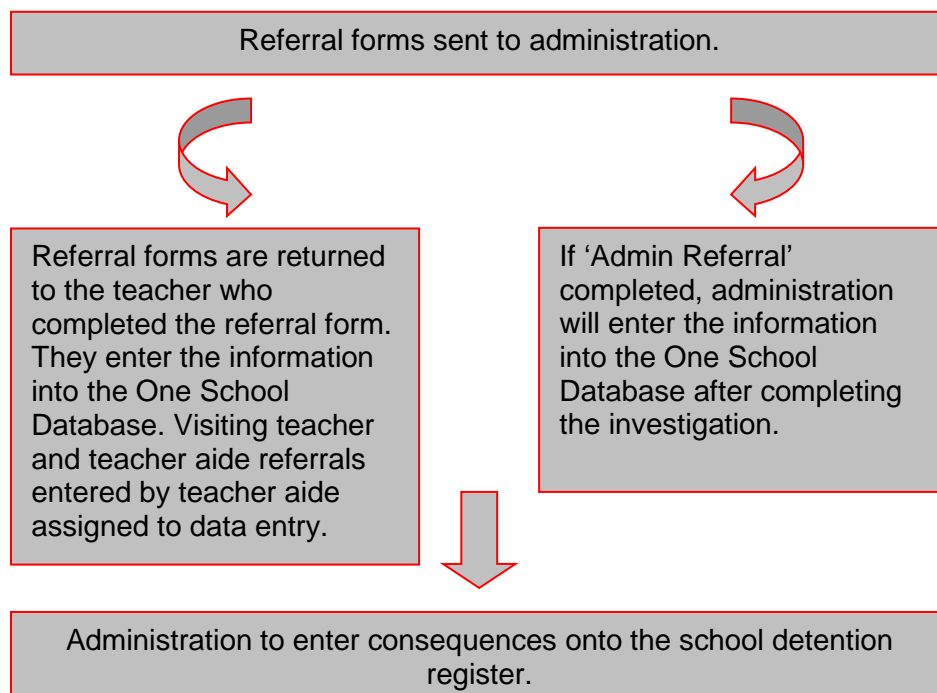
Playground Behaviour Notification

The following process could be used in response to inappropriate playground behaviour:



Data Entry

The following process is used to ensure referral form data is accurately maintained.





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Data Use

Behavioural data is collected and analysed to accurately identify students requiring targeted behaviour support as well as for evaluation of targeted behaviour support programs. Sources of data may include:

Source of Data	Use
One School Behaviour Records	Teachers and administrators can access information and monitor student behaviour incidences. Information can also be used to identify patterns of behaviour, triggers and possible target locations.
Detention Records	Administrators enter and collate this data each term. Information can be used to: <ul style="list-style-type: none"> • Monitor individual student progress across the term • Identify class percentages for term • Identify whole school percentages for term • Allow comparison of data across the year
School Opinion Survey Data	Administrators can monitor and use the results to inform the school priorities each year for inclusion in the SWPBS Committee Action Plan.
SWPBS SET Survey Data	Administrators can monitor and use the results to inform the school priorities each year for inclusion in the SWPBS Committee Action Plan.

Other targeted behaviour support strategies may also be used to support students in following the school rules and expectations matrix. These may include:

- **Supervised Play Program**
 Students are supervised by a staff in a designated area of the school during breaks. Students learn such skills as:
 - sharing
 - co-operation
 - turn taking
 - games etiquette
 - conflict resolution
 - anger management
 - respect
 - group skills
- **Flexible timetabling** - Students are supported by administration through daily contact, check-in program, parent communication, negotiated activities, accessing learning co-teachers, one-on-one teacher aide support and social skilling programs.
- **Mentoring Program**
- **Counselling** with the school Guidance Officer or outside agencies
- **Social Skills** or anti-bullying programs
- **Pastoral care** with the school chaplain
- **Access to the Student Well-being Centre**
- **Making adjustments** as required to address individual student needs
- **Referral** to Student Support Services Committee as a team approach to supporting student needs.



