



Chatsworth State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour



The Code of School Behaviour

Better Behaviour
Better Learning

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The community of Chatsworth State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

2. Consultation and data review

Chatsworth State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during 2017. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and (Regional Executive Director or Executive Director (Schools) and the Local Consultative Committee (LCC) in 2017, and will be reviewed as required in legislation.

3. Learning and behaviour statement

All areas of Chatsworth State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

In 2015, Chatsworth State School became a School Wide Positive Behaviour Support (SWPBS) school. The CSS Responsible Behaviour Plan for Students is reviewed to include the implementation of this program and its philosophies.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Chatsworth State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. This is in alignment with the Code of School Behaviour, which can be viewed at <http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf>

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

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

- education is a life-long process
- gender is not a determinant of capacity to learn
- children with disabilities are encouraged to access all educational opportunities
- children learn at different rates
- students, parents and teachers are part of a team
- the school is a focal point of the community
- good manners and respect are encouraged
- children learn by a variety of activities
- our school community provides appropriate social role models
- an attractive environment enhances learning
- the child's self-esteem is developed
- personal safety is encouraged.

Our Philosophy

Staff and students at Chatsworth State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules (CSS Behaviour Expectations) has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster fall into three categories: safety, respect and learning. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the Supportive School Environment at this school.

Beliefs & Values

Our approach to the management of student behaviour is based on the following beliefs and values which align with Education Queensland's Code of School Behaviour:

- The social outcomes of schooling are as important as the academic outcomes in determining future success and happiness.
- Positive teacher-student relationships, a stimulating and productive classroom environment and a learner-centred relevant curriculum are fundamental in promoting positive behaviour.

- Consistent, responsible parenting, which models acceptable social behaviour, is an important influence on student behaviour.
- Managing student behaviour is a joint responsibility of students, parents and staff and requires open, honest and respectful communication.

The use of a fair, consistent and responsive approach that encourages students to take responsibility for their behaviour is the most effective way to achieve long-term behaviour changes. A range of factors needs to be considered when choosing responses to student behaviour. These include context, age, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act or react to adult responses. Staff and the Principal will take all of these considerations into account when assigning an appropriate consequence for inappropriate student behaviour.

Supportive School Environment

Chatsworth State School is committed to providing a supportive environment where:

- a. All members of our school community feel safe and are valued.
- b. Social and academic learning outcomes are maximised for all through quality practices in the area of curriculum, interpersonal relationships, and school organization.
- c. Our school practices from positive or preventative actions for all students to responsive actions for specific individuals and groups.
- d. Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of our school community.
- e. Social justice is practised to ensure our curriculum, interpersonal relationships, and organisational practices accommodate the diverse characteristics and experiences of our students and staff.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour and with the philosophies of a SWPBS school.

Students, Parents and Staff all have Rights and Responsibilities as outlined in the following table.

As members of our school community, students, parents and teachers, have rights and responsibilities that must be upheld to ensure we are able to work, learn and relate in a supportive school environment where citizenship, respect, tolerance, cooperation, optimism and leadership are modelled and encouraged.

