



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Responsible Behaviour Plan for Students

## 1. Purpose

Eumundi State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

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

Eumundi State School developed this plan in collaboration with the school community via consultation with parents and staff during 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

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

## 3. Learning and behaviour statement

Eumundi State School's motto "While We Live We Grow" highlights our community's philosophy which recognises that we are all learners and that learning is a lifelong activity.

At Eumundi State School we believe that all children have the capacity to learn. We also believe that all students are at different points in their development, learn at different rates and require varying degrees of assistance and support to maintain their learning. We understand that individuals have areas of relative strengths and find some areas of learning come more easily than others.

As in all other areas of a child's school life, we see learning about behaviour and how to independently manage one's own behaviour is something that needs to be taught, modelled, practised, supported and reinforced. We also understand that to learn to effectively manage their own behaviour, children have varying needs in relation to the type and intensity of support they require.

At Eumundi State School we believe that for effective teaching and learning to occur, there needs to be a shared understanding and agreement among all stakeholders (students, staff, parents and the wider school community) about the specific conditions necessary for this to occur. We also believe that there needs to be strong and productive partnerships between the stakeholders and a commitment that all of our actions are on behalf of ensuring the best possible outcomes for our students.



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

expectations. There also needs to be logical and clearly defined strategies and processes to support achievement, ensuring a safe, supportive and disciplined learning environment for all students.

When a student enrolls at Eumundi State School, the student (if able), parent and school complete an enrolment agreement which outlines the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at the school.

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

##### **EUMUNDI EXPECTS**

At Eumundi State School, our school behaviour code is centred on four of the values that we see as essential to creating productive and ethical practices, positive and harmonious relationships, and safe and healthy lifestyles. We call this code **Eumundi Expects**.

The four elements of **Eumundi Expects**, which we refer to as “the four Cs” are:

##### **Care**

- Care for yourself
- Care for your learning
- Care for others
- Care for our school

##### **Courtesy**

- Using our best manners and being polite

##### **Cooperation**

- Working well together to reach our goals

##### **Common Sense**

- Stop
  - What is happening?
  - How do I feel?
  - What do I want to happen?
- Think
  - What can I do?
  - What might happen next?
- Do
  - Choose the best way to act and do it

##### **Working Toward Independence and Self Management**

In addition to this, we have a six-step ‘Response to Inappropriate Behaviour’ (Appendix 1) that outlines the steps taken by staff to effectively manage individual student behaviour.

The six-step plan is communicated to all students and new enrolments at the commencement of each school year, and as needed thereafter.



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

At Eumundi State School, our whole school approach to Behaviour Support is based on our strong belief that there needs to be a shared partnership between all staff, students, parents and the school community to assist every child to reach their full potential in all areas.

Good communication and shared ownership of behaviour (both acceptable and unacceptable) is essential if we are going to support and guide our young people into making positive behavioural choices and lead rich and fulfilled lives.

We strongly believe that expected standards of behaviour need to be modelled and that specific behavioural skills and attitudes need to be taught, practised, supported and positively reinforced for them to become embedded into a young person's life.

**Eumundi Expects** plays an important role in helping us identify and establish appropriate whole school behaviour standards.

Some of the strategies we use to teach, support and reinforce appropriate behaviour and attitudes are:

- Eumundi Expects - Catch a C Program, which incorporates:
  - o Classroom material, lessons and support materials to systematically teach each of the four C's.
  - o Formal and informal discussion with the students in a variety of situations and contexts about demonstrating the four Cs. For example:
    - \*\* Discussion about a target C at Parade.
    - \*\* Teachers talking to their class about classroom and playground expectations within the context of a particular C.
    - \*\* Verbally acknowledging and reinforcing appropriate behaviour within the context of a particular C.
    - \*\* Incidental discussion with individuals or groups of students about which of the C's they had ignored in a particular situation or minor incident.
  - o Advice to parents on each of the four Cs through school newsletters, targeting a specific C on a rotational basis, explaining to parents why this C is important to school life, ways that we will be teaching and reinforcing the target C, and how parents can support and reinforce the development and understanding of the C in the home environment.
  - o Rewarding children who are "caught" spontaneously using one of the four C's in the classroom or playground with a C Token which goes into a weekly prize draw – a lower and upper school child receives a reward on parade each week
- Classroom Effort and Achievement Awards presented every week on parade
- Specific Principal and Deputy Principal awards
- Academic Achievement Awards to promote excellence in key learning areas
- Eumunchi Program eg. promoting healthy eating (eg. a morning 'fruit-fix' break), as there is strong evidence that unhealthy diets can lead to attention and behavioural difficulties)
- Eumundi P – 6 Environmental Program which fosters understanding and positive attitudes and practices in cooperatively caring for and preserving our environment. Children are also encouraged to bring litter free lunches to school and there is a recycling of organic, plastic and can waste program in place, including a worm farm (in partnership with the Eumundi Markets) – School Green Machine and gardening club.
- School Leaders and Student Council.
- Regular School Leadership involvement in class and play time



The following proactive and preventative processes and strategies are also used to support student behaviour:



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

- A comprehensive induction program in the Eumundi State School Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff.
- Individual support profiles are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - Use of Personal Technology Devices at School (Appendix 2)
  - Procedures for Preventing and Responding to Incidents of Bullying, Cyberbullying and other inappropriate online behaviour (Appendix 3).
  - Consequences for Bringing Knives to School (Appendix 4)

### **Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

#### **Re-directing 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's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

### **• Targeted behaviour support**

#### **Teacher Support**

Teachers implement planned and incidental strategies in the classroom and playground to teach effective work habits, to develop social skills and to build a good rapport with and between students. Minor breaches of behaviour are dealt with by the staff member in charge of the group. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom expectations. This includes but is not limited to:

- Inappropriate verbal language;
- Inappropriate physical movement or positioning;
- Harassment/bullying;
- Physical contact (bumping, pushing);
- Disruption;
- Littering;
- Lateness.

Teachers support students through the following targeted interventions:

- Relationship building with students through one on one support with curriculum work, proximity in the classroom;
- A whole school approach to harassment;
- Use of recognition to target support and encourage on-task and appropriate behaviour;
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.



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

## Teachers keep a record of student behaviour and the targeted support in order to gauge when more intensive support is warranted.

### Extended Support

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place. More serious breaches include:

- Continual harassment/bullying of others (including cyber-bullying);
- Constant inappropriate language;
- Vandalism;
- Physical and verbal aggression;
- Continued defiance;
- Inappropriate use of technology devices;
- Theft.

Teachers use records of student behaviour and targeted support to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Student Support Committee (welfare/special needs committee).

The Student Support committee, along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support;
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a 'retreat' area from the classroom;
- Structured break time play through organised activities (Supported Play);
- Alternative play areas;
- Modification of timetable;
- Daily Reports - where student and teacher complete a daily report on how well a student has achieved their target goals and manages their own behaviour throughout the day. The student then discusses this with the Deputy Principal or Principal at the end of the day and takes the form home to parents for their feedback. There are different forms for Prep - Year 3 and for Years 4 – 6. Copies are attached (Refer to Appendices 5a and 5b).

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Deputy Principal are focussed on a coordinated approach to setting a more positive pattern of behaviour.

### • Intensive behaviour support

In situations where a student is unable to manage their own behaviour through other methods, the student, classroom teacher, parents and school administration meet to discuss what more intensive and specific forms of support are required to assist the student to manage his or her behaviour.

This would include referral to the Eumundi Student Support Committee to identify specific additional programs and/or strategies that may be required. These may include:

- Referral of the student and/or parent to the school Guidance Officer or Chaplain for possible assessment, counselling, advice etc.



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

- Referral of the student and teacher to the Advisory Visiting Teacher – Behaviour for intervention, which may include individual work with the student or with the whole class.
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner.
- Accessing interagency groups such as Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety, Police, and the Local Council.
- The development, implementation and monitoring of an Individual Behaviour Support Plan as appropriate to assist and support a student to learn to manage his/her own behaviour.
- Modifications to the regular school program to accommodate and assist a particular student to move towards being able to independently manage their own behaviour eg. a modified timetable or attendance.
- Access Teacher Aide support through school or district behaviour funding.
- Identification of professional development opportunities for staff to assist them with particular cases and issues.

## 5. Emergency or critical incident responses

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

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

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

#### *Maintain calmness, respect and detachment*

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

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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

#### *Debrief*



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

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

### **Physical Intervention**

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

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

Appropriate physical intervention may be used to ensure that Eumundi State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

### **Record keeping**

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

- Incident report (Appendix 6)
- [Health and Safety incident record](#)
- Debriefing report (for student and staff) (Appendix 7).

## **5. Consequences for unacceptable behaviour**

While every attempt is made to address the behaviour support needs of all students in positive and proactive ways, there are times when these strategies are unsuccessful and we need to impose consequences for these students to enforce the Code of School Behaviour and to ensure the rights, safety and welfare of other students, staff and our school community are protected.



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

**Consequences for minor or persistent classroom misbehaviour where proactive strategies and verbal reinforcement have been unsuccessful may include:**

- Staying back to complete unfinished work during a break.
- Telephone or written contact with the child's parent by the classroom teacher to discuss concerns – Step 2 of Appendix 1.
- Being sent to a “buddy class” to complete work (particularly for students who have been disruptive or not working in their own class) – Step 3 of Appendix 1. A reflection form is sent home by the class teacher.
- Being referred to the Deputy principal (for misconduct) is a form of lunchtime detention. The issuing staff member completes the front of the Student Behaviour Referral Form for the appropriate year level of the child, identifying the reason for the referral. This form is sent to the Deputy Principal. The form is sent home to advise parents and facilitate follow up discussion at home. Parents then sign the form to indicate they have seen it and return the form to school for filing. Parents are welcome to provide feedback if they wish. A copy of the forms are attached (Appendix 8).
  - o With the Deputy Principal, students discuss and are supported to complete the Reflection form.
    - \*\* For Years 4 – 6, this is stating in their own words what happened, and identifying; which part of ‘Eumundi Expects’ they ignored, why this wasn’t sensible behaviour, how this may have affected other people, what they could have been doing instead, ways to stop themselves from doing this again and any other actions they need to take.
    - \*\* For Prep – Year 3, this is drawing and/or writing what happened and what they will do next time.
    - \*\* A modified reflection form is used by some Special Need’s children.
- Involvement of the Deputy Principal or Principal to intervene and support in behavioural situations where the teacher and student require additional support.
- Withholding or withdrawal of invitations to participate in extra curricular activities such as camps and excursions may be an option for students who are unable to independently manage their own behaviour (i.e. those students on Step 4 of the school behaviour plan).

**Consequences for minor or persistent playground misbehaviour where proactive strategies and verbal reinforcement have been unsuccessful may include:**

- Staying with the duty teacher for a period of time.
- Litter duty or other community service.
- Sitting on the Red Seat (time out) for a period of time.
- Being sent to ‘Buddy class’
- Being sent to the Office (time out with Deputy Principal/Principal follow up).
- Being sent to the Reflection Room.
- Restricted access to the school playground for a designated period.
- Exclusion from the school playground for a designated period.



**Consequences of significant misconduct or persistent classroom and/or playground misbehaviour where other strategies have been unsuccessful may include:**



## The Code of School Behaviour

Better Behaviour  
Better Learning

- Face to face meeting with the student and parents to address concerns and create a change in behaviour (for persistent misbehaviour)
- In-school withdrawal (for persistent misbehaviour or misconduct). Student and parents are advised (in person or by telephone, and in writing), the reasons for the in-school withdrawal and students and parents are advised that continued misbehaviour or misconduct may result in more formal disciplinary action.
- Formal suspensions of 1 – 5 or 6 – 20 days (for significant misconduct; including verbal, physical, property or substance misconduct, disobedience and other conduct which is prejudicial to the good order and management of the school).
- The imposition of a Behaviour Improvement Condition in certain circumstances.
- Suspension with Recommendation for Exclusion in situations of extreme misconduct and/or illegal activity (which would also be reported to police).
- Suspensions and Exclusions are only used as a result of significant misconduct and in situations where all other avenues of behaviour support have been exhausted.

## 6. Network of student support

Our network of student support includes:

Within Education Queensland:

- Other students
- Staff
- Parents and carers
- Guidance Officer (who visits the school weekly)
- School Chaplain
- Eumundi Student Support Program Group (which meets fortnightly)
- District Behaviour Support staff
- District and Regional Student Services Personnel
- Statewide Student Services Directorate Personnel

Outside of Education Queensland:

- Local Medical Practitioners and related professionals, including psychologists and counsellors
- Local community support agencies
- Other Government Departments and agencies such as the Department of Child Safety, Department of Communities, Disability Services Queensland, Queensland Health and Queensland Police.

## 7. 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.

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

- promoting an environment which is responsive to the diverse needs of its students



## The Code of School Behaviour

Better Behaviour  
Better Learning

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

### 8. 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
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011

### 9. 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
- Statement of expectations for a disciplined school environment policy
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Temporary Removal of Student Property by School Staff



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

## 11. Some related resources

- [Bullying. No Way!](#)
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Take a Stand Together
- Safe Schools Hub

### *Endorsement*

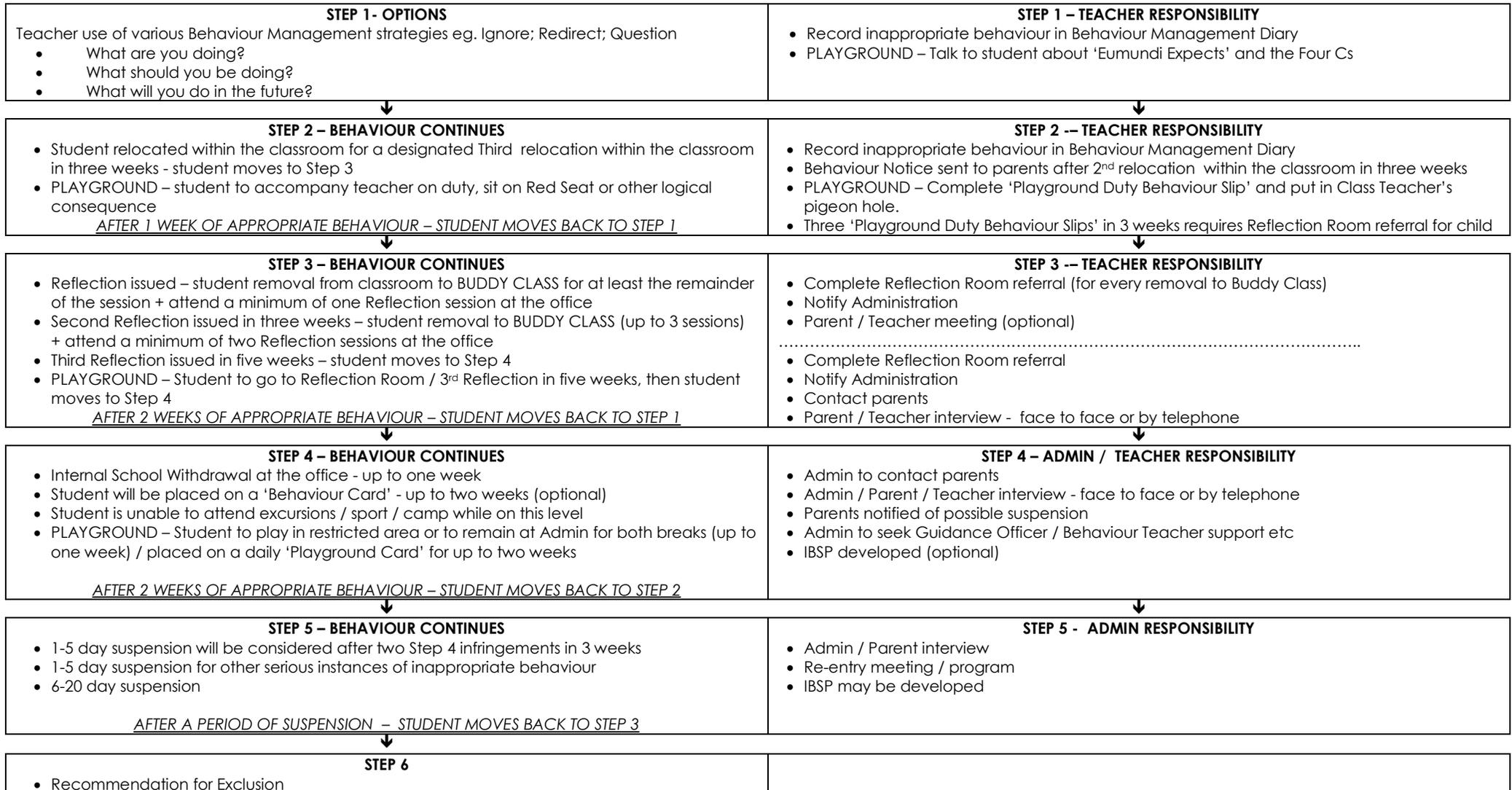
\_\_\_\_\_  
**MARK KROSS**  
Principal

\_\_\_\_\_  
**CHANTELLE BLACK**  
P&C President

Date effective:

from ..... to .....

**Appendix 1**  
**EUMUNDI STATE SCHOOL**  
**RESPONSE TO INAPPROPRIATE BEHAVIOUR**



**Disclaimer** All of the above applies, except in circumstances where the safety of students and staff is considered at risk or where the conduct is prejudicial to the good order and management of the school. All such cases would then be at the discretion of Administration.  
This flowchart will be applied with due acknowledgement to student individual differences. All decisions in Step 5 and beyond will take a student's individual circumstances into consideration

## Appendix 2

### The Use of Personal Technology Devices\* at School

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

\*\*\* For the purpose of this document, Personal Technology Devices includes, but is not limited to:

- *games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberry's®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

#### **Certain Personal Technology Devices Banned From School**

Students must not bring valuable Personal Technology Devices (as listed above) 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. Repeated breaches of this prohibition may result in disciplinary action being taken.

#### **Confiscation**

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.

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

breach this policy and may be subject to disciplinary action (including suspension and recommendation for exclusion).

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

### **Text communication**

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

### **Assumption of cheating**

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

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

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

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

### **Special Circumstances Arrangement**

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

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

## Appendix 3

### Procedures for Preventing and Responding to Incidents of Bullying, Cyberbullying and Other Inappropriate On-line Behaviours

#### Purpose

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

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. 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.
8. **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 4 school rules (the 4C's) and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. 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.
12. 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 Eumundi State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Eumundi State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## Appendix 4

### WORKING TOGETHER TO KEEP EUMUNDI STATE SCHOOL SAFE

We can work together to keep knives out of school. At Eumundi 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 at 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 consequences.
- 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 Eumundi 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.

**Appendix 5a  
P-3 DAILY REPORT**

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_ **Day & Date:** \_\_\_\_\_



- ☺ **I followed the rules**
- ☹ **I needed reminding**
- ☹ **I broke the rules**

	Morning Session			Middle Session			Afternoon Session		
<b>Goal 1</b> i.e. followed the teacher's direction the first time	☺	☹	☹	☺	☹	☹	☺	☹	☹
<b>Goal 2</b> i.e. I kept my hands and feet to myself	☺	☹	☹	☺	☹	☹	☺	☹	☹
<b>Goal 3</b> i.e. I showed respect to other people	☺	☹	☹	☺	☹	☹	☺	☹	☹
<b>Comments and Signature</b>									
<b>Teacher</b> _____									
<b>Parent</b> _____									
<b>Administration</b>									

## EUMUNDI STATE SCHOOL

### Years 4-6 STUDENT DAILY REPORT

This form is to be completed by each teacher who works with a student during a session. At the end of the day the form is to be brought to the office by the student to be copied and the original sent home for parents to sign.

The student should identify themselves to the teacher on playground duty at playtime and ask the teacher to complete their form at the end of playtime.

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

**DAY & DATE:** \_\_\_\_\_

SESSION	BEHAVIOUR AND ATTITUDE THIS SESSION	QUALITY OF WORK DONE IN CLASS	Students REFLECTION ON THE SESSION	TEACHERS' SIGNATURE
MORNING SESSION				
MORNING TEA				
MIDDLE SESSION				
LUNCH				
AFTERNOON SESSION				



Parents are asked to sign this copy and return it to school the following day.