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Intensive behaviour support

Students, who are consistently having difficulty managing their own behaviour as identified through behavioural data, will be referred to the Student Support Services Committee by the class teacher or administration. The following support strategies may be recommended by the committee:

- An Individual Behaviour Support Plan to be developed in consultation with parents, class teacher, administration and student.
- Guidance Officer Assessment or counselling.
- GOIBS referral
- Positive Learning Centre referral.
- Paediatric review.
- Functional Behaviour Assessment
- Flexible / alternate learning options
- CARE program
- Early Years referral
- MAPA support

Emergency responses and critical incidents

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 used by staff include:

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).



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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).

The following process could be used in response to serious or violent misbehaviour:

Telephone for assistance or send the **red help card** to the office via a responsible student so as to get immediate assistance from an Administrator or another staff member.



While waiting for help to arrive:

- remove bystanders to ensure their safety
- remain calm
- try not to inflame the situation further by taking an aggressive stance
- do not place yourself in danger



Administrator, or assisting staff member, will remove involved student/s from the classroom or playground to the Office. Class or duty teacher will be asked to complete a referral form regarding the incident and forward to an Administrator.

Physical restraint

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 Deception Bay 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.



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Record keeping

Each instance involving the use of physical intervention will be formally documented, using the following records:

- One School Behaviour Record
- Record of Restraint Form
- Accident / Injury Report (if necessary)

Consequences for unacceptable behaviour

In 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. Consequences for unacceptable behaviour by a student are 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 determining consequences, consideration is given to:

- The unique circumstances of the situation
- The level of intent of the students involved
- Individual circumstances and needs of students
- The educative process of the consequence
- Maintaining a focus on restorative practice.

Consequences may also be given for behaviour **outside of school** that affects the good order and management of the school.

When responding to unacceptable behaviour, staff must first determine if the behaviour is major or minor, with the following agreed understanding:

Minor unacceptable behaviour is handled by staff members at the time it happens.

Major unacceptable behaviour is referred directly to the school Administration team.

MINOR BEHAVIOURS

Minor behaviours are those that:

- Are minor breeches of the school rules – CARE / DO / SPEAK
- Do not harm others or cause staff to suspect that a student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of unacceptable behaviour.
- Do not require involvement of specialist support staff or Administration.



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Minor unacceptable behaviours may result in the following consequences:

Consequence	Description
Time Out	Time out is defined as giving a student time away from their regular class program/routine: <ul style="list-style-type: none"> To a separate area within classroom To another supervised room or setting.
Detention	Detention is used as a strategy to assist students to accept responsibility for their actions. Detentions will be held during school breaks for a period of 20 minutes.
Restorative Practices	Some consequences may be given which directly relate to the inappropriate behaviour (e.g. community service, apology letters)

MAJOR BEHAVIOURS

Major unacceptable behaviours are those that:

- Are major breaches of the school rules – CARE / DO / SPEAK
- Significantly violate the rights of others
- Put others or themselves at risk of harm
- Present as a pattern of behaviour
- Require the involvement of Administration

Major unacceptable behaviours may result in the following consequences:

Consequence	Description
Time Out	Time out is defined as giving a student time away from their regular class program/routine: <ul style="list-style-type: none"> To a separate area within classroom To another supervised room or setting.
Detention	Detention is used as a strategy to assist students to accept responsibility for their actions. Detentions will be held during school breaks for a period of 20 minutes.
Withdrawal from Class	Withdrawal from class is used as a strategy to assist students to accept responsibility and manage their own behaviours. Students are required to complete all educational and reflection activities under the supervision of the Principal or Deputy Principal. Parents will be contacted to inform them of the behaviour of the student and the length of the withdrawal period.



