1. Purpose

**Rationale**

a. Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. The Queensland Education Act of 1989, Education (General Provisions) Bill 2006, and subsequent revisions and amendments lay the foundation for the policies and procedures at our school. With respect to behaviour, the 2006 ‘Code of School Behaviour’ has been used as a basis for our school’s better learning / better behaviour policy. Our policy also responds and aligns to the National Safe Schools Framework, National Framework for Values in Australian Schools, Education Queensland Strategic Plan and the Canungra State School Planning Overview.

b. To gain the most from the educational opportunities offered, students and staff must operate in a *safe, supportive and disciplined environment* that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach and
- The rights of all to be safe

c. Emphasis is on a ‘whole school’ approach to managing behaviour. Staff endeavour to provide an environment in which expectations for all students are high and where staff and students get the necessary support to deal with problems that emerge. It is our aim to have all in our school community being responsible for their actions and have a clear understanding of the logical consequences for their actions.

2. Consultation and data review

We developed this plan in collaboration with our school community during our QSR process. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings held throughout 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C
3. Learning and behaviour statement

School beliefs about behaviour and learning

Each child is an individual with unique capabilities, background and problems, and within the limits of practicality, we shall endeavour to treat each child in this manner.

- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students. Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.

- We believe and expect high standards of personal achievement and behaviour and consequently Canungra State School students are expected to abide by a code of behaviour. Tolerance, trust, self-discipline, work ethic, respect, courtesy, consideration of others and honesty are central to this code.
c. High levels of student learning, involvement, achievement, cooperation and efficient use of time indicate effective behaviour management. Our behaviour management plan aims to:

- Provide a safe and supportive learning environment
- Provide inclusive and engaging curriculum and teaching
- Maintenance of constructive communication and relationships with students, parents / carers and staff
- Promote the skills of responsible self-management
- Provide support to promote high standards of achievement and behaviour
- Clearly articulate responses and consequences for inappropriate behaviour
- Develop each student’s sense of self-worth and skills of self-discipline and self-control
- Enable students to be on task with their learning
- Encourage students to be responsible for their own behaviour
- Encourage students to recognise and respect the rights of others
- Assist students to accept responsibility for their own learning environment
- Promote the values of honesty, fairness and respect.
- Promote respect and care for school facilities and the environment
- Help students to develop relationship skills so students can participate effectively in a variety of situations both within the school and the community.

d. All staff members at our school are committed to the highest standards of accountability and performance. They treat others with respect and dignity, and foster a safe, supportive and innovative environment.

e. Students are expected to:

- Actively participate in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves and other members of the school community and the environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

f. Parents are expected to:

- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, well being and behaviour; and
- Contribute positively to behaviour support plans that concern their child
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support
  a. Staff at Canungra endeavour to foster a positive learning environment.
  b. No one should be denied the opportunity to learn because of the actions of any student.
  c. The achievement of a productive working atmosphere depends largely on cooperation and understanding between students, staff and parents. Staff rely on parents and caregivers to support the requirements of the school for high standard of behaviour.
  d. At Canungra State School we foster effective behaviour support and the creation of a positive whole school culture through:

  * quality learning and teaching practices
  * a balanced, relevant and engaging curriculum
  * supportive and collaboratively developed programs and procedures
  * managed professional development, education or training for all members of the school community
  * a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
  * a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.
  e. We use a three level approach to managing behaviour - whole school, targeted and intensive.

![Behaviour Support Levels Diagram]

Whole-School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10 - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

To facilitate the development of acceptable standards of behaviour, and to create a caring, productive and safe environment for learning and teaching, the following have been implemented:

