1. Purpose

An effective Behaviour Support Plan is essential for the provision of a school environment to maximise the educational outcomes and opportunities for all students and to enhance the feeling of personal safety and well-being.

Alligator Creek State School is committed to:

- working in partnership with parents and the community to ensure that our students receive a high-quality education appropriate to their needs
- helping students to develop as independent and knowledgeable people who are morally and socially responsible contributors to society leading purposeful and balanced lives.
- achieving a positive school tone and an effective learning and working environment.

Our school’s Responsible Behaviour Plan is set against the background of a changing society in which students need to be supported and taught how to accept responsibility for themselves.

School staff have the responsibility to create schools where students feel they belong, where they are happy, extended and safe, and where bullying, verbal and physical harassment on gender, racial and other grounds is not tolerated. With this approach, staff ensure that the learning opportunities of students are not reduced by their own actions, by those of other people or by school structures and practices.

The Behaviour Support Plan recognises that a conducive learning environment requires:

- provision for the meeting of student basic needs (worth, belonging, choice, and fun)
- interactions that are positive and courteous
- recognition of the rights, and acknowledgment of their responsibilities and individuality of each student,
- celebration of differences, promotion of a positive view of people all within a supportive school environment

We believe that a supportive environment is one where:

- all members feel safe and are valued;
- all students are coached to behave in a self-disciplined and responsible manner;
- social and academic learning outcomes are maximised for all through a quality and engaging curriculum, sound interpersonal relationships and school organisation;
- non-violent and non-discriminatory language and practices are defined, modelled and reinforced;
- Caregivers support, where possible, school activities pertinent to their child’s growth and development;
- Caregivers demonstrate respect, courtesy and fairness to all other members of the school community;
- Caregivers monitor their child’s progress and work in conjunction with the school to address any difficulties, to ensure the child reaches his/her potential.

Alligator Creek State School is an “identifiable community”. Our school will be judged as a whole, in many different situations and circumstances. Our Code of Behaviour is centred on the School Creed and Motto.

**School Creed:** “I love my country; I respect my parents, teachers and classmates. I take pride in my work and play at school.”

**School Motto:** “Our Best Always”
2. **Consultation and data review**

Alligator Creek State School developed this plan in collaboration with our school community. Consultation and information sharing with parents and staff was undertaken through Parents’ and Citizens’ Association meetings, whole staff meetings will be conducted through 2016 to review and refine the plan.

The Plan will be endorsed by the Principal, the President of the Parents' and Citizens' Association and Regional Executive Director in February 2016 and will be reviewed in late 2016.

3. **Learning and behaviour statement**

Mantras:

- Time on Task
- Fun Safe Play
- The only person who has time to rock the boat is the one not rowing
- Feel free to go on a learning rampage
- Attitude + Effort = Success
- Be a Problem Solver! Step it out
- No Drama – Be Cool, Calm and Collected
- Positive Constructive Body Language

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

*Universal behaviour support*

**Classroom management**

Classroom practice needs to visible, clearly communicated and understood by students and parents and practised constantly. All staff need to be calm and focus on repetitions of desired behaviour.

Classroom management is autonomous to the teacher other than the mantras which need to be practised each day throughout the day as part of the school narrative.
Teachers are in charge of classroom rules, incentives and consequences. The classroom student management process needs to be outlined in the teacher template of the Autonomy and Accountability Tool. Teachers are to OneSchool behaviour that results in a consequence, out-of-class time or that the teacher judges to be disruptive and non-compliant.

Teacher/student relationships, non-verbals and micro-skills are the focus for 2016.

Research, evidence, data and problem-solving are the basis for our student management system.

**Micro-skills**

**Visible practice in the classroom.** If you are having difficulty with some students or looking to smash even harder/more effectively behaviour in class, below is a checklist of considerations for the classroom but not an exhaustive list:

Firstly, think about all you have achieved in the classroom to keep a positive perspective. Going ‘neg’ is easy, think instead about all the great things happening in your classroom and in the school. Think about all you have achieved with the students that need a great relationship with you the most – the difficult or disengaged ones (where there is always a story behind them of significance and a way to unlock/problem-solve them).

Think about:

- What you ‘practise makes your practice’
- Are you increasing/working on your effective non-verbal and body language communication?
- What expectations do you set at the start of the day?
- What is your constant routine for the start of the lesson? Does it work?
- What is your routine for the end of the lesson? Does it work?
- What routines did you go through in the lesson?
- How do you use the mantras?
- What cues do you constantly use?
- What consistent incentives and disincentives do you use class-wide and with individuals?
- How constant is the feedback on working towards said incentives and disincentives?
- Have you taught the students to speak at a whisper and had them practise it?
- How often do you teach the expected behaviour?
- Have you practised lining up and entering the class?
- Are you just telling the students what they did wrong and not following with how you expect it to be done and then get them to practise said behaviour?
- Are you watching the video of you teaching to see how you interact with said difficult students?
- What in-class plan do you have with difficult students?
- What feedback are you getting from class?
- What kind of relationship do you have with students who have difficulty?
- How often do you explain what you want to see rather than tell them what not to do?
- Do you stay calm 90% of the time?

