Ingleside State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

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

At Ingleside State School we actively encourage our students to strive to be active citizens in a learning community. All students are given the opportunity to develop their talents, ambitions and interests through an engaging and diverse curriculum. We aim to provide a happy, safe and positive environment where everyone is encouraged to take responsibility for their own behaviour.

Our school is committed to providing an environment which maximizes the educational opportunities for all students by teaching, modelling and reinforcing inclusive and engaging curriculum, and respectful relationships.

The intent of our behavior plan is to clarify the rights and responsibilities of students, parents and staff with respect to their role in the school community. Students are expected to follow and adhere to standards, which are established for the benefit of all members of the school community.

Our school plan aligns with and supports the Code of School Behaviour. Our plan is based on a set of school-wide and classroom expectations, responsibilities and consequences.

School beliefs about behaviour and learning

At Ingleside State School we believe in a whole school approach to behaviour management, which strives for excellence and integrity in all endeavours.

The positive caring environment of the school is conducive to the development of the whole individual intellectually and socially. Courtesy, respect, tolerance and honesty are central to the learning culture of the school.

We are committed to providing a supportive school environment that maximizes the educational opportunities and outcomes for every student.

A supportive school environment is one where:
- All members of our school community feel safe and are valued;
- Positive relationships, mutual respect and shared responsibility are modeled and practiced;
- Learning outcomes are maximized for all through high standards and exemplary practices; and
Non-violent, non-coercive and non-discriminatory language practices are encouraged, modelled and reinforced by all members of the school community. These values when combined form a supportive school environment and encourage the positive contribution of the whole school community.

Rights and responsibilities of the students:

<table>
<thead>
<tr>
<th>Rights - I have a right to...</th>
<th>Responsibilities - I have a responsibility to.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be and feel safe;</td>
<td>Help others to feel safe and secure in the classroom and in the playground;</td>
</tr>
<tr>
<td>Be treated with respect and fairness and as an equal by others regardless of race, gender, culture or religion;</td>
<td>Treat others with respect and consideration at all times;</td>
</tr>
<tr>
<td>Express themselves, share ideas and opinions, ask questions and be listened to;</td>
<td>Listen to others and value their contributions and respect their opinions;</td>
</tr>
<tr>
<td>Move safely and calmly around the school;</td>
<td>Move safely and calmly around my school using the agreed guidelines and to the benefit of all;</td>
</tr>
<tr>
<td>Learn without interruption;</td>
<td>Help others to learn without causing distractions;</td>
</tr>
<tr>
<td>Use and share equipment in the school environment.</td>
<td>Use equipment safely, share equipment with others and respect and care for all belongings and resources and the school environment.</td>
</tr>
</tbody>
</table>

Rights and responsibilities of the parents/careers:

<table>
<thead>
<tr>
<th>Rights - I have a right to...</th>
<th>Responsibilities - I have a responsibility to.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know that my child is in a safe, supportive environment;</td>
<td>Support the school in promoting a safe environment;</td>
</tr>
<tr>
<td>Be treated with respect and fairness by all children and adults;</td>
<td>Treat everybody in the school community with respect and consideration;</td>
</tr>
<tr>
<td></td>
<td>Respect the staff in the school and value their professional opinions;</td>
</tr>
<tr>
<td>Have the school communicate information about my children and the school in general;</td>
<td>Regularly keep in contact with the teachers and the school in general;</td>
</tr>
<tr>
<td></td>
<td>Read the school newsletters and to respond appropriately;</td>
</tr>
<tr>
<td></td>
<td>Get involved with events and support school activities;</td>
</tr>
</tbody>
</table>
Rights and responsibilities of the parents/ careers (continued):

<table>
<thead>
<tr>
<th>To be kept informed about my child/children’s progress;</th>
<th>To support the education of my child/children, to make every effort to be kept informed and respond if there is a need;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To be involved in the activities of the school;</td>
</tr>
<tr>
<td></td>
<td>Respect the professional judgment of the teaching staff;</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Have my child learn to their full potential;</td>
<td>Act as a partner with the school in the learning process;</td>
</tr>
<tr>
<td></td>
<td>To make every effort to understand the educational programmes being offered to my child/children;</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>To know that my child/children are going to a school where pride in themselves, their school and their work is promoted.</td>
<td>To encourage my children to be prepared for school and to take responsibility for their learning.</td>
</tr>
</tbody>
</table>

