



The Code of School Behaviour

Better Behaviour
Better Learning

Beechmont State School

Responsible Behaviour Plan for Students

1. Purpose

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

Beechmont State School is committed to providing students with a place where all students have the choice to reach their full potential, and all members of the school community conduct themselves in a lawful, ethical, safe and responsible manner, that reflects our School motto – At all times consider others.

The most important part of this plan is that staff, parents and students must always work together to ensure the success of this plan. This plan is also aligned to the “Values for Australian Schools”.

All members of our school community should reflect the values and behaviour that are acceptable not only in our community, but in society in general.

Responsible Behaviour concerns the development and implementation of responsible attitudes and acceptable behaviour. It requires an ability to distinguish right from wrong with resultant self-discipline.

Students progress most effectively in a secure, ordered and well-disciplined environment in which both staff and students take pride in achievement. Such an environment will be based on self-discipline of all participating persons supported by a system of rules and incentives (both positive and negative) which aim at promoting effective learning. An emphasis on positive incentives and practices should promote self-discipline and an ability to accept responsibility for acts and omissions and perhaps most importantly ensure that the rights and expectations of the participating persons are not unduly infringed.

A Responsible Behaviour Plan which aims at providing such an environment will be flexible enough to allow for and to deal with (if not to anticipate) discipline problems which may arise within the school environment but which result from external causes. Again the use of positive practices in attempts to resolve such problems will be preferred.

This Plan will aim to:

- a) ensure an understanding by all participating persons of all specific school rules, the policy generally and the rights, expectations and responsibilities, outlined in the policy, of the participating parties, and
- b) achieve consistency of discipline whilst retaining flexibility and making appropriate allowances for external events and
- c) positively promote self-discipline in all participating parties.





The Code of School Behaviour

Better Behaviour
Better Learning

2. Consultation and data review

The plan was initially developed by the school staff, with further collaboration from the P&C and School Council. It was endorsed by the Assistant Regional Director and will be reviewed in 2016 according to legislation.

3. Learning and behaviour statement

1. We believe that Responsible Behaviour relates to the development of self-control and self-direction in each child. It can never be reduced to the mere enforcement of a set of rules.
2. We believe that good behaviour is a pre-requisite for effective learning and that,
 - a) no child has the right to stop the teacher from teaching.
 - b) no child has the right to stop another child from learning.
 - c) no child has the right to engage in behaviour that is not in his/her best interests or the best interests of others.
3. We see our task not merely as curbing misbehaviour but as promoting constructive and positive behaviour.
4. We see the development of a healthy self-concept in children as major pre-requisite for responsible behaviour.
5. We accept that a well-planned curriculum is an important foundation for responsible classroom behaviour.
6. We believe that responsible behaviour grows out of a warm pupil/teacher relationship.
7. We accept responsibility, along with the home and community, for helping our children develop socially acceptable standards.

Children's Needs and Expectations

1. To receive reasonable treatment at school. This means that others should not physically hurt you or hurt your feelings.
2. To express yourself. This means that you may talk freely about your ideas when appropriate.
3. To have a safe school. This means that your school should provide safe classrooms, equipment and rules to ensure your safety at school.
4. To tell your side of the story when appropriate. This means that you may tell your side of the story when accused of breaking a rule.
5. To have teachers who seek to establish optimal learning environments.
6. To receive appropriate recognition of work done and for appropriate behaviour.

Children's responsibilities

You have a responsibility to:

1. Wear a school uniform at all times.
2. Allow others to work without being bothered: This means that you quietly make good use of your time and do not bother others.
3. Complete your classroom assignments. This means that you do your best with your class assignments and homework, being sure to hand them in on time, and completed to the best of your ability.
4. Help make school a good place. This means being thoughtful, respectful and courteous to others, display good manners to peers, teachers, staff, visitors etc.



