



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

DUNDULA STATE SCHOOL

Responsible Behaviour Plan for Students based on *The Code of School Behaviour : 2012 to 2015*

1. Purpose

Dundula 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

Dundula developed this plan in collaboration with our school community. Broad consultation with parents, staff and students has been undertaken in Term Two 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 to 2014 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director Schools in 2014, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Dundula 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 inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Dundula 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.

We at Dundula State School operate by the following beliefs about behaviour and learning:

- Education is a life-long process;
- Gender is not a determinant of capacity to learn;
- Children with disabilities are encouraged to access all educational opportunities;
- Children learn at different rates;
- Students, parents and teachers are part of a team;
- The school is a focal point of the community;

- Good manners and respect are encouraged;
- Children learn by a variety of activities;
- Our school community provides appropriate social role models;
- An attractive environment enhances learning;
- The child's self-esteem is developed;
- Personal safety is paramount.

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 Dundula 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. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> ▪ Talk in turn ▪ Ensure you follow the Explicit Instruction approach – I do, You do, We do, plough back. ▪ Respect others' right to learn ▪ Raise your hand to speak ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Be inclusive ▪ Play fairly and by the rules 	<ul style="list-style-type: none"> ▪ Walk one step at a time ▪ Carry items ▪ Move peacefully in designated lines ▪ 	<ul style="list-style-type: none"> ▪ Respect privacy of others 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate ▪ Wait inside the gate until the bus stops

BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell ▪ Participate in school approved games ▪ 	<ul style="list-style-type: none"> ▪ Rails are for hands ▪ Keep passage ways clear at all times 	<ul style="list-style-type: none"> ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Have your name marked on the bus roll ▪ Leave school promptly ▪ Have your bus pass ready ▪
BE SAFE	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care when using equipment ▪ Clean up after yourself ▪ Wait your turn without pushing and shoving 	<ul style="list-style-type: none"> ▪ Walk, don't run ▪ Enter and exit room in an orderly and safe manner ▪ Sit still, without rocking on chairs ▪ Never climb onto port racks ▪ Use the rails when walking up and down the stairs 	<ul style="list-style-type: none"> ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat. Remember! No hat, no play 	<ul style="list-style-type: none"> ▪ Walk quietly and orderly so that no one gets hurt ▪ Walk one step at a time 	<ul style="list-style-type: none"> ▪ Wash hands ▪ Walk, don't run 	<ul style="list-style-type: none"> ▪ Wait your turn ▪ Keep your belongings nearby ▪ Walk safely to the bus when instructed.

Note: Individual Behaviour Plans are devised for some students with special needs.

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

- Behaviour reminders conducted by classroom teachers;
- Weekly whole school parade 'school rule' as a consistent school message

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Dundula 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 (**Appendix 2**)
 - Procedures for knives/sharp objects at school (**Appendix 3**)
 - Playground Duty Expectations (**Appendix 4**)
 - Uniform non – compliance (**Appendix 5**)

Reinforcing expected school behaviour

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

Classroom rules and expectations:

- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff and
- are implemented in a consistent, fair and just manner.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Dundula Positive Notice

Non-classroom Lessons

Use of “Good Ones” rewarding good behaviors at any time

Classroom

Student of the Week awards and individual classroom strategies eg: each individual class develops their own ‘classroom’ reward system

Good Ones

Playground

Whole School Program

Good Ones, Birthday Awards presented on parade each week.

Whole School

Data entered onto ‘one school’.

Students also receive ‘Student of the Week’ awards

End of year academic, sporting and cultural awards for each year level

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 ignore inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student. Staff 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. The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

5. Consequences for unacceptable behaviour

Dundula 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.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team and is recorded on OneSchool

Minor behaviours are those that:

- are minor breaches 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 Administration.

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, short-term withdrawal (time away), time out (on the time out seat), individual meeting with the student, apology, restitution or detention (in designated area) for work completion.
- 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.

Time Away/Time Out Strategy

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply whilst still able to be supervised. This time out in class will depend on the severity and nature of the inappropriate behaviour. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their level of seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The student may need to be restrained in an appropriate manner for their own safety and the safety of others.

Behaviour Support: Chaplaincy

Each year a small number of students at Dundula State School are identified through our data as needing a little bit extra in the way of behavioural and / or emotional support. Our school Chaplain visits each Tuesday and Friday and provides one-on-one support to identified students.

Intensive behaviour support: Student Needs Committee

Dundula 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. The Social Justice Committee:

- works with other staff members to develop appropriate behaviour support strategies incorporated into an Individual Behaviour Support Plan, where necessary
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Administration Team to achieve continuity and consistency.