* The Principal demonstrates strong leadership in implementing and communicating the Code of School Behaviour in the school community
* Staff and parents model good behaviour patterns for students
* All classes develop a list of class rules which are based on the school rules
* Members of the elected Student Council act as role models and mentors for their peers, both inside and outside the classroom.
• Our SOSE and HRE programs are designed to encourage co-operative and responsible behaviour both in class and the playground.
• All year 6 students are encouraged to apply for a position as a Playground Leader.
• Various leadership roles are provided and students are given extra rights and responsibilities within the school.
• The Leadership Camp involving Tamborine Mountain and District Education Cooperative (TMDEC) schools help develop leadership qualities in selected year 6 students.
• The Buddies Program assists young students to become familiar with the school rules.
• Weekly parades are used to promote positive role models and reward good Behaviour.
• Positive awards are used to reward good behaviour
• The Inter-house and Inter-school sports programs are used to develop fair play and sportsmanship.
• Smart Choices food program will be used to develop appropriate eating and dietary habits.
• The brain food system is used in classrooms.
• When a student makes an inappropriate decision, then the level program is implemented accompanied by the Restorative Practices technique.
• Students and caregivers are made aware of acceptable behaviour and the possible consequences of unacceptable behaviour.
• Specialist staff, including Guidance Officer (GO), STLaN Behaviour Management Teacher (BAT), and other education advisers (TAEA) provide advice to staff on behaviour management strategies.
• Regular special needs meetings are held to discuss the needs of students
• Individual Behaviour Plans are written when required.
• Groups requiring more specialized assistance work with our Principal and Guidance Officers in conjunction with Teachers and Parents.
• Students are encouraged to make decisions and informed choices about their behaviour, and to be aware of the consequences of their actions. Staff promote equitable and non-violent consequences for incorrect behaviour.
• Emphasis is on an effective learning and teaching environment that allows positive aspirations, relationships, mutual respect and the development of values.
• **Targeted behaviour support**

From time to time some students may need additional support and timely intervention. For a variety of reasons, they may not respond to early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. This intervention requires consistency and fairness, and a working relationship between staff and parents.

a. To gain the most from the educational opportunities offered, students and staff must operate in a *safe, supportive and disciplined environment* that respects the rights of all students to learn; of teachers to teach; and for all to be safe.

b. All staff will implement positive behaviour strategies in the classroom and the “Shining Star” for Prep to Year 3 and Bulls Eye awards for Years 4 to 7 are implemented in the playground.

c. Each teacher uses a variety of strategies to develop positive behaviour. *(These include praise, rewards, stickers, recognition by class peers, other teachers and staff, selection of a child to be a group leader, selection of a child as class student council representative, time on a special activity, and choosing the student to represent the group / class at special activities)*

d. Each teacher develops with the students a set of class rules. These rules are published and displayed in the classroom.

e. The Responsible Behaviour Plan for Students is communicated to parents / caregivers via class newsletters, formal class and school activities, and informal discussions.

f. Incidents of negative behaviour are dealt with by teachers according to the level and consequences chart

g. Negative behaviour will result in consequences given by the classroom teacher. Continuation of this negative behaviour will result in contact between carers/parents and sessions in the Time Out Room. In cases of critical behaviours, specific strategies will be implemented by the Principal / Deputy and parents will be notified

h. When a teacher believes that he /she needs assistance with controlling the behaviour of a student, then the child is to be referred to the Deputy Principal / Principal.
i. Records:

• Teachers will record consequences in classroom
• Timeouts will be recorded by Deputy Principal on One School
• Major achievements and serious behaviour offences will be entered on One School
• Teachers wanting assistance from specialist personnel will complete a Student Special Needs Referral Form for each student.
• The referrals are then prioritised by the Special Needs Team comprised of Principal, STLaN, G.O and referring class teachers.

• Intensive behaviour support

a. Student who need intensive support and/or flexible learning options to assist them to continue their learning. For serious cases, under the discretion of the Principal/Deputy the student will be withdrawn from the class but the consequence depends on the severity and nature of the behaviour. A team approach is used to case manage students to ensure that they get the best form of support.

Consequences and processes for persistent/severe behaviours

**Step 1 In-School Suspension 1-5 Days**

- **Level 1 – 1-3 Days**
- **Level 2 – 1-5 Days**

- more than 4 Time outs
- repeated refusal to follow staff directions
- abusive language/gestures directed at a student
- physical abuse of another student
- verbal sexual/racial harassment
- severe/repeated disrespectful language/gestures to a staff member
- work provided by class teacher
- discussion with parties involved
- parents informed
- intervention from BAT, GO, TAEA (if relevant)
- individual behaviour self-management plan if required

**Defined by frequency and severity**
Step 2 External Suspension 1-5 Days or
Level 1 1-3 Days
Level 2 3-5 Days

- frequency of In-School Suspension
- abusive language/gestures directed at a staff member
- physical abuse of a staff member
- physical sexual abuse of a student
- possession/use of illegal substances (alcohol, drugs and cigarettes)
- possession of a weapon
- discussion with parties involved
- intervention from BAT, GO, TAEA
- referral to other agencies – paediatrician, Child and Youth Mental Health Services, Family Services, J.A.B
- re-entry support