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Government



The Code of School Behaviour

Better Behaviour
Better Learning

5. Take care of property. This means that you take care of school property and respect the property of others.
6. Come to school. This means that you come to school every day, on time, unless you are sick or have a special reason to be absent. Bring a note from your parents/guardians when returning to school.
7. Obey school rules. This means observing all safety, playground, classroom and bus rules.
8. Take school messages home. This means that it is important for you to take all school messages to your parents. You must also bring messages from home to school.
9. Practice good personal cleanliness. This means that you come to school clean and practise good health habits at school.

School Staff Needs and Expectations

1. To be respected and treated with consideration at school by peers, parents and children.
2. To express yourself
3. To have a safe school.
4. To expect your property will be safe.
5. To receive support and assistance as required.
6. To receive appropriate recognition of work done.

School Staff Responsibilities

You have a responsibility to:

1. Provide a stimulating learning environment. This means providing a meaningful program to meet the needs of all students in your care.
2. Make school a good place. This means being thoughtful, respectful and courteous to others.
3. Take care of property. This means that you take care of school property and that of others.
4. Accept school rules. This means applying all safety, playground and classroom rules equitably.
5. Provide an appropriate social model within the school. This means that teacher's behaviour should reflect the values that are expected of students.
6. See that the Behaviour Management Policy is consistently implemented. This means that all teachers are committed to the smooth running of the school community.
7. Review periodically the Responsible Behaviour Plan and all specific rules.
9. Demonstrate loyalty towards the school by promoting it whenever possible.
10. Show enthusiasm for your job.
11. Treat all students with respect and compassion.
12. Maintain professional confidentiality at all times.





The Code of School Behaviour

Better Behaviour
Better Learning

Parents' Needs and Expectations

1. To ensure that your children receive the best possible education.
2. To ensure that your children's welfare is provided for in the school organisational structure.
3. To discuss your children's education with the school staff at appropriate times
4. To be informed of your children's progress.
5. To be informed of your children's behaviour and attitude to classroom and school rules.
6. To be informed of all school/community activities which may affect you/your children.
7. To be made welcome at the school in whatever capacity you visit

Parents' Responsibilities

You have a responsibility to:

1. ensure your child attends school and send a note explaining any absence.
2. support the school organisational structure to ensure that your children receives the best possible education.
3. support the school organisational structure to ensure that every child can work and play in a safe, happy and secure environment.
4. ensure that your children support all class and school rules.
5. support and comply with all school administration guidelines and procedures.
6. inform the school of any information that will better enable the teacher to understand the child and cater for his/her individual needs.
7. discuss with the school staff any queries or concerns you may have before the problem becomes too compounded.
8. to support the school/community efforts to provide a more effective and efficient learning centre for the children.
9. contribute financially to assist with the provision of a quality education.
10. by payment of levies and for activities and excursions your children are involved.
11. ensure your children have all the equipment they require to participate in classroom activities such as text books, pencils etc.
12. accept, with the school, joint responsibility for the education and discipline of your children.

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

• Universal behaviour support

As Beechmont is a stable school, the intake of new children from a wide cross-section of the population can lead to behaviour problems in both the school and classrooms. However, through a planned Behaviour Management approach that is adhered to consistently by each staff member, children will be taught two important concepts:





The Code of School Behaviour

Better Behaviour
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- * Certain behaviours are desirable and should be repeated.
- * Certain behaviours are undesirable and should be avoided.

To achieve these aims, at the beginning of each year classroom teachers, in consultation with the students will develop:

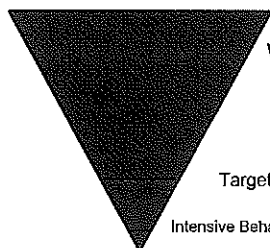
- * A Behaviour Plan for the classroom.
- * Positive consequences for when students choose to behave.
- * Alternative consequences for when students choose to misbehave

The Classroom Behaviour Plan will be formulated with the class and displayed for all children and parents to see as well as pasting a copy in each child's homework book.

