



The Code of School Behaviour

Better Behaviour
Better Learning



Southport State School

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

1. Purpose

Southport State School is committed to providing quality education for all in a safe, respectful and disciplined learning environment. Our school is working with our community to promote:

- the best learning outcomes for every student
- each student reaches his/her potential
- multiculturalism
- the development of individual talents
- learning through living
- the advancement of individuals through independent learning

Southport State School strives to create positive, predictable environments for all students at all times during the day. The Responsible Behaviour Plan is designed to facilitate high expectations and high standards of behaviour through:

- Achieving high outcomes, including the effectiveness and efficiency of our student support procedures,
- Raising achievement and attendance,
- Promoting inclusion, and
- Ensuring the safety and well-being of all members of the school community.

2. Consultation and data review

The Southport State School community has undertaken ongoing consultation and review of school data relating to , school opinion survey, attendance, absenteeism, school disciplinary absences, behaviour incidents from 2010 - 2013 and our commitment to implementing the School Wide Positive Behaviour System (SWPBS) also informed the development process.

Data identified areas of concern for the whole school community that needed to be addressed to ensure that a safe and supportive environment was provided and decided that behaviour that disrupts the learning of others will not be accepted.

The Plan was endorsed by the Principal, the School Wide Positive Behaviour Support Team, the President of the P&C and the Assistant Regional Director in January 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

Essential to effective learning and high achievement of outcomes for all students is a safe, supportive and disciplined environment that respects the rights of all students to learn, all teachers to teach and all community members to feel safe.



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Better Behaviour
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All areas of Southport State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Southport State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

It is the belief of our school that:

- Every student is to be recognised and treated as an individual with the right to learn in a discrimination free environment.
- All students realise and accept that there are consequences for actions.
- Through the implementation of current curriculum we provide a sound education that emphasises the eight Key Learning Areas.
- Our school will work towards creating a warm and stimulating classroom and school environment.
- Our school is concerned with the development of the whole student: intellectually, culturally, morally, emotionally, spiritually and creatively, encouraging the development of self esteem and self confidence whilst providing opportunities for development of independence.
- The school accepts the responsibility to maintain, develop and implement learning programs which are relevant to modern teaching practices and reflect acceptable standards in today's society.
- Quality organisation, management, resources and facilities provide a framework for the provision of quality teaching and learning experiences.
- All activities undertaken at our school focus on the student.
- The School Community is a valuable source of human and material resources.
- Maximum student development occurs when partnerships between pupils, teachers, parents and the community are positive.

It is important that everyone associated with this School understands and appreciates the importance of co-operative behaviour, with a common concern for the well being of all who belong to our school community.

4. School Values

Our school community has identified the following values to teach and promote our high standard of responsible behaviour:

- Be respectful
- Be Safe
- Be a learner

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



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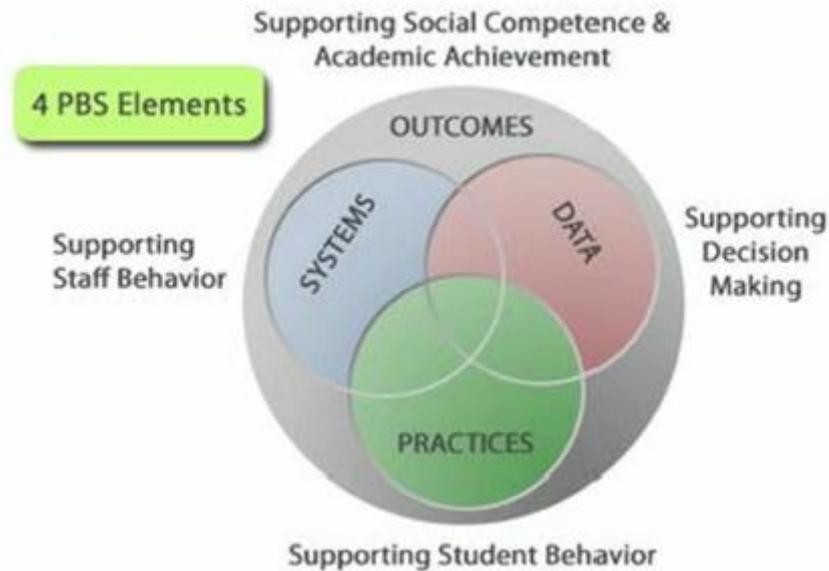