Step 3 External Suspension 6-20 Days
Level 1 6-10 Days
Level 2 10-20 Days

- follows movement through Steps 1 and 2
- discussion with parties involved
- intervention from BAT, GO, TAEA
- referral to other agencies – Paediatrician, Child and Youth Mental Health Services, Family Services, local Police J.A.B
- alternate education program offered
- re-entry support

Step 4 Recommendation for Exclusion*

- follows movement through Steps 1,2 & 3

*Behaviour Improvement Condition

The School Principal at their discretion may impose a Behaviour Improvement Condition (BIC) at Step 4. This outlines required behaviours and provides an opportunity for the student to demonstrate their willingness to attend school and adhere to the Responsible Behaviour Plan. This BIC can be implemented for a period of 3 months, whereby the student can remain at school unless the conditions of the BIC are broken and the student will be immediately excluded.
5. Emergency responses or critical incidents

Outline steps to be taken in emergency response situations, including debriefing plans after a critical incident.

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

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

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

- contact the Admin immediately either by phone or send a student
- implement basic defusing strategies

Basic defusing strategies

Avoid escalating the problem behaviour
Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner
Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

- remove class from the learning area if requires
- ensure physical then emotional safety of all students and staff
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Canungra’s duty of care to protect students and staff from foreseeable risks of injury is met. 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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report
- Health and Safety incident record (link)
- debriefing report (for student and staff)
6. Consequences for unacceptable behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The table below shows unacceptable behaviour and consequences of those behaviours

### Playground Consequences

<table>
<thead>
<tr>
<th>Level 1 Behaviour</th>
<th>Level 2 Behaviour</th>
<th>Level 3 Behaviour</th>
<th>Level 4 Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor behaviour relating to play (keeping hands /feet and any nasty comments to self)</td>
<td>Running on the concrete areas or around the buildings</td>
<td>Deliberate damage to school or others property</td>
<td>Violence or gross disobedience</td>
</tr>
<tr>
<td>Minor misuse of equipment</td>
<td>Playing in wrong area (toilets, year level area)</td>
<td>Continued rough, inappropriate or dangerous play</td>
<td>Extensive or excessive fighting (verbal and physical)</td>
</tr>
<tr>
<td>Littering</td>
<td>Rough inappropriate or dangerous play</td>
<td>Continued rudeness or disrespect</td>
<td>Continued harassment/bullying of another student</td>
</tr>
<tr>
<td>Not wearing a hat/shoes</td>
<td>Rudeness/disrespectful behaviour</td>
<td>Misbehaviour on Time Out Seat</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Playing before/after the bell</td>
<td>Harassment of another student.</td>
<td>Fighting (verbal and physical)</td>
<td>Illegal substances</td>
</tr>
<tr>
<td>Minor interference with other people or property eg. Taking hats, lunchboxes</td>
<td>Misuse of bubblers</td>
<td>Harassment/Bullying of another student</td>
<td>Misuse/possession of dangerous items or sharp objects</td>
</tr>
<tr>
<td>Other minor misbehaviour</td>
<td>Taking/asking food from others</td>
<td>Inappropriate language - directed</td>
<td>Repeated misbehaviours Continual repeats of level 1, 2 and or 3 behaviours</td>
</tr>
<tr>
<td>Walking with food / food on the Oval</td>
<td>Repeated level 2 behaviours</td>
<td>Leaving school grounds without permission</td>
<td></td>
</tr>
<tr>
<td>Being on verandah /in classrooms without permission</td>
<td>Inappropriate/misuse of computers</td>
<td>Using Electronic Media to defame, harass, abuse or refer to anyone in a manner that could reasonably be taken as being offensive</td>
<td></td>
</tr>
<tr>
<td>Inappropriate language –</td>
<td>Refusal to follow teacher directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated level 1 behaviours</td>
<td>Refusing to follow teacher directions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Redirection**
   - Dealt with by teacher

2. **Time Out Seat**
   - Dealt with by teacher
   - Immediate consequence

3. **Time Out Room**
   - Dealt with by teacher and Principal / Deputy Principal

4. **Direct Administration Intervention**
   - Dealt with by the staff and Principal / Deputy Principal.
   - Consequences could be in or out of school suspension or exclusion
## Classroom Behaviour Consequences

