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

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1. Purpose

Nundah 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.

The vision for Nundah State School is for all our students to become active participants in a supportive learning environment. Our aim is to provide a stimulating, satisfying and supportive environment, which assists our students to achieve their full potential, and equips them with the personal qualities and skills to live in society as co-operative, creative and happy people.

This plan responds to and aligns with Education Queensland's Code of School Behaviour. The aim of the Responsible Behaviour Plan for Students is to encourage students to take responsibility for their actions (including virtual). This document sets out guidelines to help students, parents/carers, staff and the wider community achieve this goal.

These guidelines will be monitored and evaluated in response to:
- different and changing needs and values of student and parent/carer clientele
- changes in staff and administration
- Education Queensland's policy changes and initiatives.

It aims to address the social and behavioural contexts of our school community, including iPads. 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, this includes online community.

2. Consultation and data review

Nundah State School developed this plan in collaboration with our school community. In 2016 a process involving broad consultation with parents, staff and students was undertaken through surveys, staff consultation and P&C meetings held throughout year. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed this process.

The following consultation and preliminary review has occurred in 2016:
- review of playground duty and the provision for management and supervision of students with challenging behaviour outside the classroom.
- review IBSP format to align with other school support documents ICPs, ILPs.
- review of elements of the Targeted and Intensive Support programs that need tightening to support classroom teachers.
- review of the Pro-social Skills program to align with Australian Curriculum General Capabilities. Also, reviewed was the mechanism for reporting growth to parents under Behaviour.
- inclusion of cyber-safety and responsible safe online practices and procedures.

The plan was endorsed by the Principal, the President of the P&C, and was reviewed by the leadership team in 2016, for final endorsement by the P&C in 2016.

3. Learning and behaviour statement

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

OUR BELIEFS:
1. Behaviour is a choice. It takes thought and/or action to carry out a behaviour.
2. Each individual is responsible for their behaviour choices.
3. Behaviour can be taught. The behaviour skills required to achieve success across a variety of environments can be described as “Social Skills”.
4. The most successful way of teaching social skills is to model what is expected and provide clear boundaries for success.
5. Behaviour is directly influenced by environment. As behaviour is environment specific, individuals need to learn the expectations specific to each environment, including online environments.

CODE OF BEHAVIOUR:

Our School Rules

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

BE A LISTENER (Respectful)
• Follow directions
• One voice at a time
• Hand up to speak in the classroom

BE A LEARNER (Responsible)

• Arrive prepared
• Ask for help
• Have a go at all tasks/activities

BE SAFE:

• Keep hands, feet and objects to yourself
• Use safe words with all staff and students
• Stay within safe areas in the school and when using technology

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

RIGHTS/ROLES/RESPONSIBILITIES

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are clearly identified to everyone, assisting Nundah 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, rights and responsibilities in the educational process. Refer to Appendix 5 for Rights/Roles/Responsibilities for Students, Parents and Teachers. Refer to Responsible Use of iPads documentation.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**UNIVERSAL STRATEGIES:**

1. Nundah State School is committed to providing a supportive school environment that maximises the educational opportunities and outcomes for every student.

2. All adults are committed to explicit teaching and modelling of pro-social behaviour and a personal values system. They need to show care, hold positive expectations and provide opportunities for meaningful participation by all students. The most successful way of doing this is by teaching and modelling the skills of emotional intelligence. One hour each week is committed to the teaching of these concepts within pro-social games and lessons. Class meetings promote school rules and develop the students capacity to implement and realise our school virtues as reflected in our school song:

   **NUNDAH STATE SCHOOL SONG**
   
   Oh, Nundah's our school,
   And we're proud to belong.
   Nundah's our school,
   Let us sing it strong.
   We'll be loyal and true and do our best,
   To see that Nundah leads the rest.

   **Chorus**
   So sing a loud cheer for Nundah School
   And cheers for Australia too.
   Let's **strive** for renown
   For the gold, black and brown.
   And have **courage** in all that we do.

   Oh, long live our school,
   And God bless our land.
   Long may they prosper.
   We think they're grand.
   In the classroom, sports and music too,
   Let's bring **honour** to our school.

3. Nundah State School Personal and Social Capabilities Program:
   The Nundah State School Skills Program to develop personal and social competencies provides a framework for fostering the social and emotional development of students, allowing them to develop to their full potential. The program is framed by the Personal and social capability learning continuum, which is organised into four interrelated elements of:

   ◇ **Self-awareness**
   - recognise emotions
   - recognise personal qualities and achievements
   - understand themselves as learners
   - develop reflective practice.

   ◇ **Self-management**
   - express emotions appropriately
   - develop self-discipline and set goals
   - work independently and show initiative
   - become confident, resilient and adaptable.

   ◇ **Social awareness**
   - appreciate diverse perspectives
   - contribute to civil society
   - understand relationships.

   ◇ **Social management**
   - communicate effectively
   - work collaboratively
   - make decisions
   - negotiate and resolve conflict
   - develop leadership skills.

The prompt language is framed by key words from our Nundah School Song, and the “Play is the Way” support resources:

很容易阅读和理解的自然语言
Have reasons for the things you say and do

It takes great strength to be sensible

4. Student of the Week: At Nundah State School student’s positive behaviour and efforts are acknowledged each week at Assembly. Each teacher is responsible for nominating a student, these certificates will be directly related to our skill focuses.

