Enoggera State School

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

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

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

2. Consultation and data review
Enoggera State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings held during 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Enoggera State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Enoggera 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.

Our school community has identified three key pillars that underpin our approach to behaviour management and enable students to work in a safe orderly environment and promote our high standards of responsible behaviour.

- **Learning**
- **Relationships**
- **Safety**

Our school rules have been agreed upon and endorsed by all staff, student council and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour*. 
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Enoggera State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Our social skills framework is specifically designed to help students manage their emotions, assertively address everyday conflicts and positively contribute to social situations.

Social Skills Framework

The program is based on various resources, such as: Working It Out: Tools for Everyday Peacemakers produced by Lions-Quest, The Game Factory produced by Wilson McCaskill, a drama specialist. Program Achieve: Ready, Set, You Can Do It! Michael E. Bernard Ph.D.
A set of expectations has been attached to each of the pillars and the matrix below outlines our agreed rules and specific behavioural expectations for the three pillars.

<table>
<thead>
<tr>
<th>Three Pillars</th>
<th>Expectations</th>
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| Learning      | Follow instructions  
Be prepared and organised  
Persist with set tasks to completion  
Be confident to have a go  
Pursue excellence |
| Relationships | Get along with others  
Show courtesy and sincerity  
Treat others with consideration and respect  
Play fairly and follow rules  
Resolve conflicts peacefully |
| Safety        | Use equipment properly and safely  
Respond to instructions promptly  
Protect safety of self and others  
Care for our environment  
Move around the school safely |

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Comprehensive induction programs in the Enoggera State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Explicit teaching of school social skills program: Program Achieve; Ready, Set, You Can Do It!
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
  - procedures for preventing and responding to incidents of bullying (including cyber bullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour
At Enoggera 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 (Appendix 6). This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.
Positive Notice
Staff members hand Positive Notice cards (Gotchas) out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Positive Notice card. When students are given a Positive Notice card they drop the card in the designated collection points at the School administration block.

Each Monday the Principal randomly selects five cards and these students are awarded a prize on Assembly. Cards are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support
Each year a small number students at Enoggera State School are identified through our data as needing extra targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Teachers support students through the following targeted interventions:
- Relationship building with student through one on one support with curriculum work, proximity in the classroom.
- A whole school approach to bullying.
- Use of the whole class/individual recognition program to target support and encourage on-task and appropriate behaviour.
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

A student, whose behaviour does not improve after receiving targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: School Support Team
Enoggera State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/guardians and other relevant specialist staff. The School Support Team works with other staff members to develop appropriate behaviour expectations and strategies:
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within relevant individual plans, and
- works with the School Administration to achieve continuity and consistency.

The School Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team also includes individuals...
from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour

Enoggera State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are consulted with the School Administration team

Minor problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as Time Out in the classroom/playground, individual meeting with the student, apology, restitution or work completion during lunch breaks (up to 10mins).
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major problem behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of School Administration.

Major problem behaviours result in a consultation with School Administration because of their seriousness. A report of the student’s behaviour is recorded on OneSchool and the designated staff member makes contact with the parent.

Major unacceptable behaviours may result in the following consequences:

**Level 1**
Loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, Time Out away from the classroom, restrictions applied to playtime activities or relocation to the Responsible Thinking Room.

AND/OR

**Level 2**
Relocation to school office, exclusion from incursions/excursions, referral to Guidance Officer, referral to Student Support Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
Level 3
Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Student behaviour records will determine students’ eligibility to be included in school activities, such as: school incursions or excursions, camps, class or school award activities, sporting events. Considerations that may influence decisions include:
- serious or persistent inappropriate behaviours (major incidents)
- student presenting safety concerns as risk management considerations towards self or others

Definition of consequences*

| Time out – in class/playground | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. |
| Time out – away from classroom/playground | A principal or teaching staff may use Time Out (away) as a consequence for disobedience, misconduct, or other breaches of school expectations. Time Out (away) is to be no longer than one hour. Students are supervised by a neighbouring teacher and are to complete set tasks independently. |
| Responsible Thinking Room (Detention) | A principal or teacher may use RTR as a consequence for disobedience, misconduct, or other breaches of school expectations. An RTR is no more than 20 minutes during the first school lunch break (Students are required to complete a reflection sheet with supervision). |
| Relocation to School Office | A principal may use relocation to school office as a consequence for disobedience, misconduct, or other breaches of school expectations. Relocation to school office may be for a period of up to 3 school days, inclusive of all school activities and lunch breaks. |
| Temporary Removal of Property | A principal or staff member of Enoggera State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. |