<p>Student Disciplinary Absences (Suspensions)</p>	<p>Student Disciplinary Absences (suspensions) are used as a strategy to assist students to accept responsibility for their actions. Student Disciplinary Absences are to be used after consideration has been given to all other responses. Students may be suspended on the grounds of:</p> <ul style="list-style-type: none"> • Disobedience • Misconduct • Other conduct of the student that is prejudicial to the good order and management of the school. <p>Parents will be contacted immediately to discuss the student's behaviour. Notices of suspension will be sent via mail. All reasonable steps will be taken to provide school work during the period of suspension to allow the student to continue with his/her education.</p>
<p>Proposal to Exclude</p>	<p>A proposal to exclude a student from the school may occur when the student's disobedience, misconduct and other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.</p>
<p>Recommendation for Exclusion</p>	<p>A recommendation to exclude a student from the school will only occur when the student's disobedience, misconduct and any other conduct is so serious that suspension of the student is inadequate to deal with the behaviour. Deception Bay State School will also have utilized the following proactive strategies, where possible, prior to suspending a student with a recommendation for exclusion:</p> <ul style="list-style-type: none"> • Parental involvement • Case manager appointed • School guidance office involvement • Development of an Individual Behaviour Support Plan • Use of Regional GOIBS where appropriate • Data collection to show progress or regression • Appropriate curriculum adjustments <p>Procedures for exclusion would align with the department policy SMS-PR-021: Safe, Supportive and Disciplined School Environment.</p>



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The network of student support

Behaviour management at Deception Bay State School is a partnership between school, home, other agencies and community services.

The school is able to access support both within the Department of Education and through the community. The following is a list of available support:

School Based Services	District and Other Education Queensland Services	Community Services
<ul style="list-style-type: none"> Administration team Guidance officer Learning co-teachers Student with disability teachers School Chaplain Student Support Services committee CARE co-ordinator 	<ul style="list-style-type: none"> Indigenous support services Advisory visiting teachers Guidance Officer Intensive Behaviour ACE- Positive Learning Centre MYCP 	<ul style="list-style-type: none"> Local medical practice Behavioural optometrist Paediatric services Boystown Early Years Centre Baptist Church D Bay Alliance Police Liaison Officers Neighbourhood Centre PCYC Child Youth Mental Health Service Department of Child Safety DBCYP

Consideration of individual circumstances

In 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.

Students are viewed as unique individuals with differing needs, interests, values, expectations and abilities. Each student is catered for according to this belief.

This is achieved through an awareness of:

- family circumstances and support;
- behaviour history;
- maturity;
- ability to learn.

In addition to this, when dealing with a behavioural issue, we consider:

- circumstances;
- severity;
- intent;
- provocation;
- reliability of evidence.



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Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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.](#)

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week (www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>



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Appendix A

WORKING TOGETHER TO KEEP DECEPTION BAY STATE SCHOOL SAFE

We can work together to keep knives out of school. At Deception Bay State 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 tough 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
- 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 Deception Bay State 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 on 3897 2444.



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Procedures for Preventing and Responding to Incidents of Bullying and Cyber-Bullying

Deception Bay State School strives to provide quality education and is committed to providing a supportive school environment that maximises the educational opportunities for all.

There is no place for bullying in Deception Bay State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying is defined as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can be face to face, at a distance (i.e. spreading rumours or excluding someone) or through ICTs (SMS, email, chat rooms or social media).

- For behaviour to identified as bullying:
 - There is a clear imbalance of power
 - The person being bullied generally feels that they are unable to stop it.
 - It is a deliberate attempt to harm, frighten or threaten another person or group of people.
 - It can be done by one or more people.
 - Bullying is something that occurs at all age levels.
 - It is usually repetitive.
- Bullying may be related to:
 - Race, religion or culture
 - Disability
 - Appearance or health conditions
 - Gender
 - Children in care
- What bullying isn't:
 - Social bantering with minor insults and jokes
 - Mutual arguments and disagreements with no power imbalance
 - Not liking someone or a single act of social rejection
 - One off acts of meanness and spite
 - Isolated incidents of aggression, intimidation or violence.
- Bullying behaviours that will not be tolerated at Deception Bay State School include:
 - name – calling
 - taunting
 - mocking
 - making offensive comments
 - kicking
 - hitting
 - pushing
 - punching
 - spitting
 - taking belongings
 - inappropriate text messaging



