

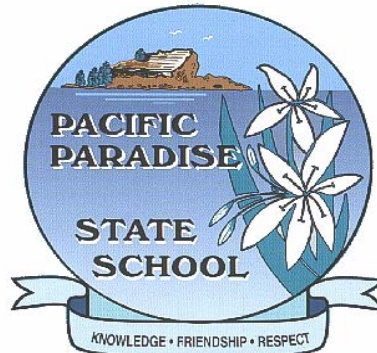


The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Pacific Paradise State School's

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



Engaging Minds, Empowering Futures

1. Purpose

Pacific Paradise 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.

Our school vision *Engaging Minds, Empowering Futures* is embedded within this plan.

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

2. Consultation and data review

Pacific Paradise State School developed this plan in collaboration with our school community. In 2015, extensive consultation with parents, staff and students was undertaken through survey distribution and community meetings.

An extensive review process has been undertaken throughout 2017. A whole-school review conducted in February, noted that rules of *'Be a learner, Be safe and Be friendly and Be respectful'* are evident throughout the school. Staff members and students indicate that school-wide processes for the recognition of positive student behaviours continues to be developed.

The reviewers acknowledged the re-development of the school's behaviour matrix to improve the implementation of the rules across the school. A broad range of resources have been developed to support the delivery of lessons to explicitly teach the desired behaviours each week, in every class.

Further review and consultation has been undertaken by the school's *Positive Behaviour Learning* team, the North Coast Region Positive Behaviour Coach and the school staff.

Specific behaviour data sets from 2015-2017 have been used to identify trends so that responses serve to support students in positive and inclusive ways. Parents and community members have been invited to critique the Pacific Paradise State School's *Responsible Behaviour Plan for Students* through review opportunities, direct contact and surveys. Students have also been engaged in the review process, offering suggestions and advice for continuing to provide a safe and supportive school environment,

3. Learning and behaviour statement

All areas of Pacific Paradise 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 school-wide framework for managing behaviour is Positive Behaviour Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Pacific Paradise State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be Friendly and Respectful
- Be Safe
- Be a Learner

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

Code of School Behaviour

Better Behaviour Better Learning

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

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

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

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

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

The *Education (General Provisions) Act 2006* provides that - principals must give an enrolment agreement to the student's parents or adult or independent student, before enrolling a student.

Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.

Standards

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high

standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

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, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management.

Principals are expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff ensure compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Behaviour Management is at the core of business for all teachers. Effective Teaching and learning occurs when a safe, positive and productive learning environment based on principles of consistency, fairness and engagement is provided. This starts in the classroom, with each and every individual teacher. At [Pacific Paradise State School](#) we believe there are six conditions for quality learning outcomes:

1. Classrooms are warm, safe and supportive environments so students and teachers can develop caring, positive relationships
2. ALL students are believed to be capable learners
3. Students are engaged in purposeful work, suited to their needs and abilities
4. Students receive targeted feedback about ways to improve their learning
5. Students are expected to do their best
6. Students evaluate their own work in terms of their learning goals and seek to improve