| STUDENTS' RIGHTS | STUDENTS' RESPONSIBILITIES |
|--|---|
| <ul style="list-style-type: none"> • To learn in a supportive classroom environment free from disruption. • To receive instruction at an appropriate level. • To be treated with courtesy and respect and have personal property treated with respect. • To expect fair discipline practices. • To be safe and to work and play in a safe and clean school environment. | <ul style="list-style-type: none"> • To be prepared. • To get to school and classes on time. • To work at and complete all classroom assignment work on time and to the best of your ability. • To observe classroom rules and be cooperative and considerate. • To respect the rights, feelings and property of others. • To accept the consequences of your behaviour. • To behave in a responsible and lawful manner. • To display a good standard of personal hygiene. |
| PARENTS' RIGHTS | PARENTS' RESPONSIBILITIES |
| <ul style="list-style-type: none"> • To expect teachers to provide quality programs of instruction. • To expect teachers to consider and plan for the individual needs of children. • To expect an honest account of their child's progress. • To have the opportunity to participate and provide input into the operation of the school. | <ul style="list-style-type: none"> • To ensure your children have adequate rest, good nutrition and good hygiene standards. • To ensure that your children attend school on time and dressed according to school dress standards. • To ensure that your children are equipped with the necessary school requirements. • To ensure that learning is encouraged and supported at home. • To maintain contact with the school so that teachers are well informed. • To be open and receptive to school contacts. • To instil in your children the value of education and that school is a place for learning. |
| TEACHERS' RIGHTS | TEACHERS' RESPONSIBILITIES |
| <ul style="list-style-type: none"> • To expect students to be at school and class on time. • To expect students to be prepared and ready for work when the lesson begins. • To expect students to understand that the school is a place for learning. • To expect students to understand and respect the authority of such individuals as teachers, visiting teachers and other staff. | <ul style="list-style-type: none"> • To provide quality programs through the delivery of the Australian Curriculum. • To provide learning experiences and expectations that match student needs. • To model respectful behaviour by treating students accordingly. • To inform parents about student progress, behaviour and their consequences (for 'Major' behaviours). • To implement fair and supportive behaviour management strategies in line with school policy. • To convey to parents that they are open, receptive and available for parent contacts. • To communicate both positive and negative feedback to parents about their children where appropriate. |

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

The Code of Behaviour is based upon shared values and beliefs of the school community. They include the following:

- ~ Honesty
- ~ Respect for self and others
- ~ Responsibility and self-discipline
- ~ Excellence and Self-confidence
- ~ Professionalism: accountability and high performance
- ~ Innovation and Creativity: Safe environment and security
- ~ Diversity and inclusiveness: encouraging all parties to participate in education

In a supportive school environment, the discipline strategies used must be non-confrontationist and uniform across the school. Positive interpersonal relationships between teachers and students and a positive classroom environment are essential for good order and discipline and for effective teaching and learning. Bill Rogers (1992) suggests that effective classroom discipline plans are based on the following principles:

- Behaviour ownership
- Respect for the rights of others
- Self esteem
- Maintenance of working relationships

Refer to:

<http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf>

4. School Rules

Chatsworth State School behaviour management processes seek to focus on preventing inappropriate behaviour and supporting positive behaviours and attitudes. At CSS, students who follow our *Safe, Respectful, Learners* motto are known as *Chatsworth Champions*. These positive behaviour expectations are outlined below:



CHATSWORTH
STATE SCHOOL

Behaviour Expectations

| CHATSWORTH CHAMPIONS ARE... | EVERYWHERE | CLASSROOM | PLAYGROUND | BUS LINES | TOILETS | WALKWAYS AND COVERED AREAS |
|---|--|---|---|--|---|--|
| SAFE  | <ul style="list-style-type: none"> • Keep bodies calm • Report problems • Ask permission to leave areas • Use equipment properly • Look after everyone's property • Respect others' personal space and property • Keep calm in line | <ul style="list-style-type: none"> • Keep personal space • Use furniture and equipment properly • Enter and exit calmly | <ul style="list-style-type: none"> • Keep your body to yourself • Use equipment for its purpose • Play allowed games • Play and eat in your area • Be sun safe | <ul style="list-style-type: none"> • Walk • Hold bags • Use crossings • Wait inside the gate until the bus stops • Follow supervisor instructions | <ul style="list-style-type: none"> • Keep water in sink • Wash hands | <ul style="list-style-type: none"> • Walk • Line up where adults direct • Carry items • Keep passageways clear |
| RESPECTFUL  | <ul style="list-style-type: none"> • Treat others how you want to be treated • Be an active listener • Follow adult directions • Use polite and positive language • Respect others personal space • Put rubbish in bins | <ul style="list-style-type: none"> • Be honest • Take care of yourself • Listen carefully to teachers and others • Help others • Raise hand to speak • Respect others' right to learn | <ul style="list-style-type: none"> • Invite others to join games • Share • Use positive language • Take care of equipment | <ul style="list-style-type: none"> • Line up when bell rings • Line up one at a time • Be respectful of supervisor and others | <ul style="list-style-type: none"> • Clean up after yourself • Respect privacy of others • Be hygienic | <ul style="list-style-type: none"> • Walk quietly • Move peacefully in single or double lines so others aren't disturbed |
| LEARNERS  | <ul style="list-style-type: none"> • Be at school everyday • Be responsible for your choices • Try your best and be an active participant • Be prepared • Be responsible for your learning • Be a team player | <ul style="list-style-type: none"> • Be organised • Speak in turn • Listen well • Make good choices • Be on time • Follow class rules • Be a positive group member | <ul style="list-style-type: none"> • Be a problem solver • Learn new games • Report problems • Think before doing | <ul style="list-style-type: none"> • Be a problem solver • Know bus duty rules • Report problems to adults | <ul style="list-style-type: none"> • Return to class quickly • Use toilets at break times | <ul style="list-style-type: none"> • Walk to class promptly • Be on time • Walk straight to intended area |