<table>
<thead>
<tr>
<th>Level 1 Behaviour</th>
<th>Level 2 Behaviour</th>
<th>Level 3 Behaviour</th>
<th>Level 4 Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Covered by class rules</strong></td>
<td>Deliberate damage to school or others property</td>
<td>Violence or gross disobedience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continued rough, inappropriate or dangerous play</td>
<td>Extensive or excessive fighting (verbal and physical)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continued rudeness or disrespect</td>
<td>Continued harassment/bullying of another student</td>
<td></td>
</tr>
<tr>
<td><strong>Covered by class rules</strong></td>
<td>Fighting (verbal and physical)</td>
<td>Vandalism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Harassment/ Bullying of another student</td>
<td>Illegal substances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inappropriate language - directed</td>
<td>Misuse/possession of dangerous items or sharp objects</td>
<td></td>
</tr>
<tr>
<td><strong>Covered by class rules</strong></td>
<td>Repeated level 2 behaviours</td>
<td>Repeated misbehaviours Continual repeats of level 1, 2 and or 3 behaviours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sent to office for any misbehaviour in class</td>
<td>Leaving school grounds without permission</td>
<td></td>
</tr>
<tr>
<td><strong>Covered by class rules</strong></td>
<td>Removed from classroom by Deputy Principal or Principal</td>
<td>Using Electronic Media to defame, harass, abuse or refer to anyone in a manner that could reasonably be taken as being offensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated level 1 Behaviour</td>
<td>Inappropriate use or misuse of computers</td>
<td></td>
</tr>
<tr>
<td><strong>Redirection</strong></td>
<td>Dealt with by class teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Out Seat</strong></td>
<td>Dealt with by teacher. Immediate consequence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Out Room</strong></td>
<td>Dealt with by teacher and Principal / Deputy Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Direct Administration Intervention</strong></td>
<td>Dealt with by the teacher and Principal / Deputy Principal. Consequences could be in or out of school suspension or exclusion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Network of student support

The network of student support

Maintenance of appropriate behaviour is a *whole school responsibility*. This includes students, staff and parents.

8. Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

Each case will be judged on its merits and due process will be followed in all instances.

Canungra State School students are expected to abide by a code of behaviour. Each child is an individual with unique capabilities, background and problems, and within the limits of practicality, staff will endeavour to treat each child in this manner.
g. Related legislation

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

h. Related departmental 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

i. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

Principal _______________________________ P&C President or Chair, School Council _______________________________ Principal’s Supervisor _______________________________

Date effective:

from ...........

........................................ to ........................................
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices must be handed in to the office before school and be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated more than once will be unable to collect the device themselves. It must be collected from the Principal by a parent.

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

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

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

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

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

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

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

**Text communication**
Mobile phones must be handed in to the school office during school hours however, 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.

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

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*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Appendix 2
Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose
1. At Canungra we strive to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at our 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 Canungra 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 our 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 Canungra State School are an addition to our already research-validated school wide positive behaviour support processes.
This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

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

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

9. We use behavioural data for decision-making. This data is entered into One School 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.
Canungra State School Time Out Room

Student: __________________ Class: _____ Date: ______
Referring Teacher: __________________
Reason: __________________
________________________________
Time Out Room Supervisor’s Signature: __________________

What happened that resulted in you being referred to the Time Out Room?
(Say what you did)

________________________________________________________________________

I chose to ignore the rule that says: (Circle one or more)
Respect Self and Others Respect of Property Respect of Learning
This rule is important because:

________________________________________________________________________

What were you thinking at the time or what did you think would happen when you did this?

________________________________________________________________________

Who has been affected and how?

________________________________________________________________________
What do you think you need to do to make things right?

- I need to speak to the teacher who referred me to the Time Out Room.
- 
- 

Is there anything else that Mrs Murphy, Ms Dare or another teacher can do to help you?
Yes/No

If yes, what?

Referring Teacher to complete:

__________ (student) has approached me and we have discussed the issue. I believe that he/she understands the effects of his/her behaviour on others and this will not happen again.

Teacher's signature: _______________ Date: __

Parents, you can help support your child and the school by talking with your child about his or her behaviour choices. Please circle a response with regard to the following statement: I have been able to speak to my child about his/her choices. Yes / No

Parent's signature: _______________ Date: __

Please note: This form must be returned to the school office before school commences the morning after it has been signed by your parent. Failure to return this form will result in another Time Out room.