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	BE FRIENDLY AND RESPECTFUL	BE SAFE	BE A LEARNER
WHOLE SCHOOL	Wear correct school uniform Be honest Speak & act courteously to all Cooperate with others Look after property and environment Follow instructions given by staff Follow noise zones Use positive language Use the Hi 5	Keep hands, feet and objects to yourself Ask permission from a teacher to leave any setting Use healthy and hygienic practices Enter classrooms only when staff are present Use the High 5 Be in the right place at the right time Report problems to a staff member Walk on the concrete Walk within the buildings Make safe choices	Follow school routines Be an active listener Be an active learner Do your best Follow instructions
ENTERING & LEAVING SCHOOL	Sit and wait quietly for buses	Follow road and bike safety rules Follow Bus Code of Conduct Report to the office when arriving late Leave early only signed out by a carer and accompanied by this adult Walk bike and scooters in the school grounds Carry skateboards in the school grounds Enter school grounds immediately upon arrival Sit in my designated area before and after school Go straight home or to agreed location	
CLASSROOM & LEARNING SETTINGS	Raise your hand to speak Follow noise zones Use positive language Walk and talk without disrupting others Respect the right of others to learn and the teachers to teach Follow parade routines	Use equipment safely & carefully	Be organised Bring correct equipment to school and class Complete all tasks to the best ability Stay on task Ask for help
TUCKSHOP & EATING AREAS	Pre-order your lunch before school Line up behind the yellow line and wait for your turn Use manners	Buy your own food only Stay seated when eating	
PLAY AREAS	Return to eating area promptly to eat Stay seated when eating Play fairly and support others Put all rubbish in the bin Return all borrowed property to its proper place	Wear a hat Play safe and friendly games Use equipment appropriately Play in the correct area Wait your turn to collect lunchboxes from class tubs	Solve problems peacefully Use positive language Go to the toilet and wash hands Sit in class lines and wait quietly for teacher
TRANSITIONS & WALKWAYS	Use appropriate noise zones for time and place	Stop walkway games to let others pass Keep to the paths Walk on walkways and in transitions Stay together when walking as a group Enter/exit classrooms in an orderly manner	
TOILETS	Respect the privacy of others Wait your turn Report any problems	Use taps & toilets correctly Wash hands after using the toilets Go with a buddy and return to class promptly	Use toilets before school and at break times
EXCURSIONS	Follow guidelines and rules at all destinations Represent my school positively	Follow Bus Code of Conduct Stay in assigned seats Follow traffic rules Stay with the group Be aware of surroundings	
ICT	Report technical issues or damage to a staff member immediately Log off when finished using computers Take turns to share computers Use positive language when communicating electronically with others	Keep passwords secret Keep personal information and photos off the Internet Report inappropriate words, cyber-bullying and pictures to staff Sit a safe distance from the screen to protect your eyes Keep volume at a safe level to protect your ears Follow the internet use agreement	Store only school work on school computers Follow copyright laws and acknowledge sources Hand phone in to the office before school
PARADE & PERFORMANCES	Sit quietly in designated areas Respond to greeting with "Good afternoon/Good Morning everyone" Stand silently to sing national anthem or school song Sit quietly at end of anthem or school song when directed	Stay in assigned areas Proceed into and out of Hall in a quiet and orderly manner Ask permission from a staff member to leave the hall or to go to the toilet during Parade or performances	Demonstrate good listening behaviour by facing the speaker or performance and giving them your attention Applaud appropriately according to the occasion

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

- Behaviour lessons conducted by classroom teachers each week, based on weekly school-wide behaviour goals
- Positive social skills are developed using targeted lessons, delivered by classroom teachers and based on student needs
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the **Pacific Paradise State School** Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour

At **Pacific Paradise State School** communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Pacific Paradise State School Green Slips

Staff members hand out **Green Slip** each day to students when they observe them following school rules in both classroom and non-classroom areas. In playground areas, this may be as a list provided to class teachers.

This reinforcement occurs continually throughout the day. When they 'catch' a student modelling the goal of the week, or demonstrating the school's motto 'knowledge, friendship, respect' staff members may choose to give them a **Green Slip**. When students are given a **Green Slip** they are collected within each class.

Further acknowledgements of positive behaviour include

- In-class draws of **Green Slips** – each day recognising student/s and celebrating them with their class
- Keeping a tally – weekly tallies of *I am a Learner, I am friendly and respectful and I am safe*, displayed e.g. This week 1 Jelly Beans had 36 'Learners', 45 'Friendly and Respectful' and 38 'Safe' - We are **Pacific Paradise Kids**.

Pacific Paradise State School positive behaviour acknowledgements may include actions such as:

- *Thumbs-up*
- *Verbal praise and acknowledgement 'Thanks for being safe; you're a great friend; I can see you learning; I feel respected – thank you!'*
- *About improving... how AND how well*
- *Stickers, certificates*
- *Acknowledge in public*
- *OneSchool positive record*
- *Hero photos – PA calls*
- *Phone homes*

- Congratulation letter
- School eNewsletter article/ positive report



Waves - (PPSS uniform colours)

represents our school community

Hang ten - Amazing (Gold)

• Exhibiting all school values, all of the time

• Model student

• A - Behavior student

"Hang Ten" - If you're riding a long-board with both feet directly on the nose of the board, you're hanging ten. It's also the name of a long-board magazine.

Radical - Super (Silver)

• Exhibiting all school values, most of the time

• Model student

• B - Behavior student

"Radical" - High performance or risk taking surfer, awesome or impressive.