Rights and responsibilities of the staff:

<table>
<thead>
<tr>
<th>Rights - I have a right to….</th>
<th>Responsibilities - I have a responsibility to…..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in a safe and supportive environment;</td>
<td>Promote a safe, supportive environment for others;</td>
</tr>
<tr>
<td>Be treated with respect and courtesy by all in the school community;</td>
<td>Treat others with respect and consideration;</td>
</tr>
<tr>
<td>Feel valued as a person and as a professional;</td>
<td>Make every effort to value others in the school community;</td>
</tr>
<tr>
<td>To teach without disruption;</td>
<td>Ensure a professional approach to my work;</td>
</tr>
<tr>
<td>Have my property respected including that belonging to the school;</td>
<td>Respect the property of others;</td>
</tr>
<tr>
<td>Have the opportunity for professional development;</td>
<td>Take, organize and plan for my own professional development;</td>
</tr>
<tr>
<td>The support of all staff in the school;</td>
<td>Support other staff within the school;</td>
</tr>
<tr>
<td>Have the support of parents and of the children I teach;</td>
<td>Inform parents of the program I conduct with their child/children, the progress they are making and offer them opportunities to be involved;</td>
</tr>
</tbody>
</table>
Work in a clean, tidy and orderly environment;
Promote a clean, tidy and orderly environment and to help take responsibility for common areas within the school;
A positive relationship with the children and staff of our school.
Promote a positive relationship with all children and adults.

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

At Ingleside State School we are committed to best practices in teaching and learning that will provide more positive and successful learning outcomes. This commitment, is demonstrated by all school community members in the following ways:

- Acknowledging rights and responsibilities;
- Recognising individuals, group and school success and achievements;
- Being aware and utilising, where necessary, support networks;
- Applying the principles of natural justice, to ensure fairness; and
- Having a commitment to the school’s collaboratively developed Behaviour Management Plan.

Typically, a school tends to have a range of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However, 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 3% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. All consequences for inappropriate behaviours follow a logistical approach that incorporates least intrusive to most intrusive practices.
Whole-school behaviour support

The philosophy of a supportive school environment is embedded within the school culture. It is reflected in the code of behaviour based on a set of principles that are understood, accepted and practised by all members of the school community. Successful management in a supportive school environment incorporates the following:

Engaging Curriculum and Effective Teaching

Effective teaching and learning enhances and is enhanced by:

- A supportive and challenging environment;
- Worthwhile learning partnerships;
- An understanding of the learner;
- Recognition of individuals; and
- Positive reinforcement including celebration of success.

Restorative Justice Practices

Ingleside State School is beginning to train community members in the use of a restorative process called Restorative Justice to deal effectively with incidents in the school. Conferencing is a focal point of the program, which brings together all stakeholders to work through problems. The purpose is to explore the harm done to all those affected, decide what needs to be done to repair that harm & how to minimise the chance of it happening again.

Student Awards, Recognition and Leadership

The school has a number of programs, which focus on social, spiritual, mental and physical development of the individual.

- Whole School Rewards System (e.g. Student of the week; End-of-Year Awards)
- Individual class level rewards (e.g. auction pass, group points);
- Class responsibilities;
- Public display of work;
- Sharing work with others;
- Teacher evaluations;
- Celebrations;
- Discussions with parents;
- Project Club Leadership
- Principal’s award.

Targeted Behaviour Support

Effectively managing behaviours requires a range of provisions from positive preventative action for all students through to intensive intervention for disruptive, alienated or troubled individuals or groups.

Time Out

Time out provides an opportunity for students to reflect upon their own behaviour. This process is aimed at developing a students’ ability to take responsibility for their own behaviour and understand the consequences for their actions, whilst
also enhancing their ability to identify relevant strategies, allowing them to successfully re-enter the learning environment.