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- sending offensive or degrading images or texts by phone or internet
- uploading defamatory language or pictures onto Social Networking Sites
- producing offensive graffiti
- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours
- positioning to block the path of others
- hand gestures
- facial gestures
- throwing objects
- interfering in others incidents

- Research also 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 encouraging students to respond to problem behaviours in such a way that those who bully are not socially reinforced for demonstrating it.
- Research further shows that when bystanders intervene effectively:
 - Verbal bullying stops within 10 seconds
 - Students are less likely to assign blame to victimised students
 - Students have a more positive perception of school climate
 - Students have a greater sense of safety at school
 - Students experience reconciliation between each other
 - Students have less social and mental health problems.

At Deception Bay State School we:

1. Create a caring, respectful, inclusive and supportive school culture
2. Establish a clear whole school definition of bullying
3. Establish a clear anti-bullying process developed in collaboration with staff, students and parents which addresses all forms of bullying
4. Collaboratively develop procedural steps to respond appropriately to bullying incidents that are clearly documented
5. Establish teaching and learning programs that promote personal development and address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, motives for bullying and being effective bystanders
6. Provide professional development to assist school staff to understand the anti-bullying process, implement teaching and learning programs and to provide support for students at high risk times and in high risk settings
7. Consult students regularly to monitor and determine the types of bullying behaviour and in what school and social contexts bullying (including cyberbullying) occurs
8. Create physical environments in the school and staff supervision practices that limit the incidents of bullying and cyberbullying (e.g. Appendix C - D Bay Netiquette)
9. Support and engage families by maintaining regular, clear communication and through systematic parent awareness raising and skill building
10. Establish a process for regularly reviewing and celebrating the effectiveness of school policies, programs and procedures.



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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 D Bay 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 areas of the school.

Deception Bay State School uses behavioural data for decision – making. Alongside Individual Student Behaviour Records, confidential bullying surveys are regularly administered across all year levels. This data assists administration in identifying students who require Individual Behaviour Management Plans and make necessary adjustments to school procedures.

Specific ‘Action Plans’ (See Annexure D and E) have been developed by staff at Deception Bay State School to address cyberbullying.

DEALING WITH BULLYING

IMMEDIATE RESPONSES

When a teacher is faced with a bullying incident, the following steps will be followed:

- Remain calm. Reacting emotionally may add to the bully's fun and give the bully control of the situation;
- Take the incident or report seriously;
- Take action as quickly as possible;
- Think hard about whether your action needs to be public or private;
- Reassure the victim(s). Don't make them feel inadequate or foolish;
- Offer concrete help, advice and support to the victim(s);
- Make it plain to the bully that you disapprove. Explain that according to this policy, harassment of any type is not permitted. The behaviour management support teacher must be informed;
- Encourage the bully to appreciate the victim's point of view.

Don't:

- Be over-protective and refuse to allow the victim to help him/herself;
- Keep the whole incident a secret because you have dealt with it.



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THE RESPONSIBILITY OF STUDENTS

All students must:

- Be encouraged to be assertive if bullied. These examples illustrate assertiveness:-
 - a) Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain.
 - b) Practise looking in a mirror and saying "No" or "Leave me alone" or "I do not like what you are saying or doing" in a loud voice. Look the bully straight in the eye. Don't cower. A firm rebuff often deters a bully looking for signs of weakness.
 - c) Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g.marbles, toys, sporting equipment.
- Be encouraged to speak out if bullied. Tell teachers, staff, administrators, fellow students and parents.
- Report instances of classmates or friends being bullied to teachers, administrators or parents;

THE RESPONSIBILITY OF TEACHERS

All teachers must:

- Be aware of the procedures to follow as part of the "Immediate Responses" section of this plan;
- Listen to students who claim to be the victim of bullying;
- Be watchful for the more cunning forms of bullying i.e. unfavourable use of body language and exclusion of students from groups;
- Inform administration if they believe a particular student is being subjected to continual harassment;
- Provide practical instruction in assertiveness, self-esteem building and problem solving.