Carving - Great (Bronze)

• Exhibiting all school values, most recent time

• B - Behavior student

"Carving" - The classic surfing maneuver, carving is basically what turning on a wave is called. Carve is also a surfing magazine found in Europe.

Cranking - Acceptable (Green)

• Starting point - "Ready Set GO!"

• C - Behavior student

"Cranking" - When the waves are good, it's said to be cranking.

Riptide - Redirection (Yellow)

• Maximum: twice

• Choice given in class

"Riptide" - A strong current heading out to sea.

It can be dangerous for surfers and swimmers alike.

Gnarly - Time out (Orange)

• Maximum: 10mins

• Reflection in the classroom or common area, discussion/reflection sheet

"Gnarly" - Particularly dangerous surf conditions.

Wipe out - Exit (Red)

• Maximum: 10mins

• One School minor. Work talker, discussion, Teacher to phone home.

• One School major / 3minors, Admin to phone home.

• Supported play / "Back on track" / Consequence.

"Wipe Out" - Falling off your board is referred to as a wipe-out.

Other terms are donut, mulling, sitting it, taking a pounding.

Pacific Paradise State School positive behaviour phases are:

- **Gold: hang ten, amazing (all of the time)**

A student exhibits gold level behaviour, by

- ensuring all students are included, respected and treated in a friendly manner by all others
- independently setting challenging goals in all learning areas and working diligently to achieve them
- designing co-operative activities in which all participants (staff, volunteers and students) are respected and valued
- volunteering to undertake responsibilities to achieve positive outcomes for the school.

A student at gold level is able to gently remind others of behaviour expectations in quiet and supportive ways, is a self-managed and independent worker and is an effective peer tutor and/or role model.

Gold level students maintain high standards of behaviour in all school contexts.

- **Silver: radical, super (most of the time)**

A student exhibits silver level behaviour, by

- modelling a friendly and inclusive attitude to all students
- seeking ways to improve the quality of work tasks
- working co-operatively and respectfully with staff, volunteers and students
- modelling protective behaviours in all areas of the school.

A student at silver level rarely requires any behaviour reminder, and is typically self-managing, an independent worker and is able to collaborate with others.

Silver level students set behaviour goals for themselves in terms of personal responsibility and as part of a team, group or class and clearly note how these goals will be achieved in a variety of contexts.

- **Bronze: carving, great**

A student exhibits bronze level behaviour, by typically

- ☑ demonstrating a friendly attitude to classmates
- ☑ completing work tasks and interacting respectfully with staff and volunteers and
- ☑ using safe behaviours in all areas of the school.

A student at bronze level responds quickly to any low level reminder, for example, hand gesture, question about a work task or parallel acknowledgement.

Bronze level students set behaviour goals for themselves and clearly note how these goals will be achieved

Responding to unacceptable behaviour

1. Universal behaviour support

- **Yellow: ripple** Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, be a better friend or be a more successful learner.

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

- **Orange: gnarly, time out** Supported reflection

When a student demonstrates repeated low-level problem behaviour, after

- ☑ speaking quietly with the teacher
- ☑ identifying agreed behaviour expectation
- ☑ time to make alternative, appropriate choice

The student will be directed to a **10 minute** time-out, at a space **in the classroom or common area** in the teaching block. In this time, the student is to consider

- ✚ 'what was the inappropriate behaviour?'
- ✚ 'what impact did this inappropriate behaviour have of the rights of others?'
- ✚ 'what actions can re-set the relationship?'
- ✚ 'what acknowledgement and commitment could be offered to return to the learning environment?'

When the student re-enters the class, they will wait at the door, speak quietly (one – one) with the teacher, offering their reflections. The student will re-join the class as a 'fresh start'.

This aligns with Education Queensland Policy *Safe, supportive and disciplined school environment (page 2)*

Time out

The principal is responsible for using time out:

- o as one of a range of options for students to manage their own behaviour
- o in order to assist a student in calming down process
- o as a strategy to reduce the frequency of a particular behaviour

Principals and school staff: (page 12)

- keep the student in any time out area under supervision at all times
- ensure the student is safe
- give the student opportunity to re-join class in intervals of no more than 10 minutes
- provide the student with opportunities to complete assignments or assessments to fulfil educational requirements
- if applying time out as a management technique, ensure that it is consistent with developmental stage of the student and any special needs that the student may have