5. GOTCHA Program:
Gotchas will be awarded to students demonstrating one or more of the Nundah State School Virtues both in class and in the playground. Thus, all staff on duty, including sport will carry Gotchas to acknowledge positive behaviour. A weekly draw for P-1, 2-3, 4-5, 6-7 will be conducted on assembly and the successful students will receive a tuckshop voucher to the value of $2.50.

6. Upper School Sporting Program:
At Nundah State School older students in Years 4-6 participate in sport to prepare for Gala Days. This program provides students with a productive structured program that supports the learning of sporting and teamwork skills.

7. Chaplaincy Program - Chaplain Key roles and responsibilities:
   - Classroom visits to give children extra attention of a caring and positive adult and to teach on specific topics e.g. emotional health.
   - Involvement in school programmes e.g., camps, intentional pastoral care of children
   - Individual appointments: children can speak to the Chaplain about issues of concern. The '5 skills' are all covered in these discussions at different times.
   - Other roles include such programs as:
     - **Seasons for Growth:** an educational programme which teaches children how to deal with the changes in their lives (e.g. family breakdown) by learning cognitive, emotional and behaviour skills.
     - **Rock and Water:** Intensive coaching and Social skilling (small groups of children withdrawn from class and informally in the playground) utilising the Rock and Water philosophy for session and program development.

8. School Uniform Policy:
The Nundah State School Uniform and Dress Code is based on the Education Queensland’s Policy and Guidelines on School Dress Standards for students. Our uniform and dress code is supported and endorsed by our Parents and Citizens Association. Our dress code expectations and uniform requirements are outlined in our Parent/Caregiver Handbook.

9. Professional Development:
The role of professional development and training is paramount to ensuring that the members of the teaching staff are equipped with the skills to implement this policy. We ensure consistency of approaches by discussing issues at staff meetings or at smaller groups of identified teachers. All staff will receive in-service in the following:
   - Developing Pro-social Skills Through Games – Play is the Way – Wilson McCaskill
   - Essential Skills for Classroom Management
   - Restorative Justice Approach – No Blame Approach

10. Implementation of specific policies to address:
   - the use of personal 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 cyberbullying 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).
Nundah State School has a clearly outlined strategy that provides educational support or intervention in responding to unacceptable or potentially unacceptable behaviour:

**TARGETED BEHAVIOUR SUPPORT
RESPONDING TO UNACCEPTABLE BEHAVIOUR:**

Strategies to Manage Unacceptable Behaviour Include:

- **Reinforce Expectations:**
  - be explicit, use clear language, use visual cues.

- **Acknowledgement:**
  - Wait and Scan looking for opportunities to acknowledge positive behaviour, e.g., cue with parallel acknowledgement, body language encouraging, descriptive encouraging.

- **Redirect to learning:**
  - relate directly to established expectations
  - ask student if they need assistance

- **Positive Behaviour Choice:**
  - Reminder of Expectations:
    - relate directly to established expectations
    - ask student if they need assistance
    - cue student with a distinct time frame to follow instruction e.g., do it now/thanks

- **Give Choice/Consequence:**
  - State what the student needs to do to meet expectation and outline consequences of continued behaviour e.g.,
    - time away in the classroom
    - buddy class
    - time out of classroom
    - Red Seat
    - Administration Support
    - Non-attendance at camps, excursions and sports (refer to Appendix 3)

- **Behaviour continues**
  - Follow through with consequences

Classroom records of unacceptable behaviours will be kept on ONESCHOOL.
Parents may be contacted at any time.
INTENSIVE BEHAVIOUR SUPPORT

Staff member completes a student referral for Support with appropriate documentation and submits it to the Deputy Principal / STLaN.

Deputy Principal schedules initial case meeting with staff member to review referral and gather further data.

Action Plan established: This may include:
1. Discussions re: strategies for staff to implement to reduce frequency and intensity of identified behaviour.
2. Classroom observations by leadership team.
3. Program/Curriculum modifications to support student.
4. Parent/Guardian contacted at this stage to inform them of action plan. (Offer of parent meeting to be made.)
5. Referral to Lunchtime Support Program or supervision. – These are developed on a needs basis and may run at different times of each term.
6. No Blame Approach implemented to resolve incidents of bullying. (See Appendix 6)

Deputy Principal schedules second case meeting with staff member to review action plan.

If ongoing support required:
1. School Case Manager identified and ‘draft’ IBSP (Individual Behaviour Support Plan) developed and implemented.
2. Parent/Guardian requested to attend meeting with DP and staff member.
3. Referral to other support agencies;
   - Behaviour Support Services
   - CYMHS
   - Guidance Officer
   - Red Cross
   - Lifeline Families
   - MYCP
   - Project Circuit Breaker
4. Fortnightly case meetings involving all stakeholders be held, co-ordinated by school case manager.
Nundah 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.

5. Consequences for inappropriate or unacceptable behaviour

Consequences for unacceptable behaviour are applied in order to:
* provide the opportunity for all students to learn
* ensure the safety of staff and students
* assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for inappropriate and/or unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

The strategies outlined in the TARGETED and INTENSIVE support sections of the Responsible Behaviour Plan will be consistently applied when dealing with unacceptable behaviour:

**Time Away** – (In Class)
* Teachers designate an area within the classroom that students can go to regroup before rejoining class learning experiences. May also be used as a cool off area. Students are supported in order to repair the situation.