Communication with Parents

Positive communication with parents will be maintained by:

- * Communicating the Classroom Behaviour Plan to parents by letter early in the year.
- * Positively reinforcing students by sending home notes, awards, stickers
- * Documenting all problems- a record of behavioural incidents referred to the principal will be kept. This will allow parents to be informed in a fair non-judgemental manner. This will be recorded in OneSchool.
- * Being prompt – timely contact will be made with parents to discuss behavioural issues.



Whole-School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10 - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

We aim to have a few simple rules and our fundamental rule is aligned with our school motto:

At all times consider others.

Our other school rules are:

1. Care for yourself
2. Play cooperatively in the correct places
3. Respect our school grounds and property
4. Respect the rights of others
5. Use positive strategies to solve problems

As we have up to 80% children who travel to school by bus we have included the following guidelines for behaviour in relation to buses:

Bus rulesat school

1. First two buses leaving, children must line up in the designated area. No play, as this might delay the bus leaving on time.
2. Last bus children play in designated area, as directed by Adult on duty. Those children must not play until the Adult on duty gives permission.
3. Bike riders/walkers must wait inside school grounds until the roll has been marked.





The Code of School Behaviour

Better Behaviour
Better Learning

Bus Rulesat the bus stops

1. Children will behave correctly at all times, following all school rules at the bus stops.
2. They will also follow all road safety rules.
3. Department of Transport policy on behaviour standards will be followed and enforced.

Acknowledgement of positive behaviours and achievements

- Class awards on weekly parade
- Tidy classroom Award
- Postcards
- Letter of Commendation
- Acknowledgement of children and adults in the weekly newsletter
- Recognition of children's work on the School website
- Year 7 Leadership program
- Year 6 Emerging Leader Program
- Buddy program
- Prep Assistants
- Possum Awards
- Promotion & Acknowledgement of 'family' school ethos
- Principal's Awards
- Writing Awards
- Public Speaking Awards
- Stickers
- Individual behaviour Awards

• Targeted behaviour support

Programs that facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour are:

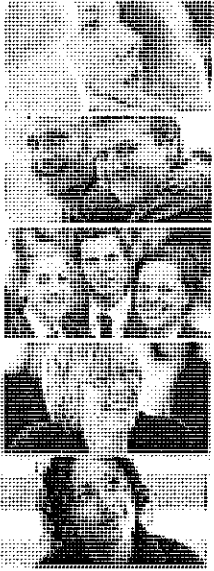
- You Can do it!
- Friendly Kids, Friendly Classrooms
- Green Room
- Values Peer groups
- Continuation of Family Values
- Classroom Behaviour Plans
- Responsible Thinking Room
- Social Skills Program
- Activities similar to & including, Bullying. No Way!

• Intensive behaviour support

• Harassment:

- Harassment is another form of misbehaviour. It will not be tolerated at Beechmont State School in any manner.
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- As this type of harassment has considerable and long term implications for teaching and learning, all complaints will be taken seriously, and investigated and resolved by following Education Queensland's Specific Grievance Procedures.





The Code of School Behaviour

Better Behaviour
Better Learning

- There is an harassment referral officer at this school. Any staff member, parent or student who would like to know more about their rights and responsibilities in this area, should contact the school, to arrange an interview with the relevant officer.
- All complaints and queries will be confidential.
- Beechmont State School aims to provide a safe, caring, tolerant positive learning environment for students to enjoy their primary education.
- This school does not tolerate bullying or harassment. The school community has proactive strategies to help prevent harassment and bullying. When bullying does occur and is reported, staff are committed to putting an end to the bullying behaviours.
- Bullying is a **pattern of behaviour**, by one person towards another, which is **designed** to hurt, injure, embarrass, upset or frighten that person. It often involves an imbalance of **power** between the bully and the victim, (perhaps due to differences in age, size, popularity or intelligence). **Bullying may be physical, verbal or psychological.** Bullying may involve:
 - physical aggression
 - the use of put-down comments or insults
 - name-calling
 - damage to a person's property
 - deliberate exclusion from activities
 - the setting up of humiliating experiences