- ☑ **Red: wipeout, exit**

After the yellow and orange phases have been completed, if a student is unable to re-set their behaviour to an acceptable level, they will be exited from the learning environment to a member of the 'support' staff – the 'buddy-class' paired to the student's class, for a **10 minute period**

Consequences that **will** be imposed are:

- a phone call home and a discussion with parent/caregiver, by the class teacher and the contact recorded in OneSchool
- a written acknowledgement of the inappropriate behaviour/s demonstrated, expected behaviours and plan for improvement
- a OneSchool referral to Administration

This aligns with Education Queensland Policy *Safe, supportive and disciplined school environment (page 3)*

School staff are responsible for:

- following specific processes for time out

A variety of different support strategies may be implemented, depending on the displayed behaviours, the context of the learning environment and previous incidents, at this level, that may have been recorded.

Consequences that *may be* imposed include:

- In-class detention: student is supervised by teacher, for a period not longer than **20 minutes**
- Loss of play: student accompanies duty staff member during the play period
- Clean-up: student is supervised for a nominated period of time (**20 minutes per day**, clean-ups may be imposed once a day for a sequence of days), picking up rubbish in the school grounds. Student is provided with a rubber glove and plastic bag
- Break-time in Admin: (negotiated between teacher- Admin) the entire duration of one break time is spent with a member of the Admin team, the student completes a task during 'play' time and then eats in the 'office' and will be permitted to engage in a recreational/relaxing activity such as colouring-in, building blocks, puzzles etc.

2. Targeted behaviour support: *Back on Track Program*

Each year a small number of students at [Pacific Paradise State School](#) are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students accepted into the Back on Track Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Back on Track Program is coordinated by a school-based team with active administration support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported. Back on Track includes support strategies such as 'supported play', 'guided meditation' and relaxation and social skills activities. Students will be referred to the Back on Track program, parents will be advised of any referral and informed of the desired outcomes of the program. Three 3 week programs will run each term and strategies employed will be informed by OneSchool data and targeted at building participating students' skills of self-management and resilience.

Students whose behaviour does not improve after participation in the Back on Track Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Behaviour Support Team

[Pacific Paradise 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 need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and

- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members **to form a support team** and begin the assessment and support process. In many cases **the support team** also includes individuals *from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.*

5. Consequences for unacceptable behaviour

Pacific Paradise State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor breeches 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 problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem 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 procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying
 2. asks the student to name expected school behaviour
 3. states and explains expected school behaviour if necessary and
 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 and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, parent contact; referral to the Back On Track Program
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

This aligns with Education Queensland Policy *Safe, supportive and disciplined school environment* (page 4, 5)

Applying disciplinary consequences. The Principal or Director-General (or delegate):

- undertakes an assessment of the behaviour, the level of risk and the appropriate level/type of disciplinary consequences to be applied
- takes into account a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- considers if another disciplinary strategy or consequence would be more appropriate
- documents disciplinary consequences in the individual student record
- takes account of the following requirements a. the principle of procedural fairness applies in all decision making
- the grounds for suspending or excluding a student apply to all students
- the conduct of a student includes an omission to perform an act by the student
- the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours

Suspensions (1-10days, 11-20days)

The Principal:

- considers whether behaviour constitutes one or more of the following grounds under s.282 of the *Education (General Provisions) Act 2006* (Qld) (EGPA)
 - disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

The Principal:

- gives the student and parent the opportunity to consider the relevant evidence
- gives the student and parent the opportunity to discuss the allegations and respond if they choose
- verbally notifies the student and parent of the suspension and the date on which it will commence
- is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- either: prepares a decision notice on the approved form for 1-10 day suspensions and gives it to the student and parent as soon as practicable; or prepares a decision notice on the approved form for 11-20 day suspensions, including details about making a submission to the Director-General or delegate, and gives it to the student and parent as soon as practicable

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects in an aggressive, angry or threatening manner Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school, on school grounds
Being a Learner	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school, in school grounds
Being Friendly and Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Taking/using property without permission Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school, in school grounds

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 a problem 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 problem behaviour

At [Pacific Paradise State School](#) staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

High 5 Bullying Strategy



Ignore:

- Maintain a positive body posture (calm, confident)
- Pretend you didn't hear it
- Take deep breaths
- Do not make eye contact.
- Count to five in your head
- Think positive self-esteem statements.
- Practice - Use role play to show what ignore - looks like, feels like and sounds like.