**Buddy Class** – (closest neighbouring classroom: NOT PEERS FOR OLDER STUDENTS)
* At the beginning of each year teacher’s will be allocated a buddy class teacher to utilise support for students who may need to be withdrawn from class to minimise disruption to the learning environment. Each class teacher will have a designated area for student withdrawal to facilitate this process.

**Red Seat**
* Red seat (a painted seat in the playground) to be used as a consequence of unacceptable behaviour in the playground. (NB: Time Away and Buddy Class for classroom behaviour)

**Referral to Lunchtime Support Program and or Alternative Playground Supervision Arrangements** –

*N.B.: This has replaced the need for a punitive use of a TIME OUT ROOM in order to promote building positive relationships with students. A focus on plans and programs to support them back into the Playground is emphasised rather than punishment of inappropriate behaviour.*

**Non-Attendance at Camps, Excursions and Sports:** (Principal’s Responsibility ONLY)

From time to time students are excluded from school activities due to issues of previous behaviour or the potential for behaviour that would disrupt an activity or endanger the person or others.

While we will attempt to include all students, we will not tolerate behaviour on trips etc. which:
* disrupt the enjoyment/learning of others
* is potentially dangerous to themselves and others
* reflects poorly on the school.

Each situation needs to be handled very carefully, in a fair and consistent manner, with these guidelines to be taken into account:
* Such exclusion would be the result of significant and repeated inappropriate behaviour.
* Students need to be aware that this may happen and is a consequence of unacceptable behaviour.
* Parents need to be aware that this may happen and is a consequence of unacceptable behaviour.
* Students should be given the opportunity to demonstrate a reasonable attempt at acceptable behaviour prior to the excursion.
* Records need to be kept (possibly for future discussion with parents).
* Arrangements need to be made for non-attendees to have supervision and suitable work to undertake.
* Behaviour incidents will be recorded on OneSchool.

**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 directly to the school Leadership 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 Leadership Team.

Minor problem behaviours may result in the following consequences:
• a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
• 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 behaviours are those that:
• significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Leadership Team

Major behaviours result in an immediate referral to school Leadership because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Leadership. A report of the student’s behaviour is recorded on OneSchool, and parents contacted.

Major unacceptable behaviours may result in the following consequences:
• Level One: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour
• Level Two: Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
• Level Three: 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.

Definition of consequences*

| Time out | 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, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. |
| Detention | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). |
| Temporary Removal of Property | A principal or staff member of Nundah 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.

**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.

### 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 Nundah 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.

Through co-operative learning strategies such as role play, students are explicitly taught 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 learning 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 Nundah’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. The following records must be maintained:
- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).
A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies.

School Based Support
- Time Away and/or Lunchtime Support Program
- Support from the School Chaplain
- Teacher Aides Classroom and playground
- Nundah State School Social Skills Program
- Seasons for Growth and/or Rock and Water Program to support students who have emotional concerns.
- Guidance Officer
- Referral to SWAN Team
- Newsletter re-inforcement of school policy
- Supervised lunch time activities- sport, art and chess

External Support
A. Behaviour Support Service
   Outreach support
   Support involving individual students and/or their family
   Support involving a group of students and/or a class
   Support involving an individual staff member
   Consulting / Professional Development
   Positive Learning Centre
   Alternative program / site for ‘at risk’ students
   STIP
   Short Term Intervention Program is located at Stafford State School and provides an alternative education program for students aged 7, 8 and 9 years old.
   SAFS
   School and Family Support Team is a service that assists students, their families and schools to develop strategies for behaviours that place students at risk educationally.
   MYCP
   Management of Young Children Program

B. CYMHS Support
   Child Youth and Mental Health Services provide trained staff to assist students, parents and teachers in dealing with mental health issues.

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.
Nundah 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 1993
- Weapons Act 1990
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

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

12. Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: ………………… to …………………

Appendix 1: The use of Personal Technology Devices * at School

This policy reflects the importance the school places on students being responsible digital citizens. Nundah students will display courtesy, consideration and respect for others whenever they are using personal technology devices.

All personal technology devices require permission to be brought onto Nundah State School grounds.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, 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.

Bringing mobile phones and games to school, i.e., devices for personal use rather than learning, to school is not encouraged by the school. These devices must be signed in and left in the office.

Devices for Learning

Nundah State School coordinates a Bring Your Own iPad for learning program. Agreements are signed by students, parents and caregivers for the year levels involved. Students who require the use of a personal assistive technology device for their learning program should negotiate a special circumstances arrangement with the STLaN, Deputy Principal or Principal.

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.

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 Nundah State School. Students must not use 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).

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 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 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 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.

Recording Private Conversations and the Invasion of Privacy Act 1971
Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. 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.
Appendix 2: Procedures for preventing and responding to incidents of Bullying (including Cyber)

**Purpose**

1. Nundah 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 Nundah 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 Nundah 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 Nundah 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 Nundah State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - • Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - • All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - • All students have been or are being taught the specific routines in the 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety. This includes how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages.

Nundah State School will then investigate and respond to any incident of cyberbullying.

10. 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 antibullying process at Nundah 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'.

11. Nundah 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...
Appendix 3: Working together to keep Nundah safe.

We can work together to keep knives out of school. At Nundah 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 at 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 knives 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 school 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 Nundah State School 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/deputy if you believe your child is being bullied or threatened at school.
Appendix 4 — Appropriate Use of Social Media

Appropriate Use of Social Media
There is no place for bullying in Nundah 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.

The school's Internet access provider automatically blocks access to resources that are identified as unsuitable. All social media sites are blocked at school.