5. Rewards for appropriate behaviour

CSS's positive behaviour rewards are based on an SWPBS philosophy and are listed below. Students are given free and frequent (several times daily), short (weekly), medium (Term-by-Term) and long (end of year) term rewards in order to maximise chances for success. SWPBS philosophy also states that some students require frequent reinforcement in order to achieve their best behaviourally.

| Reward frequency | Reward type |
|-------------------------|--|
| Free and frequent | <i>Rippin' Rewards: these are tokens handed out to students who are demonstrating Safe, Respectful or Learning behaviours</i> |
| Medium Term | <i>Class Menus: each classroom has a menu of rewards catering for a range of student behaviours to be accessed weekly</i> |
| Long Term | <i>Champion Day: students who collect a set 'target' of Rippin' Rewards are invited to a 'Champion Day' celebration at the conclusion of each Term</i> |

- Immediate and specific feedback is given with all rewards.
- Rewards are used to provide incentive to individuals, small groups and whole class.

Students, parents and all members of the school community are expected to behave in a manner that respects these expectations.

Students are expected to take responsibility for their own behaviour and learning. Partnerships with parents/carers, the wider school community and other support agencies are essential to achieve positive behaviour in schools.

6. Consequences for unacceptable behaviour

Consequences for unacceptable behaviour

The range of consequences utilised are varied depending on the severity of the inappropriate behaviour. As an SWPBS school, we also consider a child's *function of behaviour* when choosing a consequence in order to assist them to learn from the experience and improve their future behaviour.



Managing Problem Behaviour

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS (MATRIX AND LESSONS)

MODEL, PRACTISE AND REINFORCE EXPECTATIONS (AWARD, PRAISE)