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5. School Wide Positive Behaviour Support (SWPBS)

Positive Behaviour Support is defined as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour. It consists of four elements that work together to support social competence and academic achievement.



Positive behaviour support is the redesign of environments, not the individual.

At Southport State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching Behavioural Expectations
- Academic Restructuring
- Behavioural Interventions

(Elliot, Hamburg and Williams, 1998 Gottfredson 1997; Lipsey, 1991; 1992; Tolan and Guerra, 1994)

Southport State School and the SWPBS team recognise the link between behaviour and learning through the **Continuum of School-Wide Instructional and Positive Behaviour Support** data, and strategies are put in place to encourage high expectations for positive behaviour and therefore academic success.

The Continuum visually represents that although all students at Southport are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.



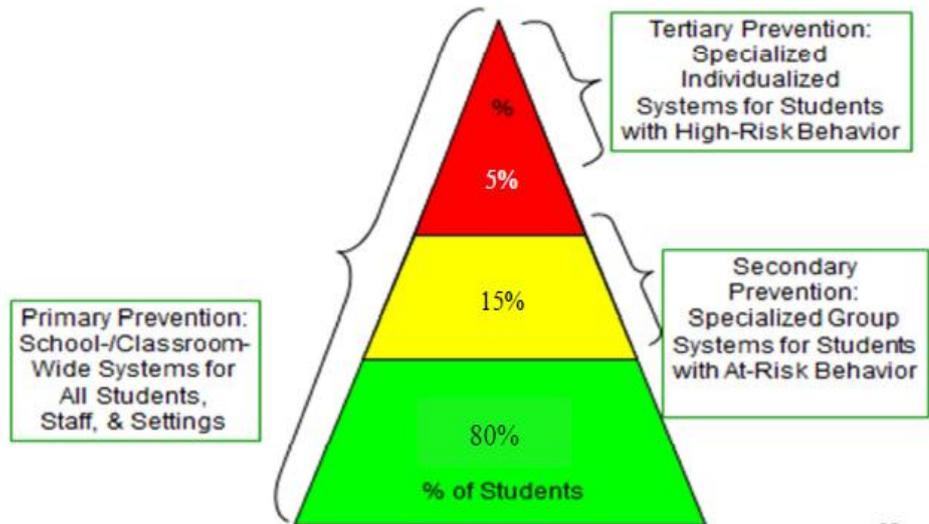
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Continuum of School-Wide Instructional and Positive Behaviour Support



Investing in SWPBS results in:

- Change in school discipline systems
- Reduction in problem behaviour
- Improved academic performance
- Savings in staff and student time
- Improved effectiveness of individual interventions
- Improved perception of school safety and mental health.

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

• Whole School Behaviour Support

A whole school approach means everybody in the school's community is **committed to a safe and supportive environment**. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Southport State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and in the Southport community as an informed social citizen. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to create positive behaviour and prevent problem behaviours.

Our whole school approach provides a supportive and positive learning environment through:

- Open communication with the school community on the school's Responsible Behaviour Plan for Students and the School Wide Positive Behaviour Support matrix.
- Emphasising the use of assessment and behavioural data to guide intervention and management decisions.
- Shared school values and positive reinforcement of the school rules. Student of the week for each of the Values – I am a Learner, I am Safe and I am Respectful
- Establishment of agreed programs and procedures that are known and understood by all members of the school community.



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- Staff, student and parent access to professional development, education or training.
- Managing of incidents through clear and well-understood processes.
- Supporting students and building strong community relationships.