1. Nundah 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 apps for primary school aged students must be determined by parents for home use only. There are age limits for creating social media accounts and parents need to read the terms and agreements of each social media site and app.

2. When safely used by appropriately aged students social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

3. As is set out in Appendix 2 “Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying), Harassment or Victimisation”, it is unacceptable for students to bully, harass or victimise another person whether within Nundah State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Nundah State School – whether those behaviours occur during or outside school hours.

4. This policy reflects the importance of students at Nundah State School engaging in appropriate online behaviour. A guide for parents and caregivers is provided by DETE called Cybersafety and cyberbullying.

Role of Social Media

5. 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.

6. Once students place information and/or pictures online, they have little to no control over how that content is used.

7. 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.

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

Appropriate Use of Social Media

Nundah State School provides parents/caregiver with information regarding Social media (See Social media and the school community brochure).

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online.
- Remember, once content is posted online you lose control over it.
- Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- 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.

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

10. 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.

11. Nundah 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

12. 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.

13. 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”.

14. 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

15. There are significant penalties for these offences.

16. Nundah 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, Nundah State School expects its students to engage in positive online behaviours.
## Appendix 5 — Roles / Rights / Responsibilities

### STUDENTS

<table>
<thead>
<tr>
<th>Rights</th>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn in a safe, secure and supportive environment.</td>
<td>To be a learner who participates in all activities.</td>
<td>To follow school rules and help create a safe environment.</td>
</tr>
<tr>
<td>To be respected and contribute to the school community by sharing ideas.</td>
<td>To be a role model and demonstrate respect.</td>
<td>To be organised for school activities.</td>
</tr>
<tr>
<td>To be recognised and valued as an individual.</td>
<td>To make friends and be a good friend.</td>
<td>To show respect to all people in our school community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To always try my best.</td>
</tr>
</tbody>
</table>

### PARENTS

<table>
<thead>
<tr>
<th>Rights</th>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a) To be treated with courtesy and respect and be kept informed of my child/children’s progress and other school related matters.</td>
<td>Initiate and maintain constructive communication and relationships with school staff regarding my child’s learning, well being and behaviour.</td>
<td>Keep up to date with school related matters via regular school communication e.g. newsletter, website, P&amp;C meetings, Parent/Teacher information sessions, Events Committee. Attend parent/teacher interviews. Arrange meetings with classroom teacher/s to discuss child/children’s progress throughout the year. Read and discuss twice yearly report cards with my child/children.</td>
</tr>
<tr>
<td>1b) To have a forum to voice my opinion on school related matters.</td>
<td>Take an active interest in the school and wider community.</td>
<td>Attend P&amp;C Meetings to participate in the school decision making process regarding policy and procedures, financial resourcing, infrastructure and community events.</td>
</tr>
<tr>
<td>2) For my child/children to participate actively in a safe, supportive environment.</td>
<td>Provide a positive role model for life long learning.</td>
<td>Maintain an awareness of my child/children’s curriculum program. Spend time with my child/children working on homework and other school related tasks e.g. reading, instrumental practice. Engage in regular discussions with my child/children about school life. Model a positive work ethic in my approach to daily tasks. Be supportive of the school and its rules, ethos, policies and procedures. Organise prompt payment and/or discuss payment options required for stationery for daily learning (e.g. pencils, texts, ruler, rubber, scissors etc) Ensure my child/children attends school regularly and notify school of all absences by either telephone call or note to teacher.</td>
</tr>
<tr>
<td></td>
<td>Support my child/children to continue their learning in the home environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide my child/children with the necessary materials for learning.</td>
<td></td>
</tr>
<tr>
<td>3) To be welcomed in my child/children’s classroom and have the opportunity to participate in their learning experiences.</td>
<td>Participate actively in my child/children’s schooling.</td>
<td>Attend school/class events e.g. Sports Day, Music Evenings, Excellence Expo.) Offer to assist where possible in classroom activities.</td>
</tr>
</tbody>
</table>
### STAFF

<table>
<thead>
<tr>
<th>Roles</th>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To teach in a safe supportive environment.</td>
<td>Establish and maintain a safe and supportive learning environment.</td>
<td>o Create respectful, positive and safe learning environments and constructive relationships that are based on mutual trust, provide social support for all students and foster positive attitudes to learning, participation and achievement.</td>
</tr>
<tr>
<td>2) To participate as an active, responsible member of a professional team.</td>
<td>Ensure lines of communication stay open.</td>
<td>o Establish and maintain clear expectations for student learning and behaviour and provide explicit feedback on appropriate behavior.</td>
</tr>
<tr>
<td>3) To access professional development opportunities to maintain professional standards.</td>
<td>Utilise your professional expertise to extend beyond your classroom.</td>
<td>o Establish and meet personal work-related goals and priorities to contribute to the achievement of personal, team and school objectives.</td>
</tr>
<tr>
<td>4) To have access to material and resources to plan and implement quality teaching and learning experiences.</td>
<td>Through ongoing professional development maintain an awareness of o educational trends; globally and locally. o strategic directions of school and the implementation of its policies and procedures. o curriculum developments and directions. o Provide a positive role model for lifelong learning.</td>
<td>o Critically reflect on their practice and relevant professional standards to analyse professional strengths and weaknesses, set personal and collegial professional goals, and assess their capacity to meet the professional requirements of the Queensland College of Teachers.</td>
</tr>
</tbody>
</table>

### Staff Roles, Rights and Responsibilities

- **Establish and maintain a safe and supportive learning environment.**
  - Establish and maintain clear expectations for student learning and behaviour and provide explicit feedback on appropriate behavior.