School Disciplinary Absences (SDA)

| Suspension | A principal may suspend a student from school under the following circumstances: |
| disobedience by the student |
| misconduct by the student |
| other conduct that is prejudicial to the good order and management of the school. |

| Behaviour Improvement Condition | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:
| reasonably appropriate to the challenging behaviour |
| conducted by an appropriately qualified person |
| designed to help the student not to re-engage in the challenging behaviour |
| no longer than three months. |

| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
| disobedience |
| misconduct |
| other conduct that is prejudicial to the good order and management of the school, or breach of Behaviour Improvement Conditions. |
The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
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<tbody>
<tr>
<td>Learning</td>
<td></td>
<td></td>
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<tr>
<td>Persist with set tasks</td>
<td>• Incomplete set tasks that are at an appropriate level</td>
<td>• Non compliance</td>
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<tr>
<td></td>
<td></td>
<td>• Unco-operative behaviour</td>
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<tr>
<td></td>
<td></td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
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<tr>
<td></td>
<td>• Minor disruption to class</td>
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<tr>
<td>Have a go</td>
<td>• Unwilling to attempt new and unfamiliar activities</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>• Work area and required equipment are not accessible</td>
<td></td>
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<tr>
<td>Pursue excellence</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty that impacts on others</td>
</tr>
<tr>
<td>Interactions with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>others</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
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<tr>
<td></td>
<td>• Disrespectful tone</td>
<td>• Aggressive language</td>
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<td></td>
<td></td>
<td>• Verbal abuse / directed profanity</td>
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<tr>
<td></td>
<td></td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td>Resolving conflicts</td>
<td>• Inciting further emotion</td>
<td>• Refuse to participate in mediation</td>
</tr>
<tr>
<td>Play fairly</td>
<td>• Game rules not abided by</td>
<td>• Bullying</td>
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<tr>
<td></td>
<td>• Minor altercations</td>
<td>• Persistent ostracising</td>
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<tr>
<td></td>
<td>• Poor sportsmanship</td>
<td>• Major disruption to game/sport</td>
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<tr>
<td></td>
<td>• Excluding others</td>
<td></td>
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<tr>
<td>Movement around</td>
<td>• Running on concrete or around buildings</td>
<td></td>
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<tr>
<td>school</td>
<td>• Running in stairwells</td>
<td></td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
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<tr>
<td>Use of Equipment</td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Mobile phone in possession during school hours without authorisation</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td></td>
<td>• Petty theft</td>
<td>• Stealing/major theft</td>
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<tr>
<td>Protect safety</td>
<td>• Not wearing a hat in playground</td>
<td>• Serious physical aggression</td>
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<td></td>
<td>• Not wearing shoes outside</td>
<td>• Fighting</td>
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<td></td>
<td>• Minor physical contact (e.g. pushing and shoving)</td>
<td>• Possession or selling of drugs</td>
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<td></td>
<td>• Not playing school approved games</td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
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<tr>
<td>Respond to</td>
<td>• Not being punctual (e.g. lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td>Instructions</td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Care for our</td>
<td>• Littering</td>
<td>• Willful property damage</td>
</tr>
<tr>
<td>environment</td>
<td>• Lack of care for the environment</td>
<td>• Vandalism/Graffiti</td>
</tr>
<tr>
<td>Abide by uniform</td>
<td>• Breach of uniform dress code</td>
<td>• Wearing of offensive or inappropriate dress</td>
</tr>
<tr>
<td>dress code</td>
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*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Enoggera State School staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

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

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

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.
Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention
Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Enoggera State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- 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 utilizing the behaviour module on OneSchool.
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain

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
- Parent Education Centre

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Enoggera 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 information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state(such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- School wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cyber safety and schools resources
- Bullying. No way!
- Take a Stand Together
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 disciplinary consequences.

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 Enoggera State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
**Special Circumstances Arrangement**
Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or Ipad, Tamagotchi ® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber-bullying)

Purpose

1. Enoggera State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Enoggera 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 Enoggera 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 Enoggera 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 Enoggera State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

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

9. Cyber-bullying often does not occur at school. Students are explicitly taught Cyber-safety for example how to safely conduct and internet search, what cyber-bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber-bullying to parents and/or teachers immediately.

Enoggera State School will then investigate and respond to any incident of cyber-bullying.

10. Enoggera State School will endeavour to take part in the National Day of Action Against Bullying and Violence held each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

11. 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 Enoggera 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’.

12. Enoggera 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.
We can work together to keep knives out of school. At Enoggera State School

- 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, and 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.