THE RESPONSIBILITY OF ADMINISTRATORS

The administrators must:

- Encourage students, teachers and parents to approach bullying in a proactive manner;
- Check behaviour management database regarding previous incidents;
- Contact the parents of victims who are the subject of continued bullying;
- Contact the parents of bullies who are making a habit of the practice;
- Cooperate with teachers and parents who believe they have a bullying problem with their children or students.

THE RESPONSIBILITIES OF PARENTS

Parents must:

- Watch out for signs which might suggest that their children are being bullied i.e.
 - (a) sudden reluctance to go to school,
 - (b) playing truant,
 - (c) taking a longer route home from school,
 - (d) falling behind in class,
 - (e) nightmares, bed-wetting, crying themselves to sleep,
 - (f) money or toys going missing at home.
- Encourage their children to be assertive;
- Encourage their children to speak out if they are bullied;



- Contact the school if there is a belief that a child is being bullied. Speak out.
- Be willing to co-operate with school personnel if their child has been caught bullying.

CONSISTENT BULLYING

If instances of bullying continue, the Principal will contact the parents of the student to attend a meeting at which the instances will be discussed and an appropriate course of action will be taken according to the individual and the situation. These options could include:

- full or partial withdrawal from play;
- supervised play in a particular play area;
- family involvement through a parenting program;
- counselling by the school Guidance Officer;
- participation in a social skill-building program.

AIDING THE VICTIM

In all cases, parents and teachers must listen to the victim. Reassure them. Do not make them feel inadequate or foolish. Offer concrete help, advice and support.

If parents or teachers believe that a particular victim needs extra support, the following options could be tried:

- family involvement through a parenting program;
- counselling by the school Guidance Officer;
- participation in a social skill-building program concentrating on assertiveness training.

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D'Bay 3 Netiquette

Care

- Keep personal details private and respect the privacy of others (Use only your first name or a nickname)
- Don't send an e-mail that someone else wrote without their permission
- Think about the file size of attachments

Do

- Follow the D'Bay 3 netiquette rules
- Think about what is acceptable where (At school)
- Think about who sees the message

Speak

- Keep messages short and simple
- Speak, or write, kindly and politely (Would you want someone saying it to you?)
- Check your message (Is it clear? does it make sense?)
- Be careful using acronyms or shorter ways of saying something (e.g, BTW by the way, BFN bye for now. If you think someone might not know what they mean write the explanation beside the acronym)
- Use * asterisks * or underscores around the word or phrase you wish to make sound important.
- Don't type words in capital letters (It is considered the same as shouting)





Annexure D

Cyberbullying Action Plan (Years 3 – 4)

Activity	Resources
Interactive CDs Learning Pathways Teacher Resources	<ol style="list-style-type: none"> 1. Budd.e eSecurity Education Package CD 2. Learning Place Cybersafety Pathway (Access Key 201694) https://students.learningplace.eq.edu.au/middle/pages/pathwayviewer.aspx?ids=694&accesskey=201694 3. A Reference Guide for Teachers on Cyberbullying http://education.qld.gov.au/studentsservices/behaviour/qaav/docs/cybersafety-cyberbullying.pdf
Cybersmart Website www.cybersmart.gov.au Go into: Schools Tab/Resources and Lesson Plans/Middle Primary Kids Tab	<ol style="list-style-type: none"> 1. Youtube clip to be viewed by students: Talent Show Cyberbullying http://www.youtube.com/watch?v=gnFkKOZiHZA&list=FLdv8domEzeDFPchXk56V4w&index=17&feature=plcp 2. Resources and Lesson Plans - Middle Primary Unit – <u>“Positive Online Behaviour”</u> 3. Resources and Lesson Plans - Middle Primary Unit – <u>“Cyberbullying”</u> 4. Kids Tab – How Cybersmart Are You? Quiz http://www.cybersmart.gov.au/Kids.aspx 5. Kids – Have Fun Tab – Other fun websites - http://pbskids.org/webonauts/ 6. Kids – Watch Videos – Hector’s World