Expectations for student behaviour are designed by a school based team informed by the latest research on Positive Behaviour Support, professional development, school data, and an intrinsic knowledge of Southport State School. A set of behavioural expectations in specific settings has been attached to each of our three school values. The School Wide Positive Behaviour Support Expectations below outlines our agreed specific behavioural expectations in all school settings.

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

- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons conducted during focused teaching episodes (PACT Lessons), School Wide Positive Behaviour Focused episodes and School Assemblies
- During active supervision by staff during classroom and non-classroom activities.
- Clearly visible posters throughout the school grounds and in all classrooms and other buildings including; office, library, and specialist rooms.

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

- Participation in National e-smart project to identify, manage and prevent cyber bullying.
- Buddy program between Year 6 students and Prep students.
- Whole school rewards program – class rewards lead to Deputy Principal Awards, leading to Principal's Awards. Students who achieve Principal's award are eligible to attend a special event at the end of each semester and at end of year those students who have received 4 Principal Awards and attended 2 special events receive a special behaviour badge.
- School Wide Positive Behaviour Support Leadership Team (PBS) provides a whole school agenda for facilitating positive behaviour and learning, regular provision of information to staff, and support to others in sharing successful practices.
- Comprehensive induction programs in the Southport State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - a. The Use of Personal Technology Devices* at School (Appendix 1)
 - b. Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).



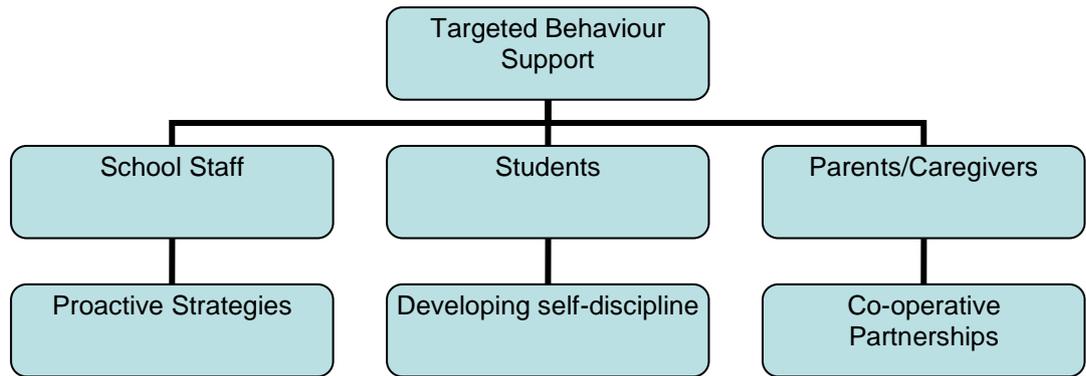
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• Targeted Behaviour Support



- ★ Social Skills Program
 - Stop Think, Do
 - 3B's of Bullying
- ★ "You've been seen" cards. Weekly draw of Tuckshop voucher.
- ★ Review school values and meanings on assembly
 - Posters displayed each week.
 - Printed in newsletter.
- ★ Student of the week certificates
- ★ Deputy Principal Awards
- ★ Principal Awards
- ★ Special Events
- ★ Verbal praise
- ★ Nutrition – Healthy lunch/breakfast club
- ★ Classroom structure, routines and curriculum to meet the needs of students.
- ★ Student Council
- ★ Peer Support Leaders
- ★ Buddy classes
- ★ Encouragement and rewards scheme
- ★ Positive letters sent to parents for exemplary/ improved behaviour

Students aim to achieve awards through
 -Principal's Morning Tea program
 -Sports Awards
 -Student of the week
 -Citizenship Awards
 -Encouragement reward scheme

Positive rewards are printed in the Newsletter.

Students are responsible for the behavioural choices they make.

Self discipline is fostered and encouraged within the school community.