OBSERVE BEHAVIOUR AND DECIDE: 1. LEVEL 2. CONSEQUENCE 3. FUTURE STRATEGY

Chatsworth
Champions are:
Safe
Respectful
Learners

| STAGE ONE MINOR: LOW LEVEL BEHAVIOUR | STAGE TWO MINOR: MEDIUM LEVEL BEHAVIOUR | MAJOR: HIGH LEVEL BEHAVIOUR |
|---|---|---|
| <p><i>Minor acts of misconduct, which interfere with teaching and learning.</i></p> | <p><i>Intermediate acts of misconduct which may include repeated acts of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger others' health, safety or well-being.</i></p> | <p><i>Major acts of misconduct which may include repeated acts of medium misconduct, high level disruption to teaching/learning and/or serious threats to health, safety or property.</i></p> |
| <p>✓ STAFF MANAGED</p> | <p>✓ STAFF MANAGED ✓ PARENT NOTIFIED* (BY STAFF MEMBER) ✓ PAPER INCIDENT REPORT (OR ONESCHOOL IF PREFERRED)</p> | <p>✓ OFFICE MANAGED ✓ PARENT NOTIFIED (BY OFFICE) ✓ ONESCHOOL ENTRY BY ORIGINAL WITNESSING STAFF</p> |
| <ul style="list-style-type: none"> • Non compliance • Minor interruptions to learning (talking, noises, calling out, late, work avoidance, off task) • Not interacting fairly • Minor dishonesty • Out of seat • Unprepared for learning • Using put downs (minor) • Moving unsafely (e.g. running, swinging on chairs etc) • Inappropriate tone or attitude | <ul style="list-style-type: none"> • Non compliance • Damaging property (e.g. snap pencil, draw on book) • Disrespectful language (e.g. backchat, your mum...) • Consistently late • Not playing fairly • Repeated interruptions to learning • Deliberate defiance • Taking property without asking • Unsafe use of equipment (running, swinging on chairs etc) | <ul style="list-style-type: none"> • Destruction of property (IWB, technology, deliberate) • Willful non-compliance (physical/verbal) • Absent without permission (walk outs, truancy) • Verbal aggression • Inappropriate use of technological devices • Bullying & harassment • Verbal harassment (major, aggressive, intimidating) • Sexual harassment • Physical harassment • Physical aggression |
| <p>CONSEQUENCES</p> <p>1ST AND 2ND OFFENCE/S</p> <p>Staff will apply behaviour management strategies appropriate for the situation (<u>that show consideration of the likely function of behaviour</u>) including, but not limited to the following:</p> <ul style="list-style-type: none"> • Rule reminder or warning • Body language (non-verbal) encourager • Quiet talk 1:1 • Logical and natural consequences (tidy up, make up time etc) • Give direct instructions • Selective attending/tactical ignoring • Descriptive encouraging • Sit and think (2-5 min max) • Redirect to learning • Supportive conversation • Move seat in class | <p>CONSEQUENCES</p> <p>Staff will apply behaviour management strategies appropriate for the situation (<u>that show consideration to the likely function of behaviour</u>) including, but not limited to previous strategies as well as the following:</p> <ul style="list-style-type: none"> • Sit and think/time out (or 'Blue Seat') • Logical and Natural Consequences • Buddy Class (30 min max) • Community Service (reflects behaviour/expectation) • Restore relationship (apology, fix-up) • Loss of own time • Restorative Chat • Written/Visual plan to get back on track • Contact parent/s* • Reflection room – second break <p>*Parent note goes home with reflection room attendees</p> | <p>CONSEQUENCES</p> <p>Office staff will apply behaviour management strategies appropriate for the situation (<u>that show consideration of the likely function of behaviour</u>) including, but not limited to the following:</p> <ul style="list-style-type: none"> • Previous strategies • Time in office • Restorative Conference/Chat with restitution plan • Parent contact/conference • IBSP/behaviour contract or External Behaviour Support • Supported Play • Reflection room – second break (single or multiple) • Suspension • Loss of privileges eg. Leader Badge or activity involvement • Community Service (reflects behaviour/expectation, fix, repair, financial etc.) |
| <p>BEHAVIOUR RESOLVED?</p> | <p>BEHAVIOUR RESOLVED?</p> | <p>BEHAVIOUR RESOLVED?</p> |
| <p>YES</p> | <p>YES</p> | <p>YES</p> |
| <p>PRAISE & REWARD APPROPRIATE BEHAVIOUR</p> | <p>PRAISE & REWARD APPROPRIATE BEHAVIOUR</p> | <p>PRAISE & REWARD APPROPRIATE BEHAVIOUR</p> |
| <p>NO</p> | <p>NO</p> | <p>NO</p> |
| <p>3RD OFFENCE IN ONE WEEK BECOMES 'STAGE 2 MINOR'</p> | <p>OFFICE REFERRAL</p> | <ul style="list-style-type: none"> • CASE CONFERENCE • SUSPENSION • EXPULSION |

Based on departmental policy, certain behaviours must be dealt with outside the framework of the Responsible Behaviour Plan for Students and involve external agencies, such as the police. These behaviours may include:

- Drug Abuse
- Child Abuse
- Violence
- Truancy
- Severe external bullying, including cyber-bullying
- Sexual Harassment
- Anti-discrimination / Harassment

Behaviour database

One School is used to record positive and negative behaviours. Parents are informed of specific behaviour incidents using the communication diaries, notes sent home from the Reflection Room or a phone call from staff.