The Principal can take 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
- 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 parents help to keep Enoggera State School students safe?**

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the School Principal.
Appendix 4

SPECIFIC PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS

Individual Incidences of Behaviour/s

Classroom
- Whole Class Program
  * Stickers/stamps/ticks/Gotchias
  * Individual Programs
  As per above but more intense & specific. These feed into the whole class program

Classroom
- Class Negotiated Rewards
  Some examples might include…
  * Lucky Dips
  * Treasure Boxes
  * Free Time
  * Auctions

Whole School
- Assemblies - Weekly
  * Class certificates
  * Gotcha lucky dip
- Newsletter - Fortnightly
  * Assembly award recipients acknowledged

Principal Awards – End of term
  * Academic, Behaviour, Pride

Whole School
- End of term rewards based on positive behaviour levels achieved.

Non-classroom Lessons
- Whole Class Program
  * Stickers/stamps/ticks/Gotchias

Gotcha: Students receive one ticket, the ticket goes into Gotcha box for assembly draw.

Class Celebration
- Examples:
  * free time
  * auction
  * party (healthy choices)
  * parent invites

Whole Class SPECIFICALLY TARGETED behaviour/s

Playground
- Whole School Program
  * Gotchas
  Gotcha: Students receive one ticket, and the ticket goes into Gotcha box for assembly draw.

- * Tick/sticker charts
- * Lucky dips
- * Verbal Praise

Whole School
- * Class certificates
- * Gotcha lucky dip

End of term rewards based on positive behaviour levels achieved.
Levels of Consequences for Unacceptable Behaviour

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

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are referred directly to the school Administration team.

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as Time Out in the classroom/playground, individual meeting with the student, apology, restitution or work completion during lunch breaks (up to 10mins).
- a re-direction process where a staff member takes the student aside and:
  5. names the behaviour that student is displaying
  6. asks student to name expected school behaviour
  7. states and explains expected school behaviour if necessary
  8. gives positive verbal acknowledgement for expected school behaviour.

**Major** problem behaviours are those that:

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

**Major** problem behaviours result in a notification to school Administration because of their seriousness. A report of the student’s behaviour is recorded on OneSchool and the designated staff member makes contact with the parent.

**Major** unacceptable behaviours may result in the following consequences:

**Level 1**
Loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, Time Out away from the classroom, restrictions applied to playtime activities or relocation to the Responsible Thinking Room.

AND/OR

**Level 2**
Relocation to school office, exclusion from incursions/excursions, referral to Guidance Officer, referral to Student Support Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

**Level 3**
Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

When deciding on an appropriate consequence, the teacher will consider the nature of the behaviour, the impact on self and/or others of the behaviour, previous behaviour breaches, and the student’s individual circumstances. Where appropriate, the consequences issued will align with and progress along the above continuum commencing at Minor consequences. However, the level of behaviour will determine the first level of consequence.
Student behaviour records will determine students’ eligibility to be included in school activities, such as: school incursions or excursions, camps, class or school award activities, sporting events. Considerations that may influence decisions include:

- serious or persistent inappropriate behaviours (major incidents)
- student presenting safety concerns as risk management considerations towards self or others
Appendix 6

Reflection Sheet – Prep to Year 2

Name: ____________________________ Date: ____________________________

Draw what you were doing: (Teacher to annotate)

What rule did you break?

<table>
<thead>
<tr>
<th>LEARNING</th>
<th>RELATIONSHIPS</th>
<th>SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following instructions</td>
<td>Get along with others</td>
<td>Use equipment properly and</td>
</tr>
<tr>
<td>Be prepared and organised</td>
<td>Show courtesy and sincerity</td>
<td>safely</td>
</tr>
<tr>
<td>Persist with set tasks to</td>
<td>Treat others with consideration</td>
<td>Respond to instructions</td>
</tr>
<tr>
<td>completion</td>
<td>and respect</td>
<td>promptly</td>
</tr>
<tr>
<td>Be confident to have a go</td>
<td>Play fairly and follow rules</td>
<td>Protect safety of self and</td>
</tr>
<tr>
<td>Pursue excellence</td>
<td>Resolve conflicts peacefully</td>
<td>others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Care for our environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Move around the school safely</td>
</tr>
</tbody>
</table>

Circle the face that shows how you feel: (student - teacher conference)

Sad  Embarrassed  Confused  Angry

Teacher discusses what the student needs to do to follow the school expectations.