- ★ Involve and train parents in class activities
 - Support-a-reader
 - Curriculum activities
- ★ Open days
- ★ Parent/teacher interviews
- ★ Morning tea for volunteers
- ★ Multi-cultural events
- ★ Culminating Activities (end of unit celebrations)
- ★ P & C.



The Code of School Behaviour

Better Behaviour
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• Intensive Behaviour Support

All students at Southport State School who are considered to be “at risk” either educationally or behaviourally are identified and referred through our SIP (Student Intervention Pathways) committee by staff members who have concerns. These students are those who exhibit behaviour of an intensity and frequency that they are at risk of serious injury to themselves or others, or that learning disengagement for this student is present or imminent. This level of support occurs after less intensive measures have been attempted but have not met the needs of the student or the circumstances.

Intensive support programs are provided to those children who after observation and /or screening are seen to need intensive support. These programs can include such measures as class and playground agreements/contracts, monitoring, shadowed play, supported play with a teacher’s aide, alternative programs and highly modified curricula offerings. These are constructed by a team of persons which can include the Behaviour Teacher, Administration Representative, Guidance Officer, class teacher, parents and Head of the Special Education Services [HOSES] at the school.

Programs and Actions for students may include:-

- Goal setting, Incentive programs, Anger Management, Conflict Resolution, Restorative Justice, Seasons for Growing, Rock and Water, Social Skilling, and Counselling; these are selected and tailored to meet student needs.
- PACT may also support students with specific “high level” behaviours through the development of modified and supported learning tasks, alternative tasks or extension tasks as required on a one to one or small group basis.
- At this level outside agencies such as Child and Youth Mental Health Services, Paediatricians, Counselling Agencies, Behavioural Units and Psychology Departments may also be approached or accessed to provide intensive interventions.
- Staff and parents are also supported at this level by the Behaviour teacher, Guidance Officer and outside providers through skilling programs and professional development. “Triple P” parenting programs for caregivers are offered when practicable. The school also maintains and expands its social skilling and behaviour management resources on a regular basis.

7. Emergency responses or critical incidents

Southport State School has planned responses to emergencies and critical incidents.

In the case of serious student misconduct creating an emergency situation, school personnel are directed to contact administration with a red card or phone call, remove students from harm where possible and keep risks isolated until further help.



The Code of School Behaviour

Better Behaviour
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Teachers and administration staff with Non-violent Crisis Intervention training will intervene with physical restraint as per official guidelines. APPENDIX 3 contains the relevant extract.

- All critical incidents need to be recorded on a critical incident form as soon as possible and referred to the principal, deputy principal or HOSES.
- Debriefing after a critical incident should occur with the help of GO, SGO or Principal Advisor Education Services.

Weapons e.g. Knives

If there is an incident with a weapon such as knives then the school is to follow the formal lockdown procedures or isolate the offender in a classroom. Police are to be notified of a threatening situation.

Prohibited Items

The school will refer to the Policy document – Temporary Removal of Student Property by School Staff in the event that a prohibited item is discovered. Below is the relevant guideline to determine if property is to be confiscated.

Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

8. Responding to Unacceptable Behaviour

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

Setting Expectations

Because Southport State School believes in high expectations, we believe setting down clear expectations for teaching, learning and playing will assist students to know the standards required for successful participation in school life. When responding to problem behaviour the staff member follows:

- A universal whole school step program that identifies **the escalation process**.
- The SWPBS matrix for identifying types of negative behaviours students display and whether it is **minor** or **major**.
- The SWPBS matrix for identifying appropriate **consequences** for behaviour management.

Southport State School deploys consequences using a school wide step program, in which staff can universally respond to student behaviour using a



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The Code of
School Behaviour
 Better Behaviour
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consistent approach. The following table outlines the procedure staff follow when instigating behaviour management consequences in the classroom.

Responses to misconduct specifically relating to bullying and misuse of technology/cyber bullying is outlined in Level 5 and linked to APPENDIX 1 and APPENDIX 2.

Level	Consequence	Description
1	Rule reminder	Students receive a warning
2	Warning with consequence reminder	Students are visually reminded of the value they have ignored and are provided with the opportunity to make positive and self-informed choices.
3	Time out	The student can reflect on behaviour and develop personal strategies and goals for a positive re-entry into the classroom.
4	Buddy class	Time away from peers. An observable regain of control by the teacher and de-escalation of disruptive behaviour. Reflection sheet to be completed.
5	PACT/ Administration	To provide reflective discussion on how students can make positive choices. Possible disciplinary action.

Re-directing low level and infrequent problem behaviour

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

Southport's preferred way of redirecting low level behaviour is to ask them to think of how they might be able to act more safely, more respectfully and more as a learner. To do this Southport State School staff use the Stop, Think, Do traffic lights. This encourages the students to reflect upon their own behaviour, evaluate it against expected school behaviour, and to plan how their behaviour could be modified so as to align the expectations of the school community..

Recognising Minor and Major Behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Deputy Principal or Principal. Refer APPENDIX 4

MINOR BEHAVIOURS:

Any situation that can be dealt with easily by redirection or warning

- **does not involve malicious intent or the safety of students**
- **minor breaches of school rules**
- **does not violate rights of others in as serious way**



The Code of School Behaviour

Better Behaviour
Better Learning

MAJOR BEHAVIOURS:

Any disruptive behaviour that

- is ongoing,
- has malicious intent either verbally or physically
- puts others or self at risk
- is a deliberate action to the detriment of others

Level 6 – External suspension 1-10 days or 11 -20 days (S.D.A.)

School disciplinary absences are to be considered as a last resort once other strategies have been used. The school acknowledges that at times behaviour can be so severe and sudden that a suspension is the only option.

Grounds for Suspension:

- Disobedience
- Misconduct when attending, representing or travelling to and from school
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.
- As determined by admin and database monitoring
- Or as determined by their IBMP/ Re-entry agreement
- Duration determined by admin.
- May lead to suspension pending exclusion as determined by admin
- Re-entry meeting and plan required

Level 7- Grounds for Suspension with a Proposal to Exclude:

A student may be suspended with a proposal to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, a student may be suspended with a proposal to exclude for the student's contravention of a behaviour improvement condition.

9. Network of student support

Personnel who are available to help students include:

- Staff with regular student contact - Teachers, teacher aides, administration personnel, PACT teacher, HOSES, Deputy Principal and Principal.
- Specialist staff who visit the school – Guidance Officer, Chaplain, visiting psychologist and Education Queensland therapists.
- External supports that have communication links with school – medical professionals, Triple R, CYMHS, DOCHS, RAYE Program, Griffith University Psychological Services, Paradise Kids, Pyjama Company, and Brave Hearts.

10. Consideration of individual circumstances

Southport State School values individuals and aligns school behaviour policy with inclusive education policy.

Inclusive education recognises and actively addresses injustice and disadvantage, responds to uniqueness of individuals so all students can access



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Better Behaviour
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schools and participate to achieve learning outcomes and to develop skills to work and live productively and respectfully with others from a range of backgrounds, abilities and cultures. Refer APPENDIX 5 (CRP-PR-009: Inclusive Education)

11. Related legislation

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

12. Related Departmental Procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

13. Some related resources

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

Endorsement

Principal

P&C President or
Chair, School Council

Principal's Supervisor

Date effective:

from 1/1/2013 to 31/12/2015



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APPENDIX 1

The Use of Personal Technology Devices* at School

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

Mobile Phones- SCHOOL CONTEXT

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Southport 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.



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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

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



* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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APPENDIX 2

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

Purpose

1. SOUTHPORT 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 SOUTHPORT 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 SOUTHPORT 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 Southport State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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,



Queensland
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The Code of School Behaviour

Better Behaviour
Better Learning

including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Southport State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the school rules and have been taught the expected behaviours
 - All students have been or are being taught the specific routines in the nonclassroom 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 nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
9. Bullying Surveys conducted twice yearly and strategies taken from this data may include;
 - Classroom units of work
 - Police visits
 - Targeted group behaviour management strategies
 - Guest speakers
 - Theatre productions
10. 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 SOUTHPORT 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'.

