Responsible Behaviour Plan for Students
The Code of Behaviour - Better Behaviour Better Learning

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

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
Biddeston State School developed this plan in collaboration with our school community. The consultation process involved a review of the existing Responsible Behaviour Plan for Students, with staff, parent representatives, P&C and senior students. The review process occurred in Term 3 2013.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in August 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement
All areas of Biddeston 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 Biddeston State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules as examples; this is not an exhaustive list. The School-wide Expectations Teaching Matrix below outlines our agreed rules and 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 on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Praise of students who are doing the right things, good behaviour choices.

In addition, Biddeston State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, acknowledging the excellent behaviours demonstrated by students in the past week, items about behaviour and strategies enabling parents to be actively and positively involved in school behaviour expectations.
- All staff are involved in mentoring positive school behaviour, share information, successful practices and inform parents/caregivers of the same.
- Comprehensive induction programs in the Biddeston 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:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying – including Cyberbullying (Appendix 2).
  - Banned Implements (Appendix3)
  - Uniform Policy and Dress Code (Appendix 4)
<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>- Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>- Use good manners</td>
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<tr>
<td>- Treat others, as you would like them to treat you</td>
</tr>
<tr>
<td>- Always speak considerately to others, with others and about others</td>
</tr>
<tr>
<td>- Use polite language</td>
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<tr>
<td>- Wear school uniform</td>
</tr>
<tr>
<td>- Jewellery is limited to a watch, one pair of stud or small sleepers, as per the school uniform policy.</td>
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<tr>
<td>- Hair is to be neat, long hair is to be tied back if past the collar or eyebrows and to be the student’s natural hair colour and appropriate for school</td>
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<tr>
<td>- Enter and exit room in an orderly manner</td>
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<tr>
<td>- Have a go, do your best and let others do the same</td>
</tr>
<tr>
<td>- Participate in school approved games</td>
</tr>
<tr>
<td>- Respect privacy of others particularly in toilet areas</td>
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<tr>
<td>- Wait inside the gate at front of school, with the teacher on duty until the bus roll is marked</td>
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<tr>
<td><strong>BE RESPONSIBLE</strong></td>
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<tr>
<td>- Be honest</td>
</tr>
<tr>
<td>- Take responsibility for your belongings and the belongings of others</td>
</tr>
<tr>
<td>- Ask permission to leave the classroom</td>
</tr>
<tr>
<td>- Be on time</td>
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<tr>
<td>- Be in the right place at the right time</td>
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<td>- Follow instructions straight away</td>
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<tr>
<td>- Be prepared</td>
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<tr>
<td>- Complete set tasks</td>
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<tr>
<td>- Take an active role in classroom activities</td>
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<tr>
<td>- Take pride in your school work and your school’s achievements</td>
</tr>
<tr>
<td>- Keep work space tidy</td>
</tr>
<tr>
<td>- Be a problem solver</td>
</tr>
<tr>
<td>- Return equipment to appropriate place</td>
</tr>
<tr>
<td>- Move peacefully</td>
</tr>
<tr>
<td>- Use toilets during breaks</td>
</tr>
<tr>
<td>- Have your name marked on the bus roll</td>
</tr>
<tr>
<td>- Behave in a responsible manner while travelling to and from school, for sporting activities and excursions.</td>
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<tr>
<td>- Care for the environment</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>- Respect others’ personal space and property</td>
</tr>
<tr>
<td>- Care for equipment</td>
</tr>
<tr>
<td>- Clean up after yourself</td>
</tr>
<tr>
<td>- Wait your turn</td>
</tr>
<tr>
<td>- Raise your hand to speak</td>
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<tr>
<td>- Respect others’ right to learn</td>
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<tr>
<td>- Talk in turns</td>
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<tr>
<td>- Be a good listener</td>
</tr>
<tr>
<td>- Play fairly – take turns, invite others to join in and follow rules</td>
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<tr>
<td>- Walk in rooms and on cement</td>
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<tr>
<td>- Walk quietly and orderly so that others are not disturbed</td>
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<tr>
<td>- Wash hands</td>
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<tr>
<td>- Wait your turn</td>
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<tr>
<td>- Keep your belongings nearby</td>
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<tr>
<td>- Sit on the bus</td>
</tr>
<tr>
<td>- Wear shoes and socks at all times</td>
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<tr>
<td>- Be sun safe; wear a broad brimmed hat</td>
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<tr>
<td>- Use equipment appropriately</td>
</tr>
<tr>
<td>- Rails are for hands only</td>
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<tr>
<td>- Walk one step at a time when using the stairs</td>
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<tr>
<td>- Keep passage ways clear at all times</td>
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</table>
Reinforcing expected school behaviour