The following strategies may be employed by the school, where appropriate, in order to help students improve their behaviour or learn from the consequences of their actions:

School Based Management

- Professional Development for staff
- Implementation of School-wide Positive Behaviour Support – SWPBS
- Redirection / Rule Reminder / Classroom management
- Levels / Responsible Thinking Process / Stages
- Early intervention (parent notification / concern, staff observations etc.)
- Individual Behaviour Management Plans for classroom and/or playground
- Withdrawal from activities and /or Playground (eg. Supervised Play)
- Community service around school
- Formal Communication with Parent (positive and negative)
- Certificate for commendable behaviours (Student of the Week)
- Warning letter / reports from school database
- Letter describing ongoing problem and consequences

Intensive Behaviour Support

A more intensive case management approach may be implemented, which usually includes an Individual Behaviour Management Plan and is created in consultation with parents, the school Guidance Office and regional Behaviour Management staff.

- The school will keep a copy of the IBMP in the child's permanent file
- All other parties involved in the development of the IBMP will be consulted
- Administration information for the implementation of the IBMP given to parents and all staff involved with the student

Cluster Level approach

- Referral to Special Needs Committee
- Referral to Guidance Officer and/or Behaviour Management Officer
- Behaviour Management Officer and /or Guidance Officer involvement
- Case conferencing
- High Level IBMP and framework for further communication
- Alternate Education Program (Funding and Support)

- Suspension 1 – 10 days
- Re-Entry Meeting with all parties. Re-Entry Process. Suspension 10 - 20 days
- Suspension and recommendation for Exclusion letters (The format of these letters is prescribed by Education Queensland)

6. Emergency or critical incident responses

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

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

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

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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that CSS's duty of care to protect students and staff from foreseeable risks of injury is met. Staff have had professional development in order to train and support them in such cases. 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. Parents are notified and a record made when such an intervention has been used.

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

It is important that all members of the school community understand:

- physical intervention is not used as a form of punishment;
- physical intervention is not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.
- physical intervention should only be used by those trained in NVCI (Non Violent Crisis Intervention) or MAPA (Management of Actual or Potential Aggression)

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

- minor property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx>

7. Network of student support

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

- Parents
- Teachers
- Principal
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Student Welfare 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
- Anglicare

The list below is by no means exhaustive but constitutes the major services accessed in the majority of cases. Note that referrals have to be sited and signed by the principal before leaving the school.

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.

Chatsworth 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

Chatsworth SS uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, age, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

There is extensive parental involvement with Education Queensland staff and outside agencies that goes to developing a Team Approach to managing individual student behaviour at this school. The level of involvement of all members and the context that is being applied to the student in the situation in school is encapsulated in the Individual Behaviour Management Plan that is discussed in some detail in the section above entitled 'Individual Behaviour Support'.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- National Safe Schools Framework
(ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
(www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
(www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- MindMatters (www.curriculum.edu.au/mindmatters)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

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 stored 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 stored at the school office or with the class teacher.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or

the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. 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. 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 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.*

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

Appendix 2

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

Purpose

1. Chatsworth 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 Chatsworth 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 Chatsworth 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 Chatsworth 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 Chatsworth State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 basic school tenets and have been taught the expected behaviours attached to area of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

Appendix 3

Knives At School

Working to Keep CSS Safe

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school
- it is against the law for a student to have a knife at school.
- If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

What will happen if I bring a knife to school?

- The Principal can take tough action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can I help to keep CSS safe?

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