Parent's Signature: \_\_\_\_\_

\_\_\_\_\_

Principal's/ Deputy Principal's Signature: \_\_\_\_\_

## Appendix 6

### Incident Report

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_



Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		

What occurred **immediately** before the incident? Describe the activity, task, and event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

## Appendix 7

### Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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

**Eumundi State School**

**STUDENT BEHAVIOUR REFERRAL – YEARS P – 3**

(Issuing staff member to complete this page.)

**NAME OF ISSUING STAFF MEMBER:** \_\_\_\_\_

<b>Referral to:</b>	<input type="checkbox"/> Administration
	<input type="checkbox"/> Reflection Room for ___ days from ____ / ____ / ____
	<input type="checkbox"/> Other _____

**Name of Student:** \_\_\_\_\_

**Class:** \_\_\_\_\_ **Class Teacher:** \_\_\_\_\_

**Date/s when misbehaviour occurred:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_    \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Time and Place:** \_\_\_\_\_

**Details of Inappropriate Behaviour:**

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**Eumundi State School**

## Student Behaviour Reflection (P – 3)

**To Parents:** This behaviour reflection has been completed by your child during a session in our 'Reflection Room' with a supervising teacher. Hopefully, this has given your child an opportunity to think about his/her inappropriate behaviour, about why this behaviour is not acceptable at school, and what he/she might try to do to ensure that this inappropriate behaviour is not repeated. If you have any questions about this or about the procedure being followed, please contact us at school.

**PLEASE HAVE YOUR CHILD RETURN THIS SHEET TO SCHOOL ON THE NEXT SCHOOL DAY, TO THE TEACHER SUPERVISING THE REFLECTION ROOM.**

My name is \_\_\_\_\_ The date is \_\_\_\_ / \_\_\_\_ / \_\_\_\_

What happened:

What I will do next time:

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Eumundi State School**

**STUDENT BEHAVIOUR REFERRAL – YEARS 4 – 6**

(Issuing staff member to complete this page.)

**NAME OF ISSUING STAFF MEMBER:** \_\_\_\_\_

**Referral to:**       Administration  
                          Reflection Room for \_\_\_ days from \_\_\_ / \_\_\_ / \_\_\_  
                          Other \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

**Class:** \_\_\_\_\_      **Class Teacher:** \_\_\_\_\_

**Date/s when misbehaviour occurred:**      \_\_\_ / \_\_\_ / \_\_\_      \_\_\_ / \_\_\_ / \_\_\_

**Time and Place:** \_\_\_\_\_

**Details of Inappropriate Behaviour:**

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**Eumundi State School**

**Student Behaviour Reflection (Years 4 - 6)**

**To Parents:** This behaviour reflection has been completed by your child during a session in our 'Reflection Room' with a supervising teacher. Hopefully, this has given your child an opportunity to think about his/her inappropriate behaviour, about why this behaviour is not acceptable at school, and what he/she might try to

do to ensure that this inappropriate behaviour is not repeated. If you have any questions about this or about the procedure being followed, please contact us at school.

**PLEASE HAVE YOUR CHILD RETURN THIS SHEET TO SCHOOL ON THE NEXT SCHOOL DAY, TO THE TEACHER SUPERVISING THE REFLECTION ROOM.**

My name is \_\_\_\_\_ The date is \_\_\_\_/\_\_\_\_/\_\_\_\_

1. Explain in your own words what happened: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Which part or parts of Eumundi Expects did I ignore: \_\_\_\_\_  
\_\_\_\_\_
3. Why wasn't this sensible behaviour? \_\_\_\_\_  
\_\_\_\_\_
4. How might my behaviour have affected other people? \_\_\_\_\_  
\_\_\_\_\_
5. What could I have been doing? \_\_\_\_\_  
\_\_\_\_\_
6. I could stop myself from doing this again by: \_\_\_\_\_  
\_\_\_\_\_
7. Other action/s I will need to take: \_\_\_\_\_  
\_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_