At Biddeston State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

Biddeston State School staff members positively acknowledge the appropriate behaviours of students each day in a number of ways:

- Praise and encouragement, verbal and non-verbal
- Stickers, stamps, class rewards
- Points for sporting house
- Acknowledgement of appropriate behaviour choices with student and parent (conversation/phone call/letter home).
- Recognition on weekly report card
- Positive postcard sent home
- Reward Chart - Additional free play on Friday Afternoon
- Good behaviours praised and acknowledged on parade / newsletter
- Positions of Responsibility (record in OneSchool)
- Certificates - weekly and each term
- Gotchas (each term - record in OneSchool)

Staff observing students following school and classroom rules, will give positive recognition and reinforcement, occurring continuously throughout the day.

Biddeston State School Reward Chart entitles the student to an additional 10 minutes of playtime on Friday. If a student has one or more inappropriate behaviour choices recorded for the week, they will forgo the reward of free play and will return to the classroom to engage in class work.

Staff members hand out Gotcha cards on a regular basis to students who follow the school rules in both classroom and non-classroom areas. This positive reinforcement occurs for students who demonstrate over and above the expected behaviours. When staff ‘catch’ a student following the rules above and beyond what is expected they can choose to give them a Gotcha card. When students are given a Gotcha card they drop the card in the box. At the end of term Special Parade these cards are read out and the reason the student was given the card is read out. One Gotcha is drawn out of a raffle and the student whose name is drawn out is rewarded from the school prize box. Students awarded Gotchas and certificates are recorded in OneSchool. Cards are never removed as a consequence for problem behaviour.

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 them 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.

It should be noted students who have rule infringement in either the medium, high or extreme levels will have immediate and appropriate consequences in addition. Behaviours of a medium, high, or extreme nature are documented in OneSchool and parent/carer informed.

**Relate problem behaviours to expected school behaviours**

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

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

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Students also receive training about how to respond when other students display problem behaviours, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

- **Targeted behaviour support**

Each year a small number of students at Biddeston State School are identified through our data, the Reward Chart and OneSchool, as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Biddeston State School is a small school and it is important to recognise that all staff are involved in the support of all students. It is a team approach and parents/caregivers are involved in the support through the classroom teacher. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Strategies used for targeted behaviour support include:

- Verbal and non-verbal cues
- Curriculum adjustments
- Increased support
- Communication within the school community
- Added responsibilities

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
• **Intensive behaviour support**

At Biddeston State School, all students who are considered to be ‘seriously at risk’ of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach, all staff are involved and parents/caregivers are consulted.

Biddeston State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

- Staff work with and consult with other agencies and Education Queensland staff members to develop appropriate behaviour support strategies
- Staff monitor the impact of support for individual students through continuous communication and data collection
- Staff make adjustments as required for the student, and
- All staff are consistent in their approach to the student.

In the case of other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff would liaise.

5. **Emergency responses or critical incidents**

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

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

**Basic defusing strategies**

**Avoid escalating the problem behaviour**
Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

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

**Debrief**
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisions/choices during the sequence of events, evaluate decisions/choices made, and identify acceptable decision/choices 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 Biddeston 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 reason for 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 5)
- Reflection sheet (for student) (Appendix 6)
6. Consequences for unacceptable behaviour

Biddeston State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool and the Reflection Sheet (Appendix 6) are used to record all minor and major problem behaviour.

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 to, discussed and documented with the Principal immediately

**Minor** behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Principal.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution, detention for work completion and reflection
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Principal.

**Major** behaviours result in an immediate referral to Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member consults with Principal immediately, states what occurred, student is removed to an appropriate area for the major behaviour to be dealt with.

**Major problem behaviours** may result in the following consequences:
- **Level One:** Time in office/with Principal, alternate lunchtime activities, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence
- **AND/OR**
• **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school AND/OR

• **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The Principal has the responsibility to exercise professional judgement to determine the outcome and particular circumstances in each case.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings&lt;br&gt;• Running in stairwells / verandah</td>
<td>• Throwing objects&lt;br&gt;• Possession of weapons</td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment&lt;br&gt;• Not playing school approved games&lt;br&gt;• Playing in toilets</td>
<td>• Serious physical aggression&lt;br&gt;• Fighting</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression&lt;br&gt;• Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground&lt;br&gt;• Not wearing shoes outside&lt;br&gt;• Jewellery other than a watch, sleeper or studs</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks of an appropriate level&lt;br&gt;• Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)&lt;br&gt;• Not in the right place at the right time.</td>
<td>• Leaving class without permission (out of sight)&lt;br&gt;• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request&lt;br&gt;• Non compliance&lt;br&gt;• Unco-operative</td>
<td></td>
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</tbody>
</table>
### The Code of School Behaviour

#### Better Behaviour
#### Better Learning

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Accept outcomes for behaviour</th>
<th>Rubbish</th>
<th>Electronic devices including mobile phones</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor dishonesty</td>
<td>• Major dishonesty</td>
<td>• Littering</td>
<td>• Computerised games switched on in any part of the school at anytime without authorisation by a staff member. • Mobile phone switched on in any part of the school at any time without authorisation from a staff member</td>
<td>• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance</td>
</tr>
</tbody>
</table>

#### 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain (Oakey SS)
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Friends for Life programme

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

9. Related legislation

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

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

11. Some related resources

- Bullying, No Way!
- Act Smart Be Safe
- School wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- http://www.kidsmart.org.uk/
- http://www.cybersmart.org/
- Friends for Life - http://www.pathwaystoresilience.org/
The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, mobile phones or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into the office or class teacher and will be returned at the end of the school day. A parent letter stating their permission for the bringing of these devices to school must be sent in to the 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 Biddeston 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not

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

*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.*
Appendix 2

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

Purpose

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

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

Prevention

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

9. 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 Biddeston 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’.
WORKING TOGETHER TO KEEP BIDDESTON STATE SCHOOL SAFE

We can work together to keep knives out of school. At Biddeston State School

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if you bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you might be disciplined by suspension from school.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can you help to keep Biddeston State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
Appendix 4

Uniform Policy and dress code
The P&C of Biddeston State School resolves that it supports a student dress code because it believes that a student dress code at Biddeston State School promotes objectives of Education (General Provisions) Act 2006.

In particular, the P&C of Biddeston State School supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- ready identification of students and non-students at school
- eliminating distraction of competition in dress and fashion at school;
- fostering a sense of belonging; and
- developing mutual respect among students through minimising visible evidence of economic or social differences.

Students will wear the school uniform appropriately at all times and with pride.

Jewellery is limited to a watch, one pair of sleepers or studs.

Hair is to be neat and appropriately styled, long hair is to be tied back and to be of the student’s natural hair colour and appropriate for school.

Students will wear the wide brimmed school hat at all times when not inside.

SCHOOL UNIFORMS

**BOYS:**
- Black Shorts
- Red Polo Shirts

**GIRLS:**
- Black Skorts or Skirts
- Red Polo Shirts

**ALL:**
- Black Shoes
- Black Socks
- Black Hats - Washable, squashable type (Legionnaire caps are acceptable)

**WINTER UNIFORM:**
- Red Long-sleeved Polo Shirts
- Black Pants
- Red Polar Fleece Pullovers
- Black Spray Jackets

**SPORT SHIRT**
- House coloured shirt worn Fridays
## Appendix 5

### Incident Report to be entered into OneSchool

**Major Behaviour at D and E level recorded in OneSchool**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Person Completing Form:**

**Date of incident**

<table>
<thead>
<tr>
<th>Period: Before school/Morning session/First break/Middle session/Second break/ Afternoon session/Bus duty</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location: Classroom/Playground/Toilets/Bus/Excursion</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject: English/Maths/Music/PE/LOTE</th>
</tr>
</thead>
</table>

**Witnessing staff:**

**Witnessing students:**

**Incident type: Minor/Major**

**Incident details:**

<table>
<thead>
<tr>
<th>Attachments:</th>
</tr>
</thead>
</table>

**Student categories**

**Strategies**

**Motivation of Behaviour**

**Referrals**

**Record of Contact:**

---

Template Version Control: 5 August 2009
# Biddeston State School – Reflection Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Incident Date and Description:**

<table>
<thead>
<tr>
<th>Record</th>
<th>Who else could provide information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you saw or heard</td>
<td>Write the strategies you could use next time to avoid a repeat of this incident.</td>
</tr>
<tr>
<td>What you did or said</td>
<td></td>
</tr>
<tr>
<td>Who was involved</td>
<td></td>
</tr>
<tr>
<td>When it occurred</td>
<td></td>
</tr>
<tr>
<td>Where it occurred</td>
<td></td>
</tr>
</tbody>
</table>

Try and write in order of events

Do not write inappropriate words – first letter only.

---

If you run out of space, continue writing on the back of the sheet.
Endorsement of Responsible Behaviour Plan

Endorsement

Sharon Wilson
Principal

Danielle Lowie
P&C President

Russell Simpson
Assistant Regional Director

Date effective:
from August 2013 to

The Code of
School Behaviour

Better Behaviour
Better Learning

Queensland Government