PRINCIPLES OF ACTION PLAN FOR DEALING WITH BULLYING

- Reports or witnessed incidents of bullying will not be ignored. Staff members will investigate situations, which may comprise bullying behaviour.
- The school will provide support for the victim and their families. We recognise that no-one deserves to be bullied.
- Support will also be offered to the bully to help him / her change their behaviour.
- The school will not go into "crime and punishment" mode. Intervention and action will at all times involve respect for both the victim and the bully and will not model the bullying actions that are unacceptable.
- The principal will meet with the key stakeholders, at all times being sensitive of the students' needs and appropriate confidentiality will be a priority.
- The school will communicate clearly to the victim's family, our approach when dealing with bullying. The principal will be the main contact person for the victim and their family.
- The behaviour of an alleged bully will be monitored to ensure the bullying behaviour toward the victim stops
- and does not transfer to other students.

ACTION PLAN FOR DEALING WITH BULLYING IN OUR SCHOOL

PROACTIVE STRATEGIES:

- Collaboratively formulated classroom rules – discussions at this time will focus on children treating each other with respect, on tolerance and





The Code of School Behaviour

Better Behaviour
Better Learning

- inclusivity, on finding solutions to social problems and on resilience, and on encouraging peers to support victim not collaborate, either actively or passively
- Directed focus within classroom if needed, including use of "Bullying-No Way", "Friendly Kids, Friendly Classrooms" and other educational resources.
- Buddy system
- Incidental teaching moments
- Role model of teachers
- Peer Mediators

RESPONSES IN CASES OF BULLYING

- When bullying is reported or recognised the staff member will make some initial investigations in an effort to determine that the behaviour is bullying, that it is in fact a pattern of behaviour, (not an isolated incident), and that the action was intended to hurt the victim, (not simply thoughtlessness). The staff member will also need to consider the perception of the victim and check what their needs are.
- When the attending staff member believes the behaviour to be bullying, or has some concerns, he/she will consult with the principal. Students and families may take their concerns directly to the principal.
- Depending on the circumstances some or all of the following actions will be undertaken:
- The principal will meet with the key stakeholders, which might include the victim, the accused bully, either or both of their families, staff and other students who might be considered to be reliable witnesses. At all times sensitivity to the students' needs and appropriate confidentiality will be a priority.
- The school will provide support for the victim and their families. This may range from Guidance Officer support to specific programs in class, resilience training etc.
- Support will be offered to the bully to help him / her change their behaviour. They should recognise that their behaviour is unacceptable and has negative consequences for themselves and others. They will be offered support to help them improve their social skills and cease their bullying behaviour.
- The consequences of bullying behaviour will be determined on a case by case situation.
- The principal will maintain ongoing regular communication with the victim's family while concerns for / by the victim remain. The principal will liaise with classroom teachers, playground duty teachers, the victim, the bully and other reliable students to keep informed of the situation.
- The behaviour of an alleged bully will be monitored.

A Parent Information Pamphlet about Bullying is also available to assist families through any difficult times.



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The Code of School Behaviour

Better Behaviour
Better Learning

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

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 decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Beechmont 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





The Code of School Behaviour

Better Behaviour
Better Learning

immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool.

6. Consequences for unacceptable behaviour

Consequences of unacceptable behaviour can be found in each class. All classroom plans are developed collaboratively and are displayed in each room. The plans are sent home to every family at the beginning of the year. The Plans generally have a 4 level system from Level 1, having your name put on the board to Level 4, being sent to the Principal or Responsible Thinking Room.

Each situation requires individual attention, consequently there is no set of defined consequences, these will be discussed with all parties involved in an incident depending upon the severity of a situation.

Significant behaviour lapses will result in a child being sent to the Responsible Thinking Room, as well as Parent involvement.