The **Student Needs Committee** has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies. Working with the student and their family, a representative from the school's administration and district-based behavioural support staff outlines steps to be taken to address the concerns identified.

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

School Intervention and Recording of Student's Inappropriate Behaviour:

A student can be referred to the Student Needs Committee in the case of continuous non-compliance that merits closer intervention. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's One School System.

Major unacceptable behaviours may result in the following consequences:

- Time in office, removal to another area, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Chaplain.

OVERVIEW OF LEVELS OF DISCIPLINE

Verbal warning	Issued for unsatisfactory behaviour as a means of warning students possibly discussing with parents. Consequences will be at the discretion of staff and may involve detention or some loss of privileges. Eg. Time Out; The Principal or staff member of Dundula SS has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff.</u>
Level 1 Orange WARNING CARD	Issued for unsatisfactory behaviour such as , using obscenities, breaking rules, disrupting the learning of others, consistently being of task, disobedience, littering, harassment, disrespect, misuse of property, play misbehaviours, misbehaviour on crossings and on buses, electronic equipment switched on in any part of the school at any time without authorisation. Consequences may involve losing privileges eg. A+ DAY , current sporting activities, school excursions or camps, loss of equipment for a period defined by the Principal.
Level 2 Red BEHAVIOUR CARD	Is issued for unacceptable behaviour or persistent misbehaviour, EG, when a number if warning cards have already been issued . These may include, aggressive behaviour, abuse of equipment, stealing, harassment, truancy, disrupting learning, swearing, disobedience, vandalism, verbal abuse and constantly being off task, use of electronic equipment in any part of the school for voicemail, email, text messaging or filming purposes without authorisation. Consequences will involve some or all of the following , Participating in A+ DAY, current sporting activities, school excursions or camps for a period of time as determined by the Principal not exceeding one term.
A CHILD MAY HAVE THE OPPORTUNITY TO REDEEM A + STATUS. This is a case by case situation at the discretion of the principal, <i>in consultation with staff</i>	
Level 3 Internal	<i>Internal Suspension</i> will involve students who have failed to respond to all efforts to assist him/her thus being removed from the general school

	suspension	population and undertaking programs to help develop more appropriate behaviour. Fighting and serious physical assault warrants either an in-school or school suspension depending on the circumstances and is determined by the Principal. Use of electronic devices inappropriately may result in suspension. In some cases, an in-school suspension may be warranted where a student will remain in a designated area for both lunch breaks, on their own, with work provided by principal.
Level 4	Suspension.	This is implemented in line with the Education Queensland policy 'Student Disciplinary Absences.' Students involved in recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or, knowingly being a subject of a recording may be subject to discipline (including suspension and recommendation for exclusion). 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 may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Level 5	Behaviour Improvement Conditions	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Level 6	Recommend Exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details:

- *If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.*
- *If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.*

- Should the student's behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program

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

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	<ul style="list-style-type: none"> • Climbing on the roof • Jumping out of windows
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes • Wearing inappropriate jewellery • Acceptable hair attire as per uniform policy • Not wearing appropriate school uniform as outlined uniform policy (School prospectus) 	<ul style="list-style-type: none"> • Provocative clothing • Unsafe clothing
	Other	<ul style="list-style-type: none"> • Playing with and/or throwing rocks and sticks • 	<ul style="list-style-type: none"> • Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • 	<ul style="list-style-type: none"> • Refusing to work
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Unco-operative behaviour • 	<ul style="list-style-type: none"> • Non compliance
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty • Stealing with intent
	Rubbish	<ul style="list-style-type: none"> • Littering 	<ul style="list-style-type: none"> • Food fighting • Using rubbish to vandalise
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone not handed into the office. (all students must hand in mobile phones to the office each morning and collect after school each afternoon) • Bringing mobile phones to school without permission 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites,

			which impacts on the good order and management of the school
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity • Disrespectful
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment & classroom (including equipment and resources) 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment • 	<ul style="list-style-type: none"> • Major bullying / harassment / teasing • Major disruption to class • Blatant disrespect • Major defiance • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

***Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate**

Relate inappropriate and unacceptable behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to 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.

Ensuring consistent responses to problem behaviour

We work to ensure consistent responses to problem behaviour across the school, by adhering to our school's Behaviour policy. This policy has been collaboratively written by staff.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses

6. Emergency situation or critical incident responses

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

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

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

Immediate 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.
- physically or verbally threatening others requiring removal from the situation

Appropriate physical intervention may be used to ensure that Dundula's **duty of care** to protect students and staff from foreseeable risks of injury is met.

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 the underlying function of the behaviour and that:

- 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

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:

- Student Record of Incident (*as per OneSchool Process*)

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- Adopt a Cop
- School Based Youth Health Nurse

- Youth Support Coordinator.