**Individual Behaviour Plan**

Students identified as requiring targeted support may require an Individual Behaviour Plan. Usually, teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan will be required to have attendance records and negotiated goals for class lessons. The teacher and student will identify goals that have been achieved in the lesson and set future goals. Record sheets of goals and lesson attendance will be used when reviewing the Individual Behaviour Plans.

**Intensive behaviour support**

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. A collaborative consultation process will be facilitated involving the appropriate teachers, the student, the parents/caregivers, the principal and relevant school support personnel such as the Guidance Officer.

**External Agencies**

When further support for students is deemed appropriate, external agencies may provide assistance. There are a number of programs that cater for the individual needs of students (refer to ‘support networks’ for more information).
Consequences for unacceptable behaviour

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. At Ingleside State School, we focus on proactive and preventative whole school approaches for behaviour management, however, at times, more stringent consequences may be needed.

**Minor infringements** – These are low intensity, low frequency behaviours that impact on the learning culture or a breach of the accepted policies of the school.

**Moderate infringements** – These are medium intensity and medium to high frequency behaviours that impact on the learning culture or breach the accepted policies of the school.

**Major infringement** – These are high intensity and possibly high frequency behaviours that may result in harm to members of the school community. Major consequences may occur when all other forms of behaviour support have been utilised.
The network of student support

The network of support available to all school community members may be provided internally within the school setting or by external community agencies:

**INTERNAL (EDUCATION QUEENSLAND)**

<table>
<thead>
<tr>
<th>School Based Services</th>
<th>District and Other EQ Services</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visiting Guidance Officer;</td>
<td>• Senior Guidance officers</td>
<td>• Department of Child Safety</td>
</tr>
<tr>
<td>• Learning Support Teacher;</td>
<td>• District Office Personnel</td>
<td>• Old health Services (Nurse)</td>
</tr>
<tr>
<td>• AVT;</td>
<td>• Tallebudgera Beach School</td>
<td>• Palm Beach Police</td>
</tr>
<tr>
<td>• Speech Language Pathologist,</td>
<td></td>
<td>• Life Line</td>
</tr>
<tr>
<td>• Specialist Teachers</td>
<td></td>
<td>• Palm Beach Neighbour Centre</td>
</tr>
<tr>
<td>• Principal, Teachers, Teacher Aides</td>
<td></td>
<td>• Youth and Mental Health</td>
</tr>
<tr>
<td>• Volunteers</td>
<td></td>
<td>• Department of Communities;</td>
</tr>
<tr>
<td>• Parents, Community Members</td>
<td></td>
<td>• Police;</td>
</tr>
<tr>
<td>• Peer mentors</td>
<td></td>
<td>• Paediatricians.</td>
</tr>
</tbody>
</table>

**Consideration of individual circumstances**

At all times, when responding to inappropriate behaviour, we consider the situation and context, the individual circumstances and the needs and rights of the school community.

We recognise that students have a variety of support needs and a diverse range of backgrounds. As a result of this, in responding to inappropriate behaviour, each individual incident is dealt with on its own merits. We take into consideration the rights and responsibilities of all members of the school community.

To ensure alignment with the Code of School Behaviour, this process may include negotiation, mediation and consultation with different sources as needed.

We value student engagement and therefore strive to ensure the educational needs of all students are maximised.

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Appendix 1

The Use of Personal Technology Devices* at School
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**Certain Personal Technology Devices Banned From School**

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

**Confiscation**

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

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

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

**Personal Technology Device Etiquette**

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

**Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Ingleside State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

**Text communication**

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

**Assumption of cheating**

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

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

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

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

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

Purpose

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

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied.

Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Ingleside 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 schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has
identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Ingleside State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Ingleside State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

**Related legislation**

- *Education (General Provisions) Act 1989*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *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 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*
- *Transport Operations (Passenger Transport) Regulation 2005*

**Related policies**

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
CS-17: Anti-Racism
CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
SC-09: Student Dress Code
LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)