

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 Term 4, 2017 and Term 1, 2018.

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 2013-2017 also informed the development process.

The Plan has been endorsed by the Principal, the President of the P&C and School Council Chair in 2018 and will be reviewed in 2021 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, and assist us to create and maintain a positive and productive learning and teaching environment.

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, school 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 Behaviour Matrix and the Enoggera High Five, are specifically designed to help students manage their emotions, assertively address everyday conflicts and positively contribute to social situations.

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.

Three Pillars	Expectations
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:

- Teachers use strategies provided in The Essential Skills for Classroom Management to develop a calm and supportive classroom culture.
- 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 expectations.
- 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 4).

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 5). 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 point in the School administration block.

Each Monday the Head of Student Engagement randomly selects three Gotchas and these students are awarded a prize on Assembly. Gotchas are never removed as a consequence for problem behaviour.

We have Positive Postcards. If students have demonstrated improvement or maintained a practise of adhering to the Three Pillars of Behaviour then a postcard is sent to parents or caregivers acknowledging this. This information is also entered into OneSchool.

Students who receive an 'A' for behaviour on their semester report card will also be acknowledged on assembly with the presentation of a Gold Certificate by the Principal.

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.

A five point scale (Ready to Learn Chart) will be displayed in classrooms, to provide students with immediate feedback.

Targeted behaviour support

Each year a small number of 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.
- Parent Information Report form issued to students to take home to parents when problems persist, eliciting support with the aim of building a productive partnership to help the student improve behaviour.

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

Intensive behaviour support: Student 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/ caregivers and other relevant specialist staff. The Student Support Team works with other staff members to develop appropriate behaviour expectations and strategies.

The Student Support Team:

- 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 ESS Student 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 referred 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.
- 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 another area of the school. Relocation to school office, exclusion from incursions/excursions, referral to Guidance Officer, referral to Student Support Team, referral for specialist behaviour services or suspension from school.

Level 2

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 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	The 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	The 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 10 to 20 mins. Students are supervised by a neighbouring teacher and are to reflect on their behaviour.
Temporary Removal of Property	The 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: <ul style="list-style-type: none">▪ disobedience by the student▪ misconduct by the student▪ other conduct that is prejudicial to the good order and management of the school.
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 <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none">▪ reasonably appropriate to the challenging behaviour▪ conducted by an appropriately qualified person▪ designed to help the student not to re-engage in the challenging behaviour▪ no longer than three months.
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: <ul style="list-style-type: none">▪ disobedience▪ misconduct▪ other conduct that is prejudicial to the good order and management of the school, or▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	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 Enoggera State School Behaviour Matrix provides guidance for staff in dealing with a range of minor and major behaviour incidents.

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 are provided with appropriate professional development and/or training 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.

Basic defusing strategies

1. Avoid escalating the unacceptable behaviour.
2. Maintain calmness, respect and detachment.
3. Approach the student in a non-threatening manner.
4. Follow through.
5. Debrief.

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.

Record keeping

Teachers and teacher aides are required to document incidents of repeated minor and major behaviours. It is a requirement that this be done on OneSchool > Student Profile > Behaviour Tab.

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> online.

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
- Special Education Teacher
- 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, and
 - receive adjustments appropriate to their learning and/or impairment needs.

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

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

11. Some related resources

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

Appendix 1

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others with regards to personal technology devices.

Personal Technology Devices include, but are 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.

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. All students are to provide personal mobile phones to the office each morning for safe storage and then collect from the office each afternoon.

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.

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 at school in class or in the playground. 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 or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Head of Curriculum.

Appendix 2

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

Purpose

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.

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.

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.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At 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

Many bullying behaviours are peer maintained through the actions of bystanders. 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.

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

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.
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Enoggera State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into OneSchool 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

Appendix 3

Appropriate use of social media

Enoggera State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

Enoggera State School is committed to promoting the responsible and positive use of social media sites and apps.

As set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found in **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person within the Enoggera State School grounds or whilst online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Enoggera State School, regardless of when these behaviours occur.

This policy reflects the importance of students at Enoggera State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students

should not post content online that they would be uncomfortable showing their parents or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Enoggera State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.

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

WORKING TOGETHER TO KEEP ENOGGERA STATE SCHOOL SAFE

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.