The Code of School Behaviour

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	Inappropriate Behaviours	Most Likely Consequences
Low Level	<ul style="list-style-type: none"> • Class-related issues (eg. unprepared for learning, late to class, ongoing off-task behaviours, non-completion of classwork or homework, failure to attend detention, etc.) • Non-compliance issues (eg. late arrival to school and not following the appropriate procedures, not bringing appropriate equipment to class, etc.) • Minor disruptive behaviour (e.g. talking in class) • Use of inappropriate language 	<ul style="list-style-type: none"> • Extra work issued • Referral to Principal • Parent/guardian contacted via phone or letter • Community service • Detention • Referral to RTC
Medium Level or Persistent Low Level	<ul style="list-style-type: none"> • Disruption of class# • Disobedience, refusal to comply with instructions • Disrespectful to staff • Leaving class/school without permission • Use of offensive language • Bullying, harassment • Truancy • Repetitive low level behaviour • Smoking 	<ul style="list-style-type: none"> • Referral to Principal • Confiscation of property • Referral to a Support Team Member • Parent contact and/or interview • Detention • Sent to RTC • Suspension (1-5 days) – only imposed after all other responses have been considered
High Level or Persistent Medium Level	<ul style="list-style-type: none"> • Persistent medium or low level behaviours • Gross disobedience • Repeated smoking incidents • Major harassment • Repeated bullying • Breaches of the 'Use of Personal Technology Devices at School' Policy • Inappropriate items brought to school • Offensive language or threats directed at staff • Theft / Vandalism • Fighting / Physical assault • Drugs/Alcohol/Weapons – possession, supply, use 	<ul style="list-style-type: none"> • Referral Principal • Referral to Support Team Member • Sent to RTC • Parent contact/interview • Police contact, where appropriate • Referral to alternate learning centre • Suspension • Exclusion • Confiscation of substances/weapons • Full details are provided in policy section 'School Disciplinary Absence'