Ripple Effect Diagram	Students are provided with the concentric circle worksheet in order to show the ripple effect and focus on who is affected by cyberbullying, starting with themselves at the centre. (example – myself, friends, teachers/parents, grandparents etc)
Responsible social networking contract	<p>Jointly construct a Responsible Social Networking Contract with the students for them to sign off and send home to their parents for co-signing. (in line with current User Agreement for Internet Usage for DBSS)</p> <p>Eg: respectful communication/netiquette, appropriate contact with others online, protecting personal information, behaving ethically online, cyberbullying prevention</p>
(Example only)	<p style="text-align: center;"><u>Responsible Social Networking Contract</u></p> <p style="text-align: center;"><u>Deception Bay SS Year 3/4</u></p> <p>I,, as a student of Deception Bay SS, do hereby pledge that when using the internet and interacting with others online, I will:</p> <ul style="list-style-type: none"> • Use respectful and positive language that will not offend/upset others • Post comments that I would be prepared to say in person • Keep my passwords private and not share them with anyone • Report inappropriate/rude comments to a parent or teacher <p>I understand that if I choose to engage in online activities that are unsafe/inappropriate/rude/offensive, then I may lose access to online activities</p>

whilst at school and parents will be notified.....

Signature:

Parent Signature:

Teacher Signature:



Annexure E

Cyberbullying Action Plan (Years 5 – 7)

Activity	Resources
Interactive CDs Learning Pathways Teacher Resources	<ol style="list-style-type: none"> 4. “Let’s Fight it Together” DVD viewing and discussions 5. Budd.e eSecurity Education Package CD 6. Learning Place Cybersafety Pathway (Access Key 201694) https://students.learningplace.eq.edu.au/middle/pages/pathwayviewer.aspx?ids=694&accesskey=201694 7. A Reference Guide for Teachers on Cyberbullying http://education.qld.gov.au/studentsservices/behaviour/qsav/docs/cybersafety-cyberbullying.pdf
Cybersmart Website www.cybersmart.gov.au Go into: Schools Tab Resources and Lesson Plans Upper Primary/Lower Secondary	<ol style="list-style-type: none"> 8. How Cybersmart Are You? Quiz http://www.cybersmart.gov.au/Teens/Games%20and%20videos/How%20Cybersmart%20are%20you.aspx 9. Youtube clip to be viewed by students: Talent Show Cyberbullying http://www.youtube.com/watch?v=gnFkKOZiHZA&list=FLdv8domEzeDFPchXk56V4w&index=17&feature=plcp 10. Cybersmart Challenge – “Cybersmart Hero” (Teachers need to sign up/register their class to participate) http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Cybersmart%20Challenge.aspx 11. Upper Primary Unit – “Cyberbullying” http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Upper%20primary%20teacher%20resources.aspx

Ripple Effect Diagram	Students are provided with the concentric circle worksheet in order to show the ripple effect and focus on who is affected by cyberbullying, starting with themselves at the centre. (example – myself, friends, teachers/parents, grandparents etc)
Responsible social networking contract	<p>Jointly construct a Responsible Social Networking Contract with the students for them to sign off and send home to their parents for co-signing. (in line with current User Agreement for Internet Usage for DBSS)</p> <p>Eg: respectful communication/netiquette, appropriate contact with others online, protecting personal information, behaving ethically online, cyberbullying prevention</p>
(Example only)	<p style="text-align: center;"><u>Responsible Social Networking Contract</u></p> <p style="text-align: center;"><u>Deception Bay SS Year 5/6/7</u></p> <p>I,, as a student of Deception Bay SS, do hereby pledge that when using the internet and interacting with others online, I will:</p> <ul style="list-style-type: none"> • Use respectful and positive language that will not offend/upset others • Post comments that I would be prepared to say in person • Keep my passwords private and not share them with anyone • Report inappropriate/rude comments to a parent or teacher <p>I understand that if I choose to engage in online activities that are unsafe/inappropriate/rude/offensive, then I may lose access to online activities</p>

whilst at school and parents will be notified.....

Signature:

Parent Signature:

Teacher Signature: