



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



LANDSBOROUGH
STATE SCHOOL

Your Future Our Focus

Responsible Behaviour Plan for Students



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*Based on [The Code of School Behaviour](#)



Landsborough State School -Your Future, Our Focus-

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Landsborough State School's Responsible Behaviour Plan for Students reflects this commitment, focussing on developing a supportive school environment where all members of the school community feel supported, respected, valued and safe. Positive relationships based on mutual respect are fostered and expected. The Responsible Behaviour Plan for Students is designed to support and facilitate high standards of behaviour so that the learning and teaching in our school can be effective and so that students can participate positively within our school community and ultimately enhance their lifelong wellbeing.

2. Consultation and data review

Broad consultation with parents, staff and students was undertaken throughout 2018, primarily through PBL PLC meetings, staff meetings, [P&C Association](#) meetings and the school's Leadership Team meetings. Feedback regarding the final draft was sought formally from the parent body during Term 3, 2018, prior to final approval by the school's Local Consultative Committee (LCC) and P&C Association. The plan was endorsed by the Principal and the President of the P&C Association in September 2018.

This plan will continue to be reviewed and developed, in collaboration with our school community, as part of our participation in the [Positive Behaviour for Learning](#) (PBL) program. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents form an important and regular responsibility of our PBL PLC.

3. Learning and behaviour statement

At Landsborough State School we believe that every student is capable of learning and improvement. We are committed to ensuring that every child experiences a caring and supportive school environment, where we strive to achieve academic success, respect, responsibility and safety for all stakeholders.



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

At Landsborough State School standards of positive behaviour are communicated to students and our school community using our Behaviour Support Matrix:

Landsborough State School

Behaviour Support Matrix

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AS A STUDENT OF LANDSBOROUGH STATE SCHOOL, I CONSISTENTLY DEMONSTRATE THAT...

		Whole School	Learning Environment	Play Areas	Eating Areas & Tuckshop	Toilet Areas	Transition & Lining Up	Cyber Space	Relationships	Wider community
I am SAFE	<ul style="list-style-type: none"> I remain within the school grounds at all times I walk safely throughout the school I wear my uniform with pride 	<ul style="list-style-type: none"> I leave my bag outside the classroom I use equipment for the correct purpose I ask permission to leave the room 	<ul style="list-style-type: none"> I am sun safe and always wear my hat I use play equipment for the correct purpose 	<ul style="list-style-type: none"> I wash my hands with soap before eating I am hygienic I eat my own food I use my own drink bottle 	<ul style="list-style-type: none"> I wash my hands with soap after using the toilet I take a buddy to the toilet 	<ul style="list-style-type: none"> I wait inside the school gate for a teacher to help me cross the road I stay in the school grounds 	<ul style="list-style-type: none"> I keep my password safe I keep my personal information to myself online I access age-appropriate websites 	<ul style="list-style-type: none"> I use my HIGH 5 if feeling bullied or harassed I use calm words to solve problems with others I keep my hands, feet and other objects to myself I walk away from conflicts 	<ul style="list-style-type: none"> I cross the road at the crossing I wait for an adult to help me cross the road I follow all road safety rules If I arrive at school early, I wait in the correct area for my year level I sit quietly and safely on the bus 	
	I am RESPONSIBLE	<ul style="list-style-type: none"> I am in the right place at the right time I am honest I take ownership of my own behaviour I leave banned and prohibited items at home 	<ul style="list-style-type: none"> I bring my fruit break to school every day I bring a water bottle to my classroom 	<ul style="list-style-type: none"> I play in the correct area for my year level I play school approved games I ask an adult for help if there is a problem 	<ul style="list-style-type: none"> I sit in the correct eating area I sit in my class lines to eat I remain seated until a teacher gives me permission to leave I use my own money at the tuckshop 	<ul style="list-style-type: none"> I use the toilet for the proper purpose I use a cubicle by myself I flush the toilet when I am finished 	<ul style="list-style-type: none"> I report cyber bullying and inappropriate messages to a teacher I use ICT devices appropriately and with adult supervision I log off when I have finished using a device 	<ul style="list-style-type: none"> I responsibly report to an adult I am a positive bystander 	<ul style="list-style-type: none"> I enter and exit the school by the correct entrances I arrive at school on time I return permission notes and payment by the due date I store my bike, scooter etc. in the appropriate location I follow the bus driver's instructions 	
		I am RESPECTFUL	<ul style="list-style-type: none"> I practice my 10 Common Courtesies I use manners I follow adult directions I show respect for property and equipment (mine and others) 	<ul style="list-style-type: none"> I only enter a learning environment when directed by an adult I enter and exit the classroom calmly and quietly I raise my hand to speak I listen to the ideas and opinions of others I respect my peers right to learn 	<ul style="list-style-type: none"> I listen to the adults on duty I use positive language I am a good sport I take turns I share equipment with others 	<ul style="list-style-type: none"> I respond to the bell by being quiet I put my rubbish in the bin I leave eating areas clean and tidy I wait my turn quietly at the tuckshop 	<ul style="list-style-type: none"> I allow others their privacy I keep the toilets clean and tidy I use soap and toilet paper appropriately 	<ul style="list-style-type: none"> I use positive language at all times I respect other peoples' personal space 	<ul style="list-style-type: none"> I greet others with respect I use kind words I treat staff and peers with respect 	
			I am an ACTIVE LEARNER	<ul style="list-style-type: none"> I leave items that do not relate to my learning at home I try my best and focus on my learning I listen carefully I actively participate in learning I encourage others 	<ul style="list-style-type: none"> I am organised and on time I sit in my SL's I involve myself in my learning activities I keep my learning area tidy 	<ul style="list-style-type: none"> I help make and/or follow the rules of the game I get a drink during the break I line up quickly and quietly to wait for my teacher 	<ul style="list-style-type: none"> I make healthy food choices 	<ul style="list-style-type: none"> I go to the toilet during break times I am water wise 	<ul style="list-style-type: none"> I use quiet tones when moving around the school I move around the school in an orderly manner 	<ul style="list-style-type: none"> I use ICT's as directed by an adult I use ICT devices appropriately for my learning, as directed by a teacher I follow the school internet usage policy



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5. Responding to student behaviour

To promote the development of acceptable standards of behaviour that are conducive to a safe, supportive and productive learning and teaching environment, Landsborough State School has implemented the following processes:

Level 1 Self-managed (student alone)

School response — positive/preventive

Teacher response —

- | | | |
|---|--|--|
| 👤 Praise/encouragement (Verbal/non-verbal/written) | 👤 Individual class-level rewards (eg: Class Dojo, stickers/stamps, prize box, certificates, free time activities...) | 👤 Positive phone calls to parents |
| 👤 Class responsibilities (eg: Class captain, class messenger, class monitor...) | 👤 Group/Whole-class rewards | 👤 Teacher marks/comments on work |
| 👤 Inter-class responsibilities (eg: Peer tutoring, peer mediation...) | 👤 Whole-school reward system (eg: BUZZ tickets, BUZZ Day, Landsborough Legend...) | 👤 Sharing work with others (eg: Principal, DP, other classes, parents) |
| | | 👤 Public display of work (Classroom, office) |
| | | 👤 Principal's /Deputy Principal's awards |

Level 5 Self-managed + teacher support + parent + deputy principal/guidance officer + principal.

School response — responsive/retrieval (intensive)

Teacher response — Level 4 + Crisis Plan options (see *Intensive Behaviour Support* p11)

Note: At Level 5 formal referral to other agencies and support personnel may also take place. Informal approaches to such personnel, including the guidance officer, may be instigated by the class teacher as early as Level 2.

Level 4 Self-managed + teacher support + parent + deputy principal/guidance officer

School response — responsive/retrieval (intensive)

Teacher response — Level 3 + Correction Plan options (see *Targeted Behaviour Support* p8)

Yes
**APPROPRIATE
BEHAVIOUR?**

No

SAFE?

MANAGEABLE?

No

Yes

Level 2 Self-managed + teacher support

School response — supportive/problem solving

Teacher response —

- 👤 Rule reminders
- 👤 Prompting (Verbal/non-verbal)
- 👤 Choices, take-up time and logical consequences
- 👤 Restorative practice
- 👤 Warning of future consequences
- 👤 Choice Point reflection time
- 👤 Buddy teacher/class

Level 3 Self-managed + teacher support + parent

School response — supportive/problem solving

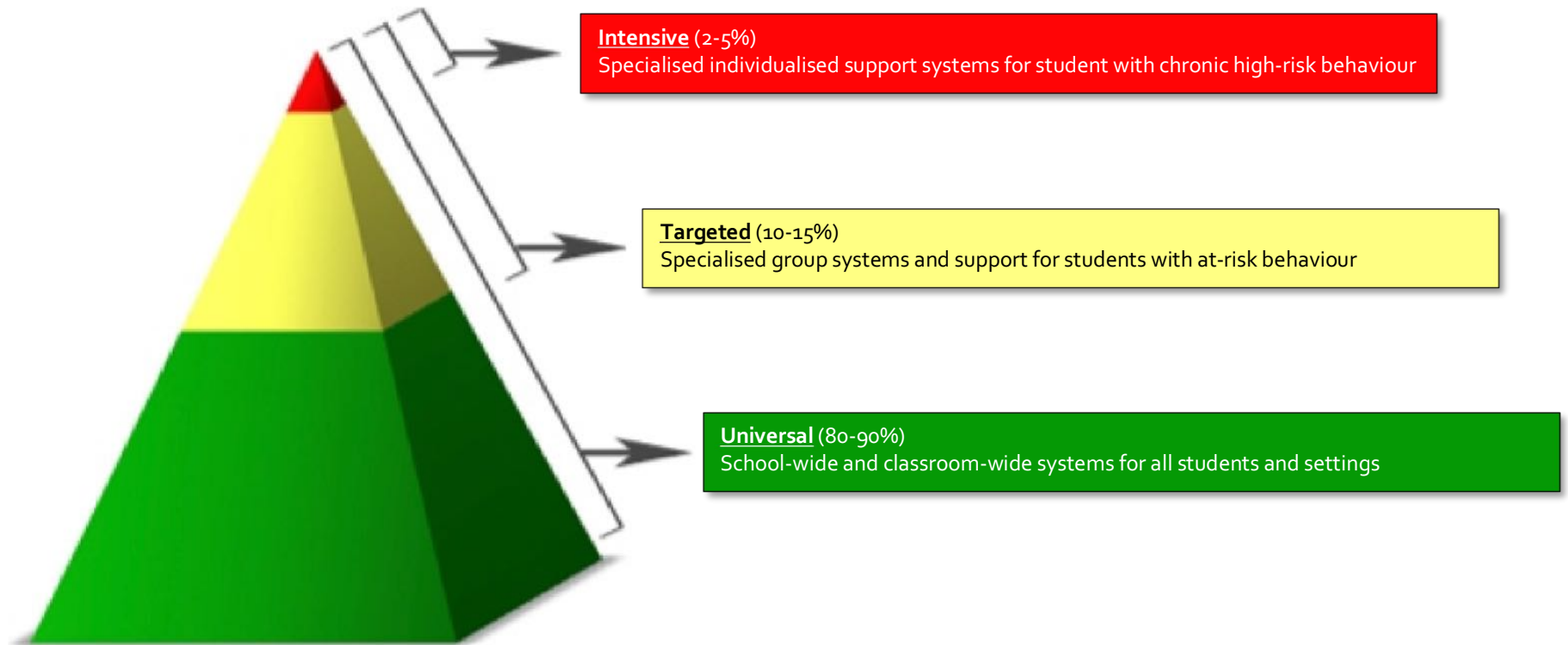
Teacher response — Level 2, with possible addition of parent-requested strategies and/or Correction Plan options (see *Targeted Behaviour Support* p8)

Note: The individual circumstances of each case will be taken into account when deciding upon and applying consequences.



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Across our school we use a three-tiered approach to promote high standards of positive student behaviour and respond to unacceptable behaviour:



Universal Behaviour Support

The first step in facilitating high standards of positive behaviour is communicating those standards to **all** students. At Landsborough State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations, as outlined in our *Behaviour Support Matrix*, is a form of universal behaviour support which aims to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

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

- 💡 *Explicit behaviour lessons conducted by classroom teachers every week. At Landsborough State School we emphasize the importance of directly teaching the behaviours we want students to demonstrate;*
- 💡 *Reinforcement of learning from behaviour lessons occurs at school assemblies and through active supervision by staff during classroom and non-classroom activities;*
- 💡 *Display of the Behaviour Support Matrix in prominent areas within the school and in all teaching areas;*
- 💡 *Social and Emotional Development lessons through weekly Circle Time activities in classrooms.*



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Reinforcing expected school behaviour

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

BUZZ Tickets

- 💡 *Staff members hand out BUZZ tickets each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a BUZZ ticket. When students are given a BUZZ ticket they drop the card in the designated collection points located in their classroom.*
- 💡 *Each Monday, the deputy principal reviews the submitted cards and identifies the class with the most BUZZ tickets earned for the week prior. That class is rewarded with a negotiated class-choice activity (eg: additional HIVE time).*
- 💡 *BUZZ tickets are never taken off students as a consequence for problem behaviour.*

BUZZ Day

- 💡 *Students who have consistently demonstrated positive behaviour throughout each term are invited to participate in our BUZZ Day celebrations.*
- 💡 *Invitations are extended to students who have positive school attendance and have minimal behaviour incident reports recorded and no Level 4 or 5 referrals.*

BUZZ Postcards

- 💡 *Students may receive a special BUZZ Postcard from a staff member to acknowledge the positive behaviour. These can be collected and sent home to share with the parent/guardian.*

Landsborough Legend

- 💡 *Each week, on our school parade, one student from each class is awarded a Landsborough Legend certificate to acknowledge their positive learning or behaviour from the previous week.*

All staff members are trained to give consistent and appropriate acknowledgement and rewards. Positive behaviours should be recorded in [OneSchool](#) by the staff member. It is also recommended that positive contact be made with the parent/guardian.

Whole-school support programs

Numerous universal support programs are available to students to reinforce and teach our expected standards of behaviour:

Positive Behaviour for Learning

- 💡 *Promotes our expected behaviours and provides support strategies.*
- 💡 *All Year P-6 students participate in explicit PBL lessons each week.*

Rock & Water

- 💡 *Teaches students self-awareness, resilience and confidence.*
- 💡 *Year 3-6 classes participate annually*

SHINE Program

- 💡 *Teaches students increased confidence and empowerment.*
- 💡 *Year 6 female students participate annually*



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In addition, our school has many inclusive practices to promote our positive school culture, including:

- 🐝 *Positive Behaviour for Learning team members' regular provision of information to staff and parents, and support to others in sharing successful practices.*
- 🐝 *Comprehensive induction programs in the Landsborough State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.*
- 🐝 *Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.*
- 🐝 *Quality, inclusive curriculum which engages all students in learning.*
- 🐝 *Curriculum adjustment – modifying work and/or providing individual learning support.*
- 🐝 *A dedicated '[Parenting Tips](#)' section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.*
- 🐝 *Open communication with student's parents/carers.*
- 🐝 *Behaviour Flags at front of school*
- 🐝 *Bee mascot*

Responding to unacceptable behaviour – Level 2 (Infrequent minor-level behaviour)

**see Major/Minor flowchart (Appendix 1)*

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.*

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. It is important to note if patterns of minor behaviours occur as they could potentially lead to major behaviour issues. Strategies staff can implement in response to unacceptable student behaviour are outlined in the *Responding to Student Behaviour* flowchart (p4). These strategies may include:

Choice Point

Being sent to the classroom Choice Point has the purpose of supporting students to:

- 🐝 *Calm down and reflect*
- 🐝 *Focus on what they are meant to doing*
- 🐝 *Reflect on the choices they have made to be at Choice Point*
- 🐝 *Reflect on what they are going to do next to re-engage in class*



Buddy Class

Being referred to the Buddy Class has the purpose of supporting students to:

- 🐝 *Calm down and reflect*
- 🐝 *Focus on what they are meant to doing*
- 🐝 *Reflect on the choices they have made to be at Buddy Class*
- 🐝 *Reflect on what they are going to do next to re-engage in class*

Each classroom has a designated space, age and context appropriate, displaying Choice Point. This is to support students in their thinking process whilst at Choice Point or Buddy Class.



Specific policies have also been developed to address:

- 🔗 *The Use of Personal Technology Devices at School (Appendix 2);*
- 🔗 *Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3); and*
- 🔗 *Appropriate Use of Social Media (Appendix 4).*

Targeted Behaviour Support

Each year a small number of students at Landsborough State School are identified through our data as needing additional targeted behavioural support. Targeted behaviour support occurs around a specific setting, issue, student or group of students who are demonstrating higher than average rates of problem behaviour. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence of the identified behaviours.

Responding to unacceptable behaviour – Level 3/Level 4 (Frequent minor-level behaviour or infrequent major-level behaviour)

**see Major/Minor flowchart (Appendix 1)*

When a student exhibits frequent minor-level or infrequent major level problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing this 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 the school *Behaviour Support Matrix*, and plan how their behaviour could be modified so as to align with the expectations of our school community. At this stage a staff member **MUST** make contact with the parent/guardian regarding the behaviour and record the contact on [OneSchool](#). In most cases this responsibility lies with the class teacher, as the student's case manager. In some situations, it may be more appropriate for the investigating teacher to make contact, however this should only occur after consultation with the class teacher who will have the holistic picture of the student/s involved.

Correction Plan Options:

The *Correction Plan* outlines the procedures that will be used to address inappropriate student behaviour at *Levels 3/4*. It includes a range of correction strategies and details of any specific consequences that may be applied. The correction plan is linked to the *Level 1 Acknowledgment Plan*, in that when the student responds positively to correction and modifies behaviour to meet expectations, the teacher acknowledges the effort and new behaviour in order to reinforce the appropriate behaviour and prevent recurrence. The correction plan also links to the *Level 5 Crisis Plan*, instigated when the student fails to respond to corrective techniques and behaviour escalates to unsafe and unmanageable levels. *Correction Plan* strategies may include:

Whole-school intervention strategies:

- 🔗 Parent contact;
- 🔗 Parent-student-teacher meeting;
- 🔗 Class reward/consequence system;
- 🔗 Reflection time;
- 🔗 Restitution (Apology/repair damage/complete work);
- 🔗 Peer mentoring
- 🔗 Roundtable discussion with all parties;
- 🔗 Social skills program;
- 🔗 Community service;

- 🔗 In-class withdrawal;
- 🔗 Admin withdrawal of student;
- 🔗 Loss of privileges;
- 🔗 Classroom detention;
- 🔗 RESTORE program ;
- 🔗 RELAUNCH program;
- 🔗 Referral to Student Wellbeing Committee/Support personnel;
- 🔗 Internal withdrawal (1-5 days); OR
- 🔗 Suspension (1-5 days).

Playground intervention strategies:

- 🔗 Playground licence;
- 🔗 Playground monitoring system;
- 🔗 Playground monitoring with a staff member;
- 🔗 Playground buddy;
- 🔗 Restricted Play area;
- 🔗 Structured playground activities;
- 🔗 Temporary playground withdrawal;
- 🔗 Rotating playground withdrawal; OR
- 🔗 Full playground withdrawal.

**School staff can access additional support and information regarding Targeted Behaviour Support strategies through the [Better Behaviour, Better Learning](#) resource (Modules 3,4).* 8



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RESTORE Program

- 🐝 Participation in the *RESTORE Program* is a form of Individual Behaviour Support Plan;
- 🐝 The class teacher must make contact with the parent/guardian and record the contact on [OneSchool](#) prior to the student beginning the *RESTORE Program*;
- 🐝 Students accepted into the *RESTORE Program* attend their normal scheduled classes and activities. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement;
- 🐝 The *RESTORE Program* is coordinated by a school-based team with active administrator support and class teacher involvement;
- 🐝 While on the *RESTORE Program*, students remain on a monitoring contract for a minimum period of two weeks;
- 🐝 The *RESTORE* contract is:
 - marked each session and lunch break by the supervising staff member;
 - sent home at the end of each school day;
 - checked by a member of the school administration team each morning.
- 🐝 Individual behaviour improvement goals and associated rewards/consequences are negotiated between the class teacher and student;
- 🐝 Students whose behaviour does not improve after participation in the *RESTORE Program* and whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support;
- 🐝 All *RESTORE Program* resources are available on the staff [TeamSite](#).

RELAUNCH Program

- 🐝 Participation in the *RELAUNCH Program* is a form of Individual Behaviour Support Plan;
- 🐝 The class teacher must make contact with the parent/guardian and record the contact on [OneSchool](#) prior to the student beginning the *RELAUNCH Program*;
- 🐝 Being referred into the *RELAUNCH Program* is a further and more serious response to a student's behaviour choices;
- 🐝 It can be given immediately for major behaviours, or for ongoing minor behaviours only after a preceding set of responses have been followed;
- 🐝 A major component of the *RELAUNCH Program* is the involvement in *Restorative Practice* conversations, led by the *RELAUNCH Program* coordinator;
- 🐝 Participation in the *RELAUNCH Program* includes the consequence of completing three days of community service during the student's lunch break;
- 🐝 To be removed from the *RELAUNCH Program* students must successfully complete their Check-in/Check-out monitoring card for three consecutive days.
- 🐝 Successful completion includes zero sad faces and at least ten happy faces throughout the monitoring period;
- 🐝 Student with two or more *RELAUNCH* entries in a single term are removed from the upcoming *BUZZ Day* and may be referred to administration for intensive support strategies;
- 🐝 Students whose behaviour does not improve after participation in the *RELAUNCH Program* and whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support;
- 🐝 All *RELAUNCH Program* resources are available on the staff [TeamSite](#).

The focus of the RESTORE and RELAUNCH processes is to:

- 🐝 *Support students in identifying the problem behaviours and allow them time to reflect on their actions and how to make better choices about their behaviour in the future;*
- 🐝 *To encourage appropriate behaviour within the classroom/school community;*
- 🐝 *To increase the quality of teaching and learning in the classroom;*

- 🐝 *To improve time spent on curriculum learning;*
- 🐝 *To improve links with parents on issues related to student choices;*
- 🐝 *To improve links with outside agencies to further support students;*
- 🐝 *To provide safe and supportive time out; and*
- 🐝 *To have these students experience success within a supportive relationship.*



Student Wellbeing Committee:

The Student Wellbeing Committee meets each fortnight to discuss referred students who have not achieved success with other *Correction Plan* strategies. Decisions regarding additional targeted support will be made by the Student Wellbeing team and may include referrals to other agencies. (see Section 7: *Network of Support*)

Internal Withdrawal:

Removal of the student from the classroom and playground setting for a designated period of time, from a single day to a maximum of 5 days. Internal withdrawal serves a purpose in breaking cycles of behaviour and interaction, in providing the student with reflection time away from peer and teacher influences, and possibly highlighting the privileges of class attendance (educational support and social interaction). It is also recognised by the wider school community as a form of restitution.

Suspension (1-5 days):

Removal of the student from the school for a designated period of time, from a single day to a maximum of 20 days (1-5 days at Level 4). Suspension serves a purpose in breaking cycles of behaviour and interaction, in providing the student with reflection time away from peer and teacher influences, and possibly highlighting the privileges of school attendance (educational support and social interaction). It is also recognised by the wider school community as a form of restitution. Suspension is generally ineffective unless supported and monitored by the parent/ caregiver. It is also ineffective if no support structures and strategies are put in place to scaffold the student's re-entry back into the school. Suspension must be accompanied by a re-entry process.

The following principles provide the rationale for the use of a range of strategies including suspension, exclusion in school behaviour management plans:

- 🔗 *Students have a right to learn in a safe and supportive environment where they are given the opportunity to develop their talents, interests and ambitions;*
- 🔗 *Parents can expect their children to be educated in a safe and supportive environment which encourages care, courtesy and respect for the rights of all school community members; and*
- 🔗 *School staff can expect that they will be able to work in an orderly and cooperative environment.*

To this end, administration staff should make decisions about invoking school disciplinary absences which balance the interests of the individual student with the educative and safety needs of all others in the school. School disciplinary absences are student absences from school as a result of suspensions and exclusions. Suspension is prohibiting a student from attending an educational institution for a stated number of days.

Before enforcing a school disciplinary absence (except in circumstances which warrant immediate action) the decision maker should:

- 🔗 *Be satisfied that appropriate strategies for managing the behaviour have been used and that relevant school support staff have been involved, and consideration is given to all other responses;*
- 🔗 *Advise the student and the parent that a suspension or proposal to exclude of the student is being considered as a behaviour management response if the student's inappropriate behaviour persists;*
- 🔗 *Inform the student of the grounds for considering a suspension or proposal to exclude; and*
- 🔗 *Be satisfied that the strategies used do not discriminate against students, eg. on the basis of gender, race, disability, age or religion.*

Principals have authority to:

- 🔗 *Suspend students for up to twenty school days (refer to sections 28 and 29 of the Education (General Provisions) Act 1989);*
- 🔗 *Suspend students, with a proposal to exclude (refer to sections 33 and 34 of the Education (General Provisions) Act 1989).*



Intensive Behaviour Support

Students identified as requiring intensive behaviour support are those who continue to exhibit challenging behaviours that significantly affect the learning, safety and well-being of themselves and others. These students fail to accept responsibility for themselves or their actions.

Responding to unacceptable behaviour – Level 5 (*Frequent major-level behaviour*)

**see Major/Minor flowchart (Appendix 1)*

Students with persistent problem behaviours, particularly those behaviours that have a significant impact on student learning and on the supportive school environment, require individualised, intensive intervention programs. Intervention programs are developed through the collaboration of various school personnel (Class teachers, Deputy Principal, Principal, Head of Special Education Services and the Student Wellbeing Committee) as well as support personnel, both Departmental (Guidance Officers, Behaviour Support Teachers and Advisory Visiting Teachers) and inter-agency. As with correction and preventive intervention, construction of an intervention program is a systematic process:

Developing an intensive intervention plan

Identify the goals of intervention:

- 💡 What are the behaviours of concern?;
- 💡 What is the intensity of these behaviours (frequency, settings)?;
- 💡 What outcomes are desired through intervention?

Gather relevant information:

- 💡 Review behaviour records;
- 💡 Functional Behavioural Assessment;
- 💡 Parent/caregiver conference;
- 💡 Conferences with teachers, aides and support personnel working with the student;
- 💡 Class and playground observations.

Summarise information and hypothesise about the problem:

- 💡 When, where and with whom the behaviour does/does not occur;
- 💡 The current consequences of behaviour (what they get from the behaviour);
- 💡 The variables generating or contributing to the behaviour.

Design an intervention plan:

The intervention plan involves compiling strategies that address the problem behaviour in the various settings where it occurs. If the plan involves significant variations from normal classroom and whole-school practice, and/or impacts significantly on the student's normal program of learning, then it will be constructed as an IBSP and signed off by the parent/guardian. Components of the intervention plan may include:

- 💡 Changes in the environment to prevent the behaviour arising;
- 💡 Programs to teach alternative behaviours;
- 💡 Activities that focus on strength areas and provide positive reinforcement;
- 💡 Modifications to the learning program;
- 💡 Consequences for promoting appropriate behaviours and dissuading inappropriate ones;
- 💡 A Crisis Plan.



Implement the plan and monitor:

- 🔦 Allocate support roles and initiate actions;
- 🔦 Collect data as the plan proceeds;
- 🔦 Collaborative team meets to review data and achievement of outcomes;
- 🔦 Make adjustments as needed.

Crisis Plan Options:

The *Crisis plan* outlines the various courses of action available to the teacher and school when student behaviour proves to be unsafe and unmanageable. Crisis Plan strategies may include, but are not limited to:

Behaviour work with Behaviour Support Teacher, Case Manager, Deputy Principal, Principal or Guidance Officer.

Short-term, regular withdrawal of the student to work individually with support personnel. Useful for reflection on performance, provision of attention or positive experiences, removal from peer pressure, or confidential counselling. Skilling programs focusing on personal development areas such as anger management, self-esteem and assertiveness may occur in such sessions. Not particularly useful for social skilling because the student is out of the social environment in which the problem behaviours occur.

Counselling. Provided by a trained psychologist or guidance officer, this can target emotional factors outside the experience and control of the classroom teacher. Generally a slow process, but can be very effective if given time and support.

Mentors. Linking the student with personnel within or from outside the school (background checks and Blue Cards necessary). The personnel represent positive role models for the student and provide support through the process of behaviour change. The mentor may be an older student, another teacher or a significant community member (e.g. a sporting identity). Time spent with this person is built into the student's timetable. The mentor communicates regularly with the student's case manager.

Visits by external agency personnel. External specialists from community support agencies provide their services to the student within the school setting, targeting source problems outside the locus of control of the teacher. Regulated by collaborative consultation processes to ensure communication and a common intervention focus.

Case conferencing/parent interviews. Enlisting the support of the parent/caregiver and other school personnel to discuss the student behaviour and formulate responses. This is an essential early step in the intervention process. This eases the burden for the class teacher, distributing support responsibilities, and introducing new ideas and approaches.

Individual Behaviour Support Plans (IBSP)

An IBSP may be developed in consultation with the parent/carer, classroom teacher, Guidance Officer and other relevant outside agencies. The Chaplain may be involved as required. The purpose of an IBSP is to focus on the function of the inappropriate behaviour, reduce its incidence and replace the inappropriate behaviour with pro-social behaviour that enables greater success at school. Prior to the development of the individual behaviour plan, a significant amount of information will have been collected from and shared among those in the collaborative support team. The plan represents a summation of that information and its practical application to future behaviour



support. It also represents the reference point for all future data collection in relation to the particular behaviour issue. A behaviour plan is a dynamic document. It is subject to regular monitoring and review, and may be updated in response to either the failure or success of implemented strategies.

Modified school attendance.

The use of graduated re-entry from suspension, or reduction of hours or days of formal school attendance, in order to maximise student success at re-entering or remaining within the school environment. Generally used as part of an individual behaviour management plan and linked with support by a teacher aide, counsellor or mentor. Attendance is negotiated and reviewed regularly in relation to the achievement of behaviour goals.

Referral to internal and external agencies.

Formally seeking professional assistance as support strategies are exhausted, usually involving case conferencing and completion of standardised referral processes by the teacher, case manager and/or parent/caregiver. Referrals may be to behaviour management support services, guidance officers, paediatricians (via the parent/caregiver), mental health or community health services.

Suspension (6-20 days)

See *Suspension* section (page 10).

Exclusion

Exclusion is prohibiting a student from attending any number of or all state educational institutions for a period or permanently. In special circumstances or at his/her discretion the Principal after consultation with relevant personnel may evaluate the circumstances of a particular individual case and take other action as deemed appropriate. Exclusions are used only as a result of extreme behaviour incidents at school (especially involving violence or behaviour of a criminal nature), or following extended periods of unchanged inappropriate behaviours that have exhausted the school's behaviour resources.

Restitution Plan Options:

The *Restitution Plan* outlines processes undertaken after the crisis plan has been enacted, in order to rebuild working relationships and re-integrate the student successfully into the class. The restitution plan aims to repair any damage done (emotional or physical) to the teacher or to other students by the offending student's inappropriate behaviour; to bring resolution to any existing conflicts; and to restore vital working relationships that enable teaching and learning to occur in a safe, supportive environment. Restitution processes are logical, matched to the nature of the behaviour incident and not designed to humiliate or punish the student. They may include, but are not limited to:

- 🔑 Complete reflection form;
- 🔑 Apology to specific student/adult;
- 🔑 Replace broken/stolen item;
- 🔑 Complete missed work.

**School staff can access additional support and information regarding Intensive Behaviour Support strategies through the [Better Behaviour, Better Learning](#) resource (Module 5).*



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6. Emergency responses or critical incidents

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

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.*

The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, herding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. It is important that all staff understand:

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

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

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



Any physical intervention made must:

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

Record keeping

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

- 💡 *Health and Safety incident record (See BSM)*

[Template fact sheet about knives for parents](#)  139k

[Template fact sheet about knives for students](#)  138k

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7. Network of student support

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

- 👤 *Parents*
- 👤 *Teachers*
- 👤 *Support Staff*
- 👤 *Administration Staff*
- 👤 *Guidance Officer*
- 👤 *Advisory Visiting Teachers*
- 👤 *Senior Guidance Officer*
- 👤 *School Chaplain*
- 👤 *School Based Police Officer*

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*
- 👤 *SCIPS*

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. Landsborough 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.*















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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 policies

-  *Statement of expectations for a disciplined school environment policy*
-  *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. Endorsement

Principal

P&C President

Assistant Regional Director

Date effective: _____



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Appendix 1 – Major/Minor behaviours

Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is a major or minor concern.

Minor behaviours are those that:

- ✱ 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 staff; and
- ✱ are managed at Level 2/Level 3 on our Responding to Student Behaviour flowchart (p4).

Minor problem behaviours may result in consequences logically connected to the problem behaviour, including those outlined in the *Universal Behaviour Support* section of the Responsible Behaviour Plan for Students (p7). For frequent minor level behaviours, *Correction Plan* strategies, as outlined in the *Targeted Behaviour Support* section of the Responsible Behaviour Plan for Students (p8) may be considered.

Major behaviours are gross acts of misconduct, those that:

- ✱ significantly violate the rights of others including the right to learn
- ✱ put others / self at risk of harm
- ✱ may require the involvement of school administration staff; and
- ✱ are managed at Level 4/Level 5 on our Responding to Student Behaviour flowchart (p4).

Major behaviours result in immediate contact with the parent/guardian. Major problem behaviours result in the implementation of *Correction Plan* strategies logically connected to the problem behaviour. These strategies are outlined in the *Targeted Behaviour Support* section of the Responsible Behaviour Plan for Students (p8), and include inclusion in the *RESTORE* or *RELAUNCH* programs, Internal Withdrawal or Suspension (1-5 days). For frequent major level behaviours, *Crisis Plan* strategies, as outlined in the *Intensive Behaviour Support* section of the Responsible Behaviour Plan for Students (p11) may be considered.

The following table outlines examples of Major and Minor behaviours:

	Category	Minor	Major
Be 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 Not in the right place at the right time 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets Playing in an out-of-bounds area 	
	Physical misconduct	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Deliberate or sustained physical aggression / harassment Deliberate contact on or near private areas Fighting Aggressive Kicking / Hitting / Biting / Spitting
	Misconduct involving an object/substance	<ul style="list-style-type: none"> Bringing a prohibited item on school grounds without intent to harm 	<ul style="list-style-type: none"> Using an object as a weapon Using a weapon to harm with intent Possession or selling of alcohol, tobacco, prescription drugs and illegal drugs
	Dress code	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
Be RESPONSIBLE	ICT misconduct	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Uncooperative behaviour 	<ul style="list-style-type: none"> Aggressively defiant refusal to cooperate with adult direction Willful disobedience
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
Be RESPECTFUL	ICT misconduct	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation from a member of staff 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for social, email, text messaging or filming purposes without authorisation
	Bullying/harassment	<ul style="list-style-type: none"> Inappropriate comments about another person Intentional exclusion of others Minor harassment that may constitute bullying 	<ul style="list-style-type: none"> Harassment including repeated exclusion and intimidation that would constitute bullying Sexual harassment Discrimination against a group or minority Racial slurs
	Verbal misconduct	<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
	Threats to others	<ul style="list-style-type: none"> Threats or verbal aggression 	<ul style="list-style-type: none"> Intentional or sustained inappropriate language (racial, sexual or other) directed at another person Intentional, sustained aggressive or threatening language Verbal abuse directed at another person
	Property misconduct	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / misappropriation Willful property damage Vandalism
Be an ACTIVE LEARNER	Dress code	<ul style="list-style-type: none"> Occasional, isolated variation to the school uniform Defacing the school uniform 	
	Class tasks	<ul style="list-style-type: none"> Not completing tasks that are at an appropriate level Refusing to engage in task learning 	<ul style="list-style-type: none"> Persistent and ongoing refusal to participate in learning program/activities
	Disruptive/Defiant	<ul style="list-style-type: none"> Disrupting others learning through sustained noise / movement / interfering with others' possessions or class equipment Minor defiance 	<ul style="list-style-type: none"> Continuous and highly disruptive behaviour affecting others learning (through sustained noise / movement / interfering with others' possessions or class equipment) Stealing / misappropriation Leaving school grounds without permission
	Friendship/ship class	<ul style="list-style-type: none"> Not being personal (eg. lateness after break) Leaving class without permission (out of sight) 	

*An A4 version of this table can be found on the staff [Teamsite](#).



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Appendix 2 – The use of technology devices at school

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 are strongly encouraged not to bring valuable personal technology devices¹ to school as there is a risk of damage or theft. Such devices may be collected by school staff and may be collected at the end of the day from the school office. They should not be used in any manner which is disruptive to the normal routine and learning environment in the school.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the office and collected at the end of the day.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Landsborough 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 school Principal. A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying (*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means*). 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.



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Students involved in:

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

...are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Assumption of cheating

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

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

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

Students may arrange to have their electronic devices or other items of value stored in a safe and secure place in the office.

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



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Appendix 3 – PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (including Cyberbullying)

Purpose

Landsborough State School strives to create positive, supportive environments for all students at all times. The learning 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.*

There is no place for bullying at Landsborough State School. Research indicates that both those being bullied and those who engage in bullying behaviour are at risk for behaviour, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

[Resources for parents](#)

[Resources for schools](#)

[Cybersafety and schools](#)

Bullying behaviours that will not be tolerated at Landsborough State School include:

CONSISTENT

- 🐝 *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.*

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*

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

Rationale

Research indicates that many problem behaviours are peer maintained. That is, peers react to bullying in ways that increase the likelihood of it occurring again in the future.



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Reactions included:

- *joining in;*
- *laughing; and/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 involved 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.

The anti-bullying procedures at LSS are an addition to our already research-validated schoolwide positive 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. Lessons on bullying and how to prevent it and respond to it are an integral part of our explicit teaching of expected behaviours that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 Landsborough State School's 4B's and have been taught the expected behaviours attached to each rule in all areas of the school;*
- *All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the schools behaviour 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 (Fluorescent Safety Vests are worn by all staff on duty) and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.*

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 or as the need become obvious. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 5 step process to be used by all students when experiencing bullying behaviour, The Landsborough State School High 5. The introductory lesson is followed by several shorter lessons. Each lesson 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.

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 programming. The anti-bullying process at Landsborough 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'.

Landsborough 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 in the instructional process.



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Appendix 4 – Appropriate use of Social Media

Students of Landsborough State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- *Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.*
- *Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.*
- *Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.*
- *Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.*

If inappropriate online behaviour impacts on the good order and management of Landsborough State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Landsborough State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Commonwealth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- *Unlawful stalking.*
- *Computer hacking and misuse.*
- *Possession of child exploitation material.*
- *Involving a child in making child exploitation material.*
- *Making child exploitation material.*
- *Distribution of child exploitation material.*
- *Criminal Defamation.*

There are significant penalties for these offences.

Landsborough State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Landsborough State School expects its students to engage in positive online behaviours.