Can the student explain the visible way your classroom is operated with all these factors?

**People have put to me (principal) whether I would be able to do it class-to-class, session-to-session, day-to-day, week-to-week, term-to-term, year-to-year.**

**The simple answer is a definitive ‘yes’.** I had a year 9 all boys class for 12 months. To be in that class the child had to be complex case-managed, suspended multiple times and on a regular basis, getting D and E, and constantly disruptive in class. Not one student was outside of this criteria. It was a class of 23 that I took for English, Maths, Science and SOSE including moving classrooms for nearly each class. No aide time was provided to my class.

All of that class had significantly reduced suspensions in the first term – 7 after the two weeks until the end of term. One suspension in term two. No suspensions for terms 3 and 4 and only one boy suspended outside of class in term 3. 90% of students got to a C or above standard fully-moderated within the school faculty (very large school). It got better week-to-week then day-to-day. There were still some difficult days but overall it constantly got better throughout the year.
What did I do? Actually nothing fancy. It entailed:

- I asked about behaviour management, anybody and everybody and tested it in a methodical way in class telling the students that was exactly what I was doing
- Methodically trained my students in positive and constructive body language
- Used the highest effect size practice (didn’t call it that back then. I was looking for the ‘best stuff’) I could find in pysch and ED research
- Set high expectations and motivated them to engage and achieve (they were disconnected)
- Developed a teacher–student relationship for each student
- Smashed positives in class – 4-1, then 8-1, then 10-1 as the term progressed. Not that hard and makes the negative chat with a child have more impact. When all the talk is negative with a child it becomes just another bit of white noise.
- Had student roles and responsibilities for students
- Smashed non-verbal skills
- Called each parent to explain what I am about and what I want for their child and the support I needed. Then rang the parents with positive and negative. Sent emails home.
- Recorded myself in the class (which was a pain because getting the resource to do so was harder then). This is the highest effect size feedback as a professional you can do.
- Had constant calm routines for class
- Explained clear expectations and practised desired behaviour
- Had an incentive and disincentive scheme that was in constant use even during lessons that worked and the class had worked on together
- Used constant cues the class had developed together
- Never assumed my students knew how to behave or learn and explained the ‘why and how’ on a micro-level until it became automatic and then we kept practising anyway
- Hammered in a calm way bookwork. It was the first academic step they could take pride in

From the principal: Feel free to see me to help you work on your classroom student management if you want actual feedback, are prepared to try things and work on routines.

If you would like to chat about this, that would be great, come and see me. If you would like the evidence-base behind all these approaches they are Hattie, Marzano, Dr Andrew Fuller, Positive Psychology, and Carol Dweck, Growth Mindset. I will reinforce how my practice worked in class day-in-day-out. I am happy to model in your classroom. I am happy to chat about the difference between effective and non-effective practice. I am happy to talk about the most important component of classroom management being ‘Calmly Relentless’.

Have fun in your classroom, develop an effective model with your students, make gains and problem-solve methodically.

Exhaustion technique

Exhaust the emotional with everyone because nothing gets resolved while emotions are hot. I will keep going until people are emotionally exhausted and instead are pragmatic and reasonable. Then people find they are way more productive and effective. There is research behind this technique.

Earning rewards and extra curricula: As a crew we need to develop a system for students to earn their way to classroom and extra–curricula activities such as, but not limited to: discos, excursions and camps.

Calm, positive constructive school-wide student management using the mantras:

- Attitude + Effort = Success
- Be a Problem Solver! Step it out
- Positive Constructive Body Language

Celebrate Success and analyse failure and then go after success again ruthlessly without being personal.
The psych behind a high performing culture

- Stress and anxiety lower performance
- We need to actively seek to lower the barriers to performance especially in the classroom
- Flow of the school (not in a hippie sense)
- Picture of the graduate
- 6 secs
- 100-1
- 600 reps for automaticity
- 21 days to break a habit
- 10 000 hours for mastery
- Power poses
- Beta – Region paradox
- Getting school
- Personalities – the bird test (term 2)

Key routine ways of operating

- Mantras (as above), with weekly awards on parade
- Visual instructions (fancy way of saying poster’s everywhere)
- Relentlessly calm (no yelling) – why yelling doesn’t work
- Relationships with your students. They know you and how you operate and vice versa
- Your own classroom rules (5-7) that you explicitly teach students and explain to parents... because it is your classroom.
- Daily choral learning, chanting and discussion of class rules, mantras and pro-active on issues
- Being on the grind – ‘practise the practice’
- Buddy system for when you have used your classroom rules (ring buddy teacher before sending and on confirmation of student arrival). Send to buddy class if you are losing learning minutes. One School it.
- Students in buddy class who take away learning minutes and haven’t responded to your classroom rules and expectations referred to Pete or Sonya by calling immediately.
  - Pete: 0418 982 413 Sonya 0413 134 510: One of