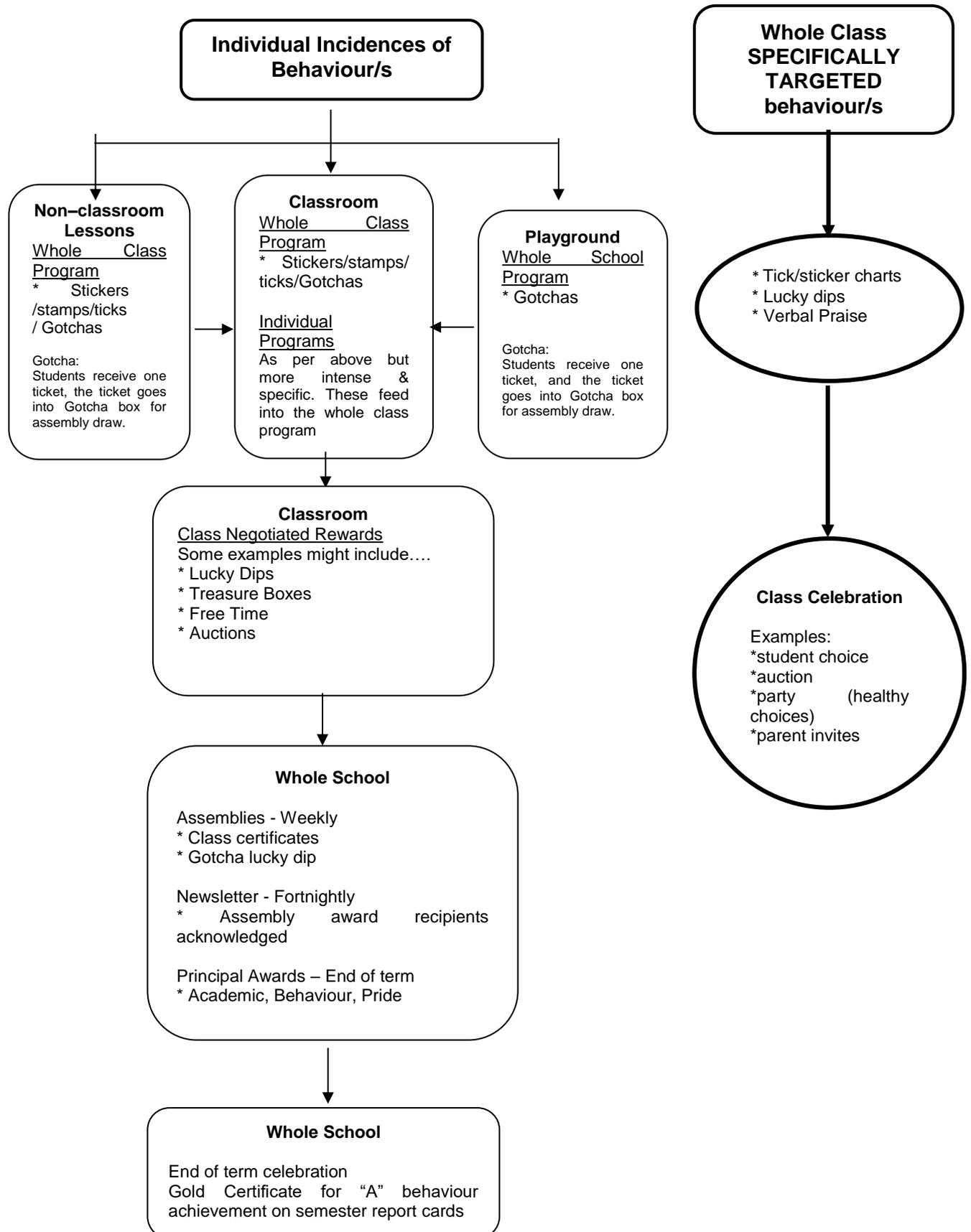
The Principal can take action against a student who brings a knife to school.

- 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 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.

SPECIFIC PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS



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:
 - names the behaviour that student is displaying
 - asks student to name expected school behaviour
 - states and explains expected school behaviour if necessary
 - 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. 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.

Level 2

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 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

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

<p>Summer</p> <ul style="list-style-type: none"> • ESS logo polo shirt • ESS sports polo shirt (on designated Phys Ed and Sports Days) • ESS shorts or skorts • Black joggers and white socks • ESS logo hat • One piece swimwear, sunsafe shirt and swim cap 	<p>Winter</p> <ul style="list-style-type: none"> • As per summer • ESS logo jumper • ESS logo long-sleeved shirt
<p>Optional:</p> <ul style="list-style-type: none"> • Plain royal blue shorts or skorts, from alternative retailer • Plain royal blue sunsafe hat, from alternative retailer • YMCA red hat, in-school only NOT to be worn on excursions 	<ul style="list-style-type: none"> • Plain royal blue jumper (no hood), from alternative retailer • Plain royal blue trackpants, from alternative retailer • Black opaque tights to be worn under shorts or skorts

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. 1st breach during a school term - Verbal warning
2. 2nd breach during a school term - Letter to parents
3. 3rd and subsequent breaches during a school term - Member of the Administration Team to follow up.

In addition to the above consequences, students in breach of the dress code may be issued with the following instructions:

Breach	Consequence
Uniform breach	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
Incorrect jewellery	Required to take off jewellery, which will be held in school office for collection at the end of the school day
Nail polish, cosmetics or incorrect hair accessories	Required to remove
No hat or inappropriate hat	Required to play in undercover areas
No shoes or inappropriate shoes	Restricted to classroom and office areas