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.

Dundula 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,
- provide written or verbal statements that will be taken into consideration in the decision making processes
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community

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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies

- [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!](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Appendix 1

The Use of Personal Technology Devices* and belongings 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 being used between 7.30am and 3pm at School.

Students must not bring valuable personal technology devices or belongings like phones, cameras, digital video cameras, CD's, toys or MP3 players to school as there is a risk of inappropriate use, damage or theft.

Confiscation

We do not encourage students to bring electronic equipment or personal belongings to school (unless authorised by a staff member to do so) because of the potential for theft, misuse 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 7.30am to 3pm. The school will accept No responsibility and/or liability for the theft, damage or loss of such items.

Such devices will be confiscated by school staff if seen during the school hours of 7.30am to 3pm and may be collected at the end of the day from the school office unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.. Breaches of this prohibition may result in 'levels of discipline.'

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 equipment confiscated more than once may have this device or belongings confiscated for at least one month, or longer if deemed necessary by the Principal.

Recording voice and Images

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

Recording of events in class or in school is not permitted unless express consent is provided by the class teacher for a class activity.

We uphold the value of trust and the right to privacy at Dundula S.S. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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, 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 proposal/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 the Queensland Police Service.

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.

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

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature*

Appendix 2

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

Purpose

1. Dundula 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 Dundula 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 Dundula 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 Dundula 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.

All incidents of bullying may be referred to the '**levels of discipline.**'

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 Dundula State school are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. 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 3 school rules (*be safe, be responsible, be respectful*) 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately

- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Our school will then investigate and respond to any incident of cyberbullying.

10. Student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction when deemed necessary. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
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 other students/adults and also on what reactions and systemic responses they should expect from others.
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 Dundula takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. Our staff models respectful behaviours every day.
13. Dundula uses behavioural data for decision-making. This data is entered into our database when appropriate 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.

Cyber bullying

Bullying is usually defined as any offensive or aggressive behaviour directed at another person, repeated over time. It may be physical, emotional or social.

Cyber bullying, as it has become known, includes text or images transmitted via electronic devices. 'Cyber bullying' of our students outside of school hours is deemed to be included in our School Responsible Behaviour Plan because of 'association' and may be treated in accordance as if occurring in school.

We uphold the value of trust, respect and the right to feel safe at Dundula State School.

Appendix 3- Banned Implements

WORKING TOGETHER TO KEEP DUNDULA STATE SCHOOL SAFE

We can work together to keep knives/ SHARP OBJECTS out of 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/ SHARP OBJECTS 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 BE REFERRED TO THE LEVELS OF DISCIPLINE.

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/ sharp object to school?

- If you have a knife/ sharp object at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife/ sharp object.
- If you have a knife/ sharp object 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/ sharp object on or in school property.
- If the principal thinks you have a knife/ sharp object 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/ sharp object to school.

Appendix 4 - Playground Duty Expectations

Before School and After school:

- students are not permitted to play except handball under covered areas. After school on swings 3.15pm must be supervised by parent.
- students should wait under A block after checking for parent arrival, no running games permitted
- students are not permitted play in and around buildings, but may sit quietly under A Block or in any covered areas
- students wait for friends under buildings; not at the front of school

Eating Area

- students sit on seats
- students walk to toilet if necessary with permission
- staff member checks that each child is eating
- students should eat at least a sandwich/ fibre product at lunch most days
- after play whistle has sounded, students raise hands to ask to leave for playground
- students must have hats/ shoes on to play outdoors

Play areas

- passive play area; playing boards games; sitting and talking at tables, library use permitted
- students must wear shoes and hats at all times
- staff members on lunch duties and patrol play areas on both breaks

Bus duty

- students wait outside resource centre where supervised by staff member on duty until bus arrives then escorted out to bus.



DUNDULA STATE SCHOOL

1 Main St Bakers creek, Mackay, Qld, 4740

☎ (07) 49 528 333

☎ 0477 757 821

Fax (07) 49 528 300

Date: *~put in today's date~*

Dear *~name of parents /caregivers~*

I am writing to you today to ask for your support in ensuring our students wear correct school uniform.

Today I observed that *~name of child~* was wearing inappropriate clothing for school in the form of *~note what the child was wearing that was inappropriate~*

It would be greatly appreciated if you could help us to uphold the pride in our school by ensuring *~name of child~* wears correct uniform each day to school, if they have it. If you are experiencing difficulty in being able to provide the correct uniform for *~name of child~*, please contact me, via the school office as I may be able to provide some assistance to help you in this regard.

Kind regards

Trudy Large
Principal