SOUTHPORT STATE SCHOOL also uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can 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.



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The Code of School Behaviour

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APPENDIX 3

SMS-PR-021: Safe, Supportive and Disciplined School Environment

Excerpt: Physical Restraint

Principals and School Staff:

- use physical restraint:
 - as an immediate or emergency response
 - as part of student's individual plan, including prevention of self-harming behaviours.
 - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
 - after considering welfare of student, staff and other students
 - with such force as is [reasonable under the circumstances](#)  (new window) 
 - in conjunction with teaching and reinforcement of alternative appropriate behaviour

- when developing strategies to deal with situations involving use of physical restraint:
 - use [risk management procedures](#) (new window) 
 - follow procedures in accordance with [Code of Conduct](#) and
 - follow procedures in accordance with [SMS-PR-012: Student Protection](#)

- consider any issues that might exacerbate the situation such as:
 - body language, tone of voice or facial expressions
 - student's sensitivity to sounds or touch
 - student's methods of communication

- assume calm demeanour to avoid escalating student's behaviour
- maintain appropriate observation or monitoring of student during and after incident of physical restraint.

Immediate or Emergency Response

Principals and School Staff:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify principal (if not directly involved) and student's parent/carer of incident, detailing:
 - the behaviour that preceded the use of physical restraint



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- the type and duration of restraint used
 - staff members and other witnesses present during the period of the incident
 - student's physical condition before and after physical restraint
 - counselling provided to the student following the period of physical restraint
 - planned future action to prevent further incidences of the behaviour.
-
- prepare an [incident report](#) (new window) 
 - provide debriefing for the student and any other students after a suitable interval of time has elapsed
 - hold a debriefing meeting with relevant staff members
 - Develop [individual plan](#) if physical restraint is necessary as an ongoing strategy.



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APPENDIX 4



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	MINOR: Any situation that can be dealt with easily by redirection or warning and does not involve malicious intent or the safety of students. Minor breaches of school rules. Does not violate rights of others in as serious way.			MAJOR: Any disruptive behaviour that is ongoing, has malicious intent either verbally or physically and puts others or self at risk. Deliberate actions to the detriment of others	
	DEAL WITH ON LOCATION			ADMIN / PACT	ADMIN / PACT
	1 - WARNING	2 - NAME ON BOARD	3 - TIME OUT/RED SEAT	4 - BUDDY CLASS	5 - ADMIN / PACT
Disruptive		Repeated level 1	Repeated level 2	Repeated after time out	Disruptive in buddy class
	Calling out		Argumentative Back chatting	Continual minors	Continual minors
	Disruptive noise				
	Walking around the room				
	Moving around school in a disruptive / noisy manner				
Verbal misconduct		Repeated level 1	Repeated level 2	Repeated after time out	Disruptive in buddy class
	Swearing when hurt		Name calling/ swearing at someone		Bullying
	Slip of tongue swearing		Rude jokes		Discriminatory behaviour/remarks
	Swearing in play not directed at anyone, once off				Threatening behaviour
	Incorrectly addressing teacher/adult				Abusive language
	Cheeky / condescending				
	Arguing				
	Calling out				
Physical misconduct					
			Spitting on the ground	Spitting at some one	Physical violence
			Pushing / shoving	Hitting	Fighting
				Damaging other's school uniform	Throwing furniture Self-harm
Defiant/ threat to adults/ others				Repeated after time out	Repeated after Buddy Class
	Entering classroom without permission		Refusal to participate		Physical violence
	Non participation				Bullying /cyber Threatening behaviour Abusive language
Dress code		Repeated level 1	Repeated level 2	Repeated after time out	Repeated after Buddy Class
	Breach of dress code				Inappropriate Hair style/cut
	Uniform not worn correctly Non school hat or other				Repeated breach of dress code
Property misconduct		Repeated level 1	Repeated level 2	Repeated after time out	Repeated after Buddy Class
	Using equipment inappropriately		Writing on equipment		Bringing in dangerous items/goods
	Swinging on chair		Throwing things		Stealing Graffiti
					Deliberate damage /misuse of property
Bullying harassment	5 ADMIN / PACT				
					Bullying is hurtful treatment done on purpose that is repeated over time. Verbal, Emotional, Physical Bullying
Non compliant with routine		Repeated level 1	Repeated level 2	Repeated after time out	Repeated after Buddy Class
	Entering classroom without permission		Refusal to participate		Leaving the school grounds
	Non-participation Late to class				Out of bounds
	1 - WARNING	2 - NAME ON BOARD	3 - TIME OUT/RED SEAT	4 - BUDDY CLASS	5 ADMIN / PACT