Teacher Signature: ____________________________ Date: __________
Appendix 7

Reflection Sheet – Year 3 – Year 7

Name: ____________________________  Date: ____________________________

Describe the incident:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What rule did you break? (Circle ALL that apply)

LEARNING   RELATIONSHIPS   SAFETY
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

How could you have managed the situation appropriately?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

I understand what I need to do to follow the school expectations and I will try to improve my standard of behaviour.

Student signature: ____________________________  Date: ____________________________

Teacher signature: ____________________________  Date: ____________________________
Appendix 8

SCHOOL DRESS CODE – UNIFORM, HAIR AND JEWELLERY

Subsection 360 (1) of the Education (General Provisions) Act 2006 provides that a State school’s principal may develop a dress code for the school’s students that is to apply when the students are attending, or representing, the school. The dress code may provide for the following—

(a) standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear;
(b) standards of what is acceptable in relation to other aspects of the personal presentation of the students.

Enoggera State School has developed our School Dress Code in consultation with the school community, including staff, students and the P&C Association. We firmly believe that the school uniform contributes greatly to the tone of the school, encourages students to take pride in the school and their appearance, and it ensures identification outside the school confines. Thus, to ensure student safety and to promote a high standard of dress at Enoggera State School, the following regulations apply to students at all times, unless approved by the Principal (for example, on designated Free Dress Days).

Uniform

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ESS logo polo shirt</td>
<td>• As per summer</td>
</tr>
<tr>
<td>• ESS sports polo shirt (on designated Phys Ed and Sports Days)</td>
<td>• ESS logo jumper</td>
</tr>
<tr>
<td>• ESS shorts or skorts</td>
<td>• ESS logo long-sleeved shirt</td>
</tr>
<tr>
<td>• Black joggers and white socks</td>
<td></td>
</tr>
<tr>
<td>• ESS logo hat</td>
<td></td>
</tr>
<tr>
<td>• One piece swimwear, sunsafe shirt and swim cap</td>
<td></td>
</tr>
</tbody>
</table>

Optional:

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plain royal blue shorts or skorts, from alternative retailer</td>
<td>• Plain royal blue jumper (no hood), from alternative retailer</td>
</tr>
<tr>
<td>• Plain royal blue sunsafe hat, from alternative retailer</td>
<td>• Plain royal blue trackpants, from alternative retailer</td>
</tr>
<tr>
<td>• YMCA red hat, in-school only NOT to be worn on excursions</td>
<td>• Black opaque tights to be worn under shorts or skorts</td>
</tr>
</tbody>
</table>
Hair

Hair should be worn in a tidy manner, and should not obstruct vision, with long hair (past shoulders) being tied up with appropriate hair accessories. Hair accessories should be kept simple and align with school uniform colours.

Students wishing to colour their hair may do so as long as the new colour results in a natural look. Bright wash out colours may be permitted for special events such as sports days and fundraising activities, with Principal approval.

Jewellery

Watches, studs and sleepers are acceptable but only one ear-ring per ear is to be worn whilst at school.

No other form of jewellery or adornment is to be worn, except for medical, cultural or religious purposes. A letter from the parents/caregivers requesting permission is required.

Staff will not be held responsible for jewellery worn by students. Jewellery is not permitted in the pool.

Shoes

Students are expected to wear closed-in black shoes (predominantly black) and plain white socks.

Other

Nail polish and make-up/cosmetics are not permitted.

Breaches of School's Dress Code

Students will not be educationally disadvantaged for not wearing a school uniform to school; however, failure to abide by the school's dress code may result in the following consequences:

1. 1\textsuperscript{st} breach during a school term - Verbal warning
2. 2\textsuperscript{nd} breach during a school term - Letter to parents
3. 3\textsuperscript{rd} and subsequent breaches during a school term - Responsible thinking room (detention, 20 mins)
In addition to the above consequences, students in breach of the dress code may be issued with the following instructions:

<table>
<thead>
<tr>
<th>Breach</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform breach</td>
<td>Required to change into a school uniform, either provided by parent or provided by school (small stock of second-hand uniforms) OR Prevented from attending an activity where he/she is representing the school OR Prevented from participating in an activity where safety is an issue</td>
</tr>
<tr>
<td>Incorrect jewellery</td>
<td>Required to take off jewellery, which will be held in school office for collection at the end of the school day</td>
</tr>
<tr>
<td>Nail polish, cosmetics or incorrect hair accessories</td>
<td>Required to remove</td>
</tr>
<tr>
<td>No hat or inappropriate hat</td>
<td>Required to play in undercover areas</td>
</tr>
<tr>
<td>No shoes or inappropriate shoes</td>
<td>Restricted to classroom and office areas</td>
</tr>
</tbody>
</table>