- **Ensure lines of communication stay open.**
  - Establish and meet personal work-related goals and priorities to contribute to the achievement of personal, team and school objectives.

- **Utilise your professional expertise to extend beyond your classroom.**
  - Establish and meet personal work-related goals and priorities to contribute to the achievement of personal, team and school objectives.

- **Through ongoing professional development maintain an awareness of:**
  - o Critically reflect on their practice and relevant professional standards to analyse professional strengths and weaknesses, set personal and collegial professional goals, and assess their capacity to meet the professional requirements of the Queensland College of Teachers.

- **Establish and maintain a safe and supportive learning environment.**
  - Establish and maintain clear expectations for student learning and behaviour and provide explicit feedback on appropriate behavior.

- **Utilise your professional expertise to extend beyond your classroom.**
  - Establish and meet personal work-related goals and priorities to contribute to the achievement of personal, team and school objectives.

- **Through ongoing professional development maintain an awareness of:**
  - o Engage in personal and collegial professional development to improve teaching practice and effectively manage other aspects of the role of a teacher.

- **Establish and maintain a safe and supportive learning environment.**
  - Utilise your professional expertise to extend beyond your classroom.

- **Through ongoing professional development maintain an awareness of:**
  - o Engage in personal and collegial professional development to improve teaching practice and effectively manage other aspects of the role of a teacher.

- **Establish and maintain a safe and supportive learning environment.**
  - Utilise your professional expertise to extend beyond your classroom.

- **Through ongoing professional development maintain an awareness of:**
  - Establish learning goals and assessment requirements that meet relevant school, authority and employer policies, curriculum frameworks and students' prior experience and learning needs.

- **Establish and maintain a safe and supportive learning environment.**
  - Establish and maintain clear expectations for student learning and behaviour and provide explicit feedback on appropriate behavior.

- **Utilise your professional expertise to extend beyond your classroom.**
  - Establish and meet personal work-related goals and priorities to contribute to the achievement of personal, team and school objectives.

- **Through ongoing professional development maintain an awareness of:**
  - Demonstrate effective team skills through contributing to a range of professional teams in line with personal and professional expertise and interests, school priorities and role.

- **Establish and maintain a safe and supportive learning environment.**
  - Utilise your professional expertise to extend beyond your classroom.

- **Through ongoing professional development maintain an awareness of:**
  - Establish learning goals and assessment requirements that meet relevant school, authority and employer policies, curriculum frameworks and students' prior experience and learning needs.

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  - Demonstrate effective team skills through contributing to a range of professional teams in line with personal and professional expertise and interests, school priorities and role.

- **Establish and maintain a safe and supportive learning environment.**
  - Utilise your professional expertise to extend beyond your classroom.

- **Through ongoing professional development maintain an awareness of:**
  - Plan, support, monitor and evaluate student learning in partnership with colleagues, other professionals, paraprofessionals, teacher aides and other adults engaged in promoting student learning.

- **Establish and maintain a safe and supportive learning environment.**
  - Utilise your professional expertise to extend beyond your classroom.

- **Through ongoing professional development maintain an awareness of:**
  - Establish learning goals and assessment requirements that meet relevant school, authority and employer policies, curriculum frameworks and students' prior experience and learning needs.

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- **Establish and maintain a safe and supportive learning environment.**
  - Utilise your professional expertise to extend beyond your classroom.
Appendix 6: No Blame Process

The Shared Problem-solving (No Blame) approach

The Shared Problem-solving (No Blame) Approach to handling bullying is suitable for stopping bullying behaviour. Specific acts of violence should be dealt with in accordance with the law. This is an enabling approach to bullying. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator. It is important that the process is properly managed, so that bullying is not reinforced.

1. Interview the person being bullied
   - Support them and congratulate them on telling.
   - Assure them that the bullying is not their fault and they do not deserve to be bullied.
   - Discuss how it feels to be bullied and invite them to write down their feelings about being bullied.
   - Explore any possible behaviours of their own where they may act more decisively to increase their own confidence in the situation.
   - Tell them you are going to work with other people involved and some others in the group/class to get them to understand the effect that bullying or lack of support is having on one of their classmates.
   - Ask them for names of people they would like included in the group.

2. Assemble a group of people
   - Ask the advice of teachers who know the class or peer group well and can remain objective.
   - Include the person who has been doing the bullying and his/her two main supporters.
   - Include one or two bystanders who have been friends of the victim in the past.
   - Include two dominant, assertive group/class members who in the past have observed the bullying but done nothing to stop the bullying.

3. Convene a meeting of the group
   - Do not include the victim.
   - Allow at least 30 minutes.
   - Explain the problem and share the feelings the victim has written down.
   - Discuss why the victim is feeling this way.
   - Don't apportion blame. This will allow the group to respond objectively to the bullying and to help find a solution.
   - Talk about group responsibility for helping solve this problem.
   - Encourage each group member to suggest positive ways the victim could be made happier.
   - Say you will leave it up to the group to do these things to support the victim. Document these suggestions.
   - Set a time for reconvening in a week (or other appropriate time lapse), to review progress. Revisit suggestions and progress.

4. Continue to support the victim yourself
   - Meet with the victim informally once a day.
   - Ensure the ongoing safety of the victim.