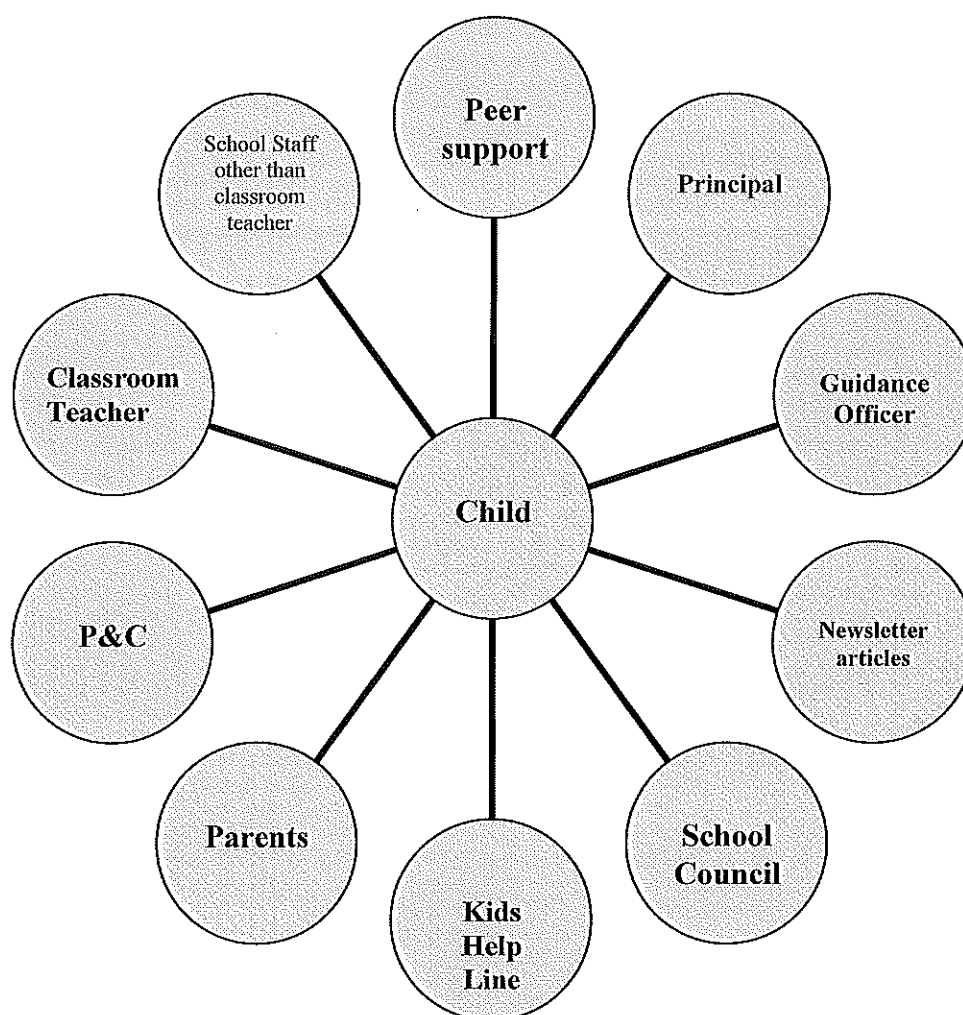


The Code of School Behaviour

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7. Network of student support

Children at Beechmont State School have access to a variety of support as indicated by the following diagram.



8. Consideration of individual circumstances

At Beechmont School individual circumstances always govern how children are treated. The one rule fits all, is not the norm at our school. Our aim is that all children are treated fairly but differently according to their needs.

Some of the ways that this happens is through:

- Indigenous student tracking form
- Individual Behaviour Management Programs
- Open channels of communication between the home and school which allow us to know the whole picture of a child, through:
 - ☺ Communication Folders
 - ☺ Individual Communication Books
 - ☺ Parent & Teacher access to email





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Better Behaviour
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9. Related legislation

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

10. 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

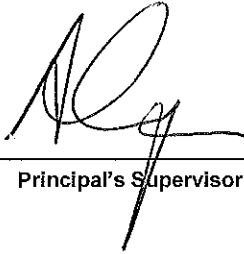
11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or
Chair, School Council



Principal's Supervisor

Date effective:

from November 2013 to December 2016



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 **mobile phones**, cameras, digital video cameras, DSi's or Personal DVD 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.

Certain Personal Technology Devices NOT Banned From School

Mp3 players are the only personal Technology devices that are not banned from being brought to School as long as the student bringing the device is a school bus traveller. These devices are only to be used on the School buses and not at school at all. They are an aid for the long bus travel journeys that some children have. They are to be used by the child owner & not shared due to passing of disease through earpieces and listening to or watching movies/Video clips that parents may not approve of. It is strongly recommended that these are stored in the School Office during the day to eliminate the risk of breakage or theft.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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



The Code of School Behaviour

Better Behaviour
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The Code of School Behaviour

Better Behaviour
Better Learning

This following section should not apply to Beechmont State School as no devices (apart from Mp3 players for bus travel only) are allowed to be brought to School.

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

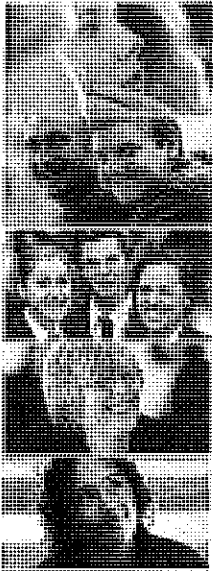
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

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.



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



The Code of School Behaviour

Better Behaviour
Better Learning

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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





The Code of School Behaviour

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Appendix 2

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

Purpose

1. Beechmont 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 Beechmont 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 are outlined earlier in this policy
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 Beechmont 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, 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 Beechmont 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





The Code of School Behaviour

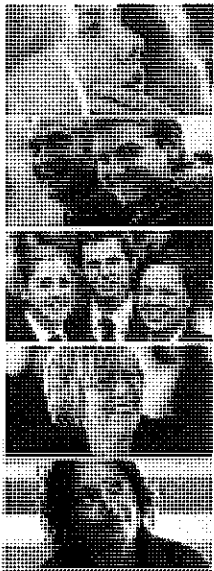
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expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

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 schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Beechmont State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Beechmont State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the



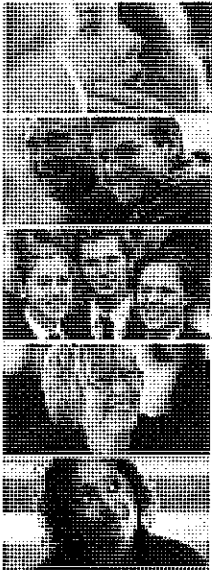


effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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Responsible Thinking Room Reflection Sheet Year 5, 6, 7

YOUR NAME: _____

YOUR TEACHER: _____

DATE: ___ / ___ / ___

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THIS IS WHAT HAPPENED:

THIS IS A RULE I BROKE OR THE RIGHTS I INFRINGED:

THIS IS WHAT I MUST DO TO MAKE SURE THIS DOES NOT HAPPEN AGAIN:





Responsible Thinking Room Reflection Sheet Year 1 & 2

YOUR NAME: _____

YOUR TEACHER: _____

DATE: ___ / ___ / ___

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What did you do?

What should you have done?





Responsible Thinking Room Reflection Sheet Year 3 & 4

YOUR NAME: _____

YOUR TEACHER: _____

DATE: __/__/__

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What?	Who?
Where?	When?
Why?	Will it happen again?



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Government



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RESPONSIBLE THINKING ROOM REFERRAL

STUDENT:	DATE:	TIME:
TEACHER:	SUBJECT:	

Bullying/harassment	<input type="radio"/>	Defiant/threat to adults	<input type="radio"/>
Disruptive	<input type="radio"/>	IT misconduct	<input type="radio"/>
Lying/cheating	<input type="radio"/>	Misconduct involving object	<input type="radio"/>
Non-compliant with routine	<input type="radio"/>	Physical misconduct	<input type="radio"/>
Possess prohibited items	<input type="radio"/>	Property misconduct	<input type="radio"/>
Refusal to participate	<input type="radio"/>	Threat to others	<input type="radio"/>
Verbal misconduct	<input type="radio"/>	Other	<input type="radio"/>

Teacher Comment:

Work to be completed:





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BEECHMONT STATE SCHOOL

1922 Beechmont Road
BEECHMONT QLD 4211
Ph:(07) 5545 9100
Fax: (07) 5545 9199
Email: admin@beechmontss.eq.edu.au
After School Care: (07) 5545 9 124

At all times consider others

Parent / Guardian,

This note is to inform you that your child has been sent to the Responsible Thinking Room. Please discuss this matter with your child, then sign and return this notice tomorrow.

If you wish to discuss this matter further, feel free to contact the school.

Thanks for you co-operation.

I, Parent/Guardian of _____ have read the information relating to my child's time in the Responsible Thinking Room and have discussed the behaviour with my child and their need for action to ensure this does not happen again.

Parent Signature

Teacher Signature

EDUCATION is a PARTNERSHIP





The Code of School Behaviour

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At all times consider others

means:

1. At eating times you must sit and eat
2. Be in the undercover area promptly during eating time & until dismissed by the teacher on duty.
3. Do not share food.
4. All rubbish is to be put in the correct bin.
5. Hats must be worn when outside.
6. You must walk on the pathways and in the amphitheatre.
7. You are not to be out of the school grounds without an adult.
8. Out of bounds areas are:
 - Forts before school
 - Gardens behind the tuckshop
 - Gardens behind the tennis court
 - Hill at the back of the Lower school fort
 - Car park
 - Old Prep fort
 - Tanks
9. Take care of the gardens.
10. Sticks, rocks, stones, long lamandra leaves etc are not to be in your hand or thrown.
11. You keep your hands & feet to yourself.
12. At all times be kind and respectful.
13. Speak nicely to other people.
14. Do not touch another person's belongings.
15. Use technology correctly and appropriately.
16. Take care of school property and your own property.
17. You do not go into buildings without an adult or a permission slip.
18. Use sporting equipment the way it was intended to be used.