Friendly Talk:

- Use a calm voice
- Redirect to a positive activity/behaviour
- Maintain eye contact
- Use confident body language
- Maintain relatively close body proximity
- Use "I" statements – I feel when you because....

Walk Away:

- Do not look back. Walk confidently, do not run
- Look confident - stand tall, head up high
- Mouth closed
- Do not make eye contact
- Walk away to a busy area or towards a staff member

Firm Talk:

- Use an assertive, loud voice
- Re-state your "I" statement. e.g. I said I feel when you because....
- Tell them to stop it
- Look confident - stand tall, head up high
- Walk away to a busy area or to a staff member

Report:

- Walk away and tell a staff member
- Bystanders need to support and report
- Report, report, report until somebody listens
- Reporting is helping/getting yourself out of trouble
- Dobbing is trying to get someone in trouble

Staff Support Role:

- Investigate and discuss incident with child. Use these prompt questions:
 - * Is this a serious problem?
 - * Is this your problem?
 - * Have you tried the Hi 5? What have you tried already to solve it?
 - * Do you want a solution?
 - * What sort of solution do you want?
- Major incident or behaviour refer to Admin*



Student Well-Being

Wheel of Well-being:

Body. Mind. Spirit. People. Place. Planet.

Research is showing us how our health and happiness can be boosted by doing certain things on a day-to-day basis.

<https://www.wheelofwellbeing.org>

Body: Be active... The body is the engine that powers well-being. It's designed to move. Physical activities like walking, waltzing or wii-ing can positively influence the way people think, feel and function.

Mind: Keep learning...

Studies are showing that life-long learners are some of the healthiest, happiest people around. Well-being can be improved by taking up a new hobby, practicing the piano or even struggling with Scrabble.

Spirit: Give...

Giving to others does amazing things like reducing blood pressure and improving sleep? Practicing random acts of kindness, volunteering time, or simply saying 'thank-you' all work wonders for well-being.

People: Connect...

Close relationships with friends and family can add up to 7 years to our lives. So get together for a chat or to connect more with the people.

Place: Take notice...

Noticing nature helps us press the pause button. It reduces the stress of 21st-century 'hurry-worry' lives. Savouring our surroundings gives us, quite literally, more breathing space.

Planet: Care...

Keeping our blue planet in tip-top shape is the best recipe for world well-being. It can sometimes feel like a hopeless task, but small positive changes like getting on your bike and switching off your charger, can make a big difference.

<https://www.wheelofwellbeing.org>

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

1. 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.
2. 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.
3. 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.
4. 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).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member, or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that [Pacific Paradise State School'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 and 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 and
- leaving a classroom or the school, *unless* student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result **and**
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

Students at **Pacific Paradise State School** are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Parents • Teachers • Support Staff • Head of Curriculum • Administration Staff • Guidance Officer | <ul style="list-style-type: none"> • Head of Inclusion Services • Advisory Visiting Teachers • Positive Learning Centre Staff • Senior Guidance Officer • School Chaplain/Student welfare worker • School Liaison Police Officer |
|--|--|

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

Pacific Paradise State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)

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

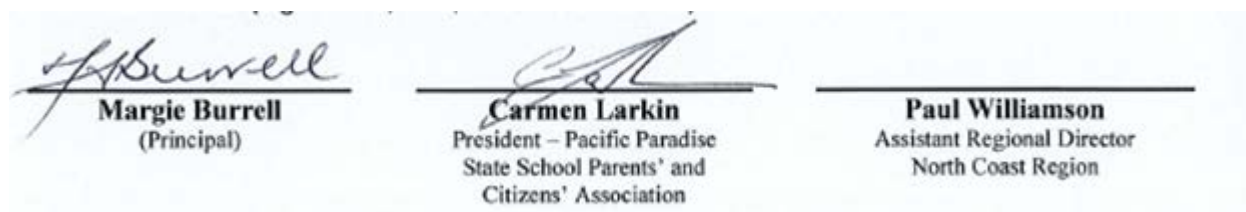
10. Related policies and procedures

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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement



Effective Date: 1 January 2018 – 31 December 2019

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.