5. Re-convene the group in a week
   - Discuss progress on doing the things they agreed to do.
   - Praise them for any changes you have notice.
   - If the process is unsuccessful – the Leadership Team are informed to refer to other agencies for support

Appendix 7 School Rules, Virtues and Prompt Language

Nundah State School
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

**BE A LISTENER**
- Follow directions
- One voice at a time
- Hand up to speak in the classroom

**BE A LEARNER**
- Arrive prepared
- Ask for help
- Have a go at all tasks/activities

**BE SAFE:**
- Keep, hands, feet and objects to yourself
- Use safe words with all staff and students
- Stay within safe areas in the school

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of Behaviour.
Appendix 8  Bullying Parent information – Statement of Belief

At Nundah State School we follow a restorative justice approach. Restorative justice approaches use the incident of inappropriate behaviour as an opportunity to educate students about the impact of their actions. This approach actively involves students in repairing harm and taking responsibility for the development of positive peer relationships. The goal of a restorative justice approach is to solve the problem rather than interrogate, punish, blame or label individuals.

BULLYING CAN BE:

- **Physical** e.g., hitting, poking, tripping or damaging someone’s belongings.
- **Verbal** e.g., name calling, insults, homophobic or racist remarks and verbal abuse.
- **Social (covert)** e.g., lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone.
- **Psychological** e.g., threatening, manipulation and stalking.
- **Cyberbullying** e.g., Using technology (e.g. email, mobile phones, iPads, including iMessaging, chat rooms, social networking sites) to bully verbally, socially or psychologically.
- **Sexual** e.g., physical, verbal or sexual misconduct.

WHAT BULLYING ISN'T:

- mutual arguments and disagreements
- single episode of social rejection or dislike
- single-episode acts of nastiness or spite
- random acts of aggression or intimidation.

POSSIBLE WARNING SIGNS THAT YOUR CHILD MAY BE BEING BULLIED

- unexplained bruises, scratches or cuts
- torn or damaged clothing or belongings
- frequent complaints of non-specific pains, headaches, abdominal pains or physical ailments
- signs of fear such as bed wetting or nightmares
- feeling un-popular - “No one likes me or No one wants to play with me.”
- has lost interest in school work or suddenly begins to do poorly in school
- appears afraid of going to school or taking part in organised activities with peers.

HOW WE DEAL WITH

- Provide a range of enjoyable activities such as: library games and reading, sport training, marching band, chess, robotics and art.
- Ensure adequate supervision in the playground with clear guidelines about appropriate and inappropriate play and consistent consequences for both.
- Use parade, assembly and the school newsletter to inform the school community of processes to deal with bullying.
- Use co-operative learning strategies, role play and group problem-solving.
- Deal with positive relationships and appropriate conflict resolution skills through our Social Skills Program.
- Encourage professional development for teachers to promote a consistent response to bullying.
- Our Sexual Harassment Referral Officer visits classes to inform students of the process they must follow if they are being bullied; she also deals with reports of bullying.
- Involve non-teaching staff in the implementation of our Responsible Behaviour Policy.
- Observe signs of distress or suspected incidents of bullying.
- Treat all reports of bullying seriously.
- Negotiate solutions to problems wherever possible.
- Follow up and monitor negotiated solutions.
- Provide support to help the bully understand and change their behaviour.

CONTACT PEOPLE

Parents can report bullying by contacting their classroom teacher in the first instance. All reports of bullying must include:

- When the bullying is taking place?
- Where the bullying is taking place?
- Who is involved?
- What are the behaviours of concern?
- How long has the bullying been occurring?

All reports of bullying will be investigated by the person who received the report. Following the investigation process the No Blame Approach may be implemented. The No Blame Approach follows these distinct steps:

WHAT HAPPENS WHEN A CASE OF BULLYING IS REPORTED

The Shared Problem-solving (No Blame) approach
1. The Shared Problem-solving (No Blame) Approach to handling bullying is suitable for stopping bullying behaviour. Specific acts of violence should be dealt with in accordance with the law. This is an enabling approach to bullying. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator. It is important that the process is properly managed, so that bullying is not reinforced.

If the process is unsuccessful - Administration are informed to refer to other agencies for support.

WHAT CAN YOUR CHILD DO IF HE/SHE IS BEING BULLIED

♦ tell the person to stop  
♦ use neutral language to respond to the bullying, like 'maybe' or 'that’s what you think' 
♦ walk away  
♦ try to act unimpressed.

BUT IF IT’S BEEN GOING ON FOR A WHILE AND THESE DON’T WORK...

♦ talk to your friends for support  
♦ talk to your parents  
♦ talk to a teacher

IF YOU SEE SOMEONE ELSE BEING BULLIED...

♦ tell the person acting like a bully to stop  
♦ talk to a teacher  
♦ don’t watch or join in  
♦ try to change the subject  
♦ try to comfort and/or include the person who’s being targeted  
♦ explain that it’s nothing to do with them – it’s about the other person’s behaviour.

IF YOU’RE BEING CYBERBULLIED...

♦ don’t respond to the message or image  
♦ save the evidence  
♦ block and delete the sender  
♦ report the situation to the website or Internet Service Provider  
♦ tell trusted people – friends, adults, teachers, parents and police if necessary.  

WHAT CAN PARENTS DO IF YOUR CHILD IS BEING BULLIED

1. Talk: Start a conversation about being bullied. Don’t make it intense or you might deter them from talking to you.  
2. Listen: Hear the whole story without interrupting. Ask what they want to happen before you make any suggestions.  
3. Explain: It’s normal to feel hurt. It’s never OK to be bullied, and it’s NOT their fault.  
4. Find out what is happening. Ask what, when and where the behaviours occurred, who was involved, how often and if anybody else saw it. Find out if any teachers know and if the school’s done something to address the situation.  
5. Contact the school: Check the school’s bullying policy. Make an appointment to speak to your child’s teacher or coordinator. Be calm! Make a follow-up appointment in a week or two to make sure the situation is being addressed. Take your child.  
6. Give sensible advice. Don’t advise your child to fight back. Don’t explain that the child doing the bullying did not mean it—they did. Don’t tell them it will go away—it probably won’t. Don’t let your child stay away from school—it won’t solve the problem.

Look at the ‘Top tips for kids’ and help your child practise some useful strategies.

| REMEMBER |
| Everyone at Nundah State School has a right to feel safe. |
| Reporting abuse is not ‘dobbing’. |
| Everyone needs help sometime. |
| Nobody deserves to be treated badly |

No-one behaves well when they are feeling strong and good about themselves.
Appendix 9 Model of Support

Nundah State School Supportive School Environment Model

- Intensive behaviour support
  - Address more serious and repeated behaviours
  - Refer to SWAN
  - ISBP
  - Risk Mgt
  - Additional Support Personnel eg CHYMS, metro behaviour support

- Targeted behaviour support
  - Addresses inappropriate behaviours as they emerge

- Whole-school behaviour support
  - Focus on teaching appropriate behaviour and acknowledging them when used

- Relationships
  - Teacher/Study & Stud/Study

- Organisation
  - Rules and routines, lesson structure, resources

- Curriculum
  - Personal and Social Capability via C2C and Play is the Way Program
Appendix 10 Behaviour Management Plans - explanation

Understanding the Behaviour Management Plan:

- **School/Classroom Expectations**
  - Clarification of behaviour expectations through the establishment of rules and routines.
  - Be safe, be a learner and be a listener.
  - Follow the procedures and posters in ‘Play Is The Way’.
  - Clearly articulate and demonstrate the boundaries of the pro social behaviour.

- **ACKNOWLEDGEMENT PLAN**
  - **Individual** – Praise and a small prize for their responsible behaviour. Other terms will be ‘raffle tickets’ or points to the group for small prizes at the end of the week.
  - ‘Student of the Week’ enables individual students to be awarded certificates to praise their good work or behaviour.
  - **Whole Class** – Group points with prizes to the winning group. Also, accolades for the class for being such fine students.

- **CORRECTION PLAN (Behaviour improvement)**
  - Talk to the student and show them the ‘Play to Go’ poster that applies to them and explain why you are unhappy with their behaviour.
  - Once students have been given 2 warnings and they have placed their initials in the ‘steps’ boxes, they are to sit away in a desk provided at the back of the room, called the ‘Isolation Desk’.
  - If the student continues to be non-compliant he/she will be sent to the 7M room next door and contact will be made to the child’s parent/guardian.
  - This will also be recorded on One School as a contact to parent/guardian and for the incident, if necessary.

- **CRISIS PLAN**
  - Ask for a student to go to the office immediately and report that the teacher needs help.
  - If the student continues to be non-compliant, he/she will be sent to the 7M room next door and contact will be made to the child’s parent/guardian.
  - This will also be recorded on One School as a contact to parent/guardian and for the incident, if necessary.

- **SUPPORT PLAN (if necessary referral and IBSP – Intensive Behaviour Support)**
  - Complete a referral for SWAN meeting, parent is contacted to inform them of an action plan is being established and monitored.
  - One School – the incident will be written up and the contact with parents too.
  - Truancies will be reported to the Principal, when they are an ongoing issue.

- **RESTITUTION PLAN (Relationship Repair)**
  - Talking to the class and debriefing about an incident ensures that everyone is aware of what took place.
  - Child attempts to fix what has been broken either physically or emotionally, by apologising to the other/s that have been involved in the incident.

**Understanding the Framework**

- **APPROPRIATE BEHAVIOUR?**
  - NO
  - SAFE?
  - MANAGEABLE?

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  - Truancies will be reported to the Principal, when they are an ongoing issue.

The individual circumstances of each case will be taken into account when deciding and applying consequences.
Class / Student Behaviour Management Plan:  

Year:  

Student:  

Teacher:  

Classroom / School expectations:
- Treat others as you would like them to treat you.
- Be Brave – Participate To Progress
- Pursue your personal best no matter who you work with
- Have reasons for the things you say and do
- It takes great strength to be sensible

APPROPRIATE BEHAVIOUR?

- YES
- NO

SAFE?

MANAGEABLE?

- YES
- NO

RESTITUTION PLAN

CRISIS PLAN

ACKNOWLEDGEMENT PLAN

CORRECTION PLAN

SUPPORT PLAN GOALS - (if necessary referral and ILP – Behaviour Support)

Yes

IS STUDENT COOPERATIVE?