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APPENDIX 5

CRP-PR-009: Inclusive Education

Excerpt:

Principals:

- Provide leadership that contributes to creating a school climate that is welcoming of all students and establishes a culture of respect that is evident in all school policies, programs and practices.
- Work collaboratively to embed an inclusive approach to curriculum development, teaching, learning, assessing and resource selection across school, based on an understanding of disadvantage, social injustice and marginalisation.
- Identify and resolve barriers to student access to, and engagement with, programs and [activities](#) across years of schooling through consultation and collaboration.
- Demonstrate through curriculum plans and professional development opportunities, [strategies](#) for responding to diversity in classrooms and across whole school.
- Build school capacity to support all students by collaborating and networking with other service providers.
- Establish open and positive relationships with parents/carers and community to improve access to programs, facilities, information and expertise.
- Develop school culture that reflects high expectations for all students.
- Treat all students with dignity so they can enjoy benefits of education and same general rights and opportunities through enrolment, participation, access to curriculum and achievement.
- Develop and implement strategies and programs to prevent victimisation and [harassment](#) [↗](#).
- Gather school-based information on student achievement, retention, and participation to evaluate progress and identify priorities for school improvement with a particular focus on those groups of students who have been educationally disadvantaged.

Teachers:

- Provide curriculum that is intellectually challenging and built on students' background knowledge and cultural understandings.
- Develop and use a range of [classroom practices](#), strategies, materials, individual and classroom curriculum plans, assessment and [reporting](#) processes that give all students opportunities to demonstrate and communicate their knowledge, understandings and skills.
- Develop curriculum experiences for students to further develop their interest in and knowledge of a range of social and cultural groups.
- Provide all students with teaching and learning that they need for success in school and beyond.
- Facilitate opportunities in consultation with parents/carers, guidance officers and/or other specialist staff for individualised assessment, curriculum planning and adjustments to assist students who are or who are at risk of underachieving, disengaging or are at a juncture in their education that would benefit from individualised planning



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- Individualised assessment and/or education plans are put in place for students:
 - who require high frequency of adjustments to access and engage with their intended curriculum and achieve learning outcomes
 - who are in care of State and require an Education Support Plan
 - with English as a Second Language and require access to ESL support
 - who are in Year 10 and require a Senior Education and Training Plan
 - who have challenging or complex behaviours and require an Individual Behaviour Support Plan
 - who are identified to be at significant educational risk.
- Enable improvements to student outcomes by using a range of information and evidence based practice to inform, and develop curriculum programs, including authentic and [productive teaching](#) approaches.
- Use and share information and opinions from the broader community to promote inclusion of all students.
- Understand and use school and departmental policies to promote student access and participation in learning programs and school activities.
- Work with parents/carers and broader community to improve student participation in social, recreational, vocational and academic pursuits.
- Monitor students progress and provide regular formal and informal reports to parents/carers and other relevant agencies in accordance to relevant school and/or departmental policies.



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