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

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices, *as part of the BYOD program including signed Acceptable Use Agreement* for use at school, used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette

Permitted personal technology devices, *as part of the Pacific Paradise State School's BYOD program must be used in accordance with the Terms of Agreement for use at school*, Bringing personal technology devices, such as mobile phones, iPods or gaming devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into the Administration Office, before classes commence in the morning; all devices will be returned at the end of the day.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Text communication

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

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this 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.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

[Pacific Paradise State School](#) strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in [Pacific Paradise State School](#). Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at [Pacific Paradise State School](#) include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

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

At [Pacific Paradise State School](#) there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at [Pacific Paradise State School](#) are an addition to our 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

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.

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

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at [Pacific Paradise 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'.

[Pacific Paradise State School](#) records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appropriate use of social media

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

When used safely, 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.

Important information for parents/caregivers

*Facebook requires everyone to be at least **13 years old** before they can create an account (in some jurisdictions, this age limit may be higher). Creating an account with false info is a violation of our terms. This includes accounts registered on the behalf of someone under **13**.

*Instagram requires everyone to be at least **13 years old** before they can create an account

*Twitter requiring parental consent under **13**

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

No student of **Pacific Paradise State School** will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within **Pacific Paradise State School** grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of **Pacific Paradise State School** whether those behaviours occur during or outside school hours.

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

Role of social media

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

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

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

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

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

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

Appropriate use of social media

Students of [Pacific Paradise State School](#) are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management [Pacific Paradise State School](#), the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.

[Pacific Paradise 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, [Pacific Paradise State School](#) expects its students to engage in positive online behaviours.

Appendix 4

Pacific Paradise State School

Behaviour Referral Form (front)

Student : _____ Class : _____
Date : _____ Time : _____ Referred By: _____
Subject: <i>Please Circle</i> English Maths Science History Geography Arts PE/Sport Music LOTE Behaviour Lesson Transition Eating Time Play time Assembly Outside School Hours Other _____
<input type="checkbox"/> Major <input type="checkbox"/> Minor

Where: <i>Please Circle</i> Classroom Office Tuckshop Undercover Area Walkways Toilets/Taps ISC Junior Oval & P/gr Senior Oval Hall Prep p/gr Multipurpose court Senior P/gr & surrounds Front of school P/gr Bus/excursions/community
--

Description of Behaviour:	
<input type="checkbox"/> Bullying/harassment	<input type="checkbox"/> Physical misconduct
<input type="checkbox"/> Defiant/threat to adults	<input type="checkbox"/> Prohibited items
<input type="checkbox"/> Disruptive	<input type="checkbox"/> Property misconduct
<input type="checkbox"/> IT Misconduct	<input type="checkbox"/> Refusal to participate
<input type="checkbox"/> Lying/cheating	<input type="checkbox"/> Threat to others
<input type="checkbox"/> Misconduct involving object	<input type="checkbox"/> Truant/skip class
<input type="checkbox"/> Non-compliant with routine	<input type="checkbox"/> Verbal misconduct
<input type="checkbox"/> Other	
Incident Details:	
<small>See over for Strategies Used and Exit Referral</small>	

Behaviour Referral Form (back)

Strategies/Consequences already used for this incident: *Tick all used*

<input type="checkbox"/> Essential Skills for Classroom Management (ESCMs)	<input type="checkbox"/> Time out in class
<input type="checkbox"/> Redirection	<input type="checkbox"/> Exit to Buddy class _____
<input type="checkbox"/> Discussion about behaviour	<input type="checkbox"/> Playground Time Out
<input type="checkbox"/> Warning	<input type="checkbox"/> Sent out of Area
<input type="checkbox"/> Walk with Teacher	<input type="checkbox"/> Reflection at Play time
<input type="checkbox"/> Apology	<input type="checkbox"/> Missed work caught up
	<input type="checkbox"/> Community Service
	<input type="checkbox"/> Office referral

Referral to Exit Class *(where applicable)* ←

Work to be completed:

Exit Teacher Feedback:

Time student arrived : _____ Time sent back : _____

Comment :

Appendix 5

Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Appendix 6

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

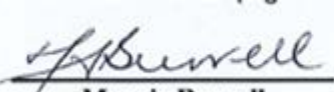


Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

 Margie Burrell (Principal)	 Carmen Larkin President – Pacific Paradise State School Parents' and Citizens' Association	 Paul Williamson Assistant Regional Director North Coast Region
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