No
## Appendix 11  Personal and Social Capabilities P-6 Curriculum Framework

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>PREP</th>
<th>ONE / TWO</th>
<th>THREE / FOUR</th>
<th>FIVE / SIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognise emotions</td>
<td>* identify a range of emotions and describe situations that may evoke these emotions.</td>
<td>* compare their emotional responses with those of their peers.</td>
<td>* describe the influence that people, situations and events have on their emotions.</td>
<td>* explain how the appropriateness of emotional responses influences behaviour.</td>
</tr>
<tr>
<td>recognise personal qualities and achievements</td>
<td>* identify their likes and dislikes, needs and wants, and explore what influences these.</td>
<td>* identify and describe personal interests, skills and achievements and explain how these contribute to family and school life.</td>
<td>* describe personal strengths and challenges and identify skills they wish to develop.</td>
<td>* describe the influence that personal qualities and strengths have on their learning outcomes.</td>
</tr>
<tr>
<td>understand themselves as learners</td>
<td>* identify their abilities, talents and interests as learners.</td>
<td>* discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.</td>
<td>* identify and describe factors and strategies that assist their learning.</td>
<td>* identify preferred learning styles and work habits.</td>
</tr>
<tr>
<td>develop reflective practice</td>
<td>* reflect on their feelings as learners and how their efforts affect skills and achievements.</td>
<td>* reflect on what they have learnt about themselves from a range of experiences at home and school.</td>
<td>* reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback.</td>
<td>* monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.</td>
</tr>
<tr>
<td>express emotions appropriately</td>
<td>* express their emotions constructively in interactions with others.</td>
<td>* describe ways to express emotions to show awareness of the feelings and needs of others.</td>
<td>* identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.</td>
<td>* explain the influence of emotions on behaviour, learning and relationships.</td>
</tr>
<tr>
<td>develop self-discipline and set goals</td>
<td>* follow class routines to assist learning.</td>
<td>* set goals in learning and personal organisation by completing tasks within a given time.</td>
<td>* explain the value of self-discipline and goal-setting in helping them to learn.</td>
<td>* analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals.</td>
</tr>
<tr>
<td>work independently and show initiative</td>
<td>* attempt tasks independently and identify when and from whom help can be sought.</td>
<td>* work independently on routine tasks and experiment with strategies to complete other tasks where appropriate.</td>
<td>* consider, select and adopt a range of strategies for working independently and taking initiative.</td>
<td>* assess the value of working independently and taking initiative to do so where appropriate.</td>
</tr>
<tr>
<td>become confident, resilient and adaptable</td>
<td>* identify situations that feel safe or unsafe, approaching new situations with confidence.</td>
<td>* undertake and persist with short tasks, within the limits of personal safety.</td>
<td>* persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.</td>
<td>* devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety.</td>
</tr>
</tbody>
</table>
## Personal and Social Capabilities Curriculum Framework

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>PREP</th>
<th>ONE / TWO</th>
<th>THREE / FOUR</th>
<th>FIVE / SIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appreciate diverse perspectives</td>
<td>* acknowledge that people hold many points of view.</td>
<td>* describe similarities and differences in points of view between themselves and people in their communities.</td>
<td>* discuss the value of diverse perspectives and describe a point of view that is different from their own.</td>
<td>* explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others.</td>
</tr>
<tr>
<td>contribute to civil society</td>
<td>* describe ways they can help at home and school.</td>
<td>* describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them.</td>
<td>* identify the various communities to which they belong and what they can do to make a difference.</td>
<td>* identify a community need or problem and consider ways to take action to address it.</td>
</tr>
<tr>
<td>understand relationships</td>
<td>* explore relationships through play and group experiences.</td>
<td>* identify ways to care for others, including ways of making and keeping friends.</td>
<td>* describe factors that contribute to positive relationships, including with people at school and in their community.</td>
<td>* identify the differences between positive and negative relationships and ways of managing these.</td>
</tr>
<tr>
<td>communicate effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work collaboratively</td>
<td>* identify positive ways to initiate, join and interrupt conversations with adults and peers.</td>
<td>* discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers.</td>
<td>* identify communication skills that enhance relationships for particular groups and purposes.</td>
<td>* identify and explain factors that influence effective communication in a variety of situations.</td>
</tr>
<tr>
<td>make decisions</td>
<td>* share experiences of cooperation in play and group activities.</td>
<td>* identify cooperative behaviours in a range of group activities.</td>
<td>* describe characteristics of cooperative behaviour and identify evidence of these in group activities.</td>
<td>* contribute to groups and teams, suggesting improvements in methods used for group investigations and projects.</td>
</tr>
<tr>
<td>negotiate and resolve conflict</td>
<td>* identify options when making decisions to meet their needs and the needs of others.</td>
<td>* practise individual and group decision making in situations such as class meetings and when working in pairs and small groups.</td>
<td>* contribute to and predict the consequences of group decisions in a range of situations.</td>
<td>* identify factors that influence decision making and consider the usefulness of these in making their own decisions.</td>
</tr>
<tr>
<td>develop leadership skills</td>
<td>* listen to others' ideas, and recognise that others may see things differently from them.</td>
<td>* practise solving simple interpersonal problems, recognising there are many ways to solve conflict.</td>
<td>* identify a range of conflict resolution strategies to negotiate positive outcomes to problems.</td>
<td>* identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations.</td>
</tr>
<tr>
<td></td>
<td>* identify ways to take responsibility for familiar tasks at home and school.</td>
<td>* discuss ways in which they can take responsibility for their own actions.</td>
<td>* discuss the concept of leadership and identify situations where it is appropriate to adopt this role.</td>
<td>* initiate or help to organise group activities that address a common need.</td>
</tr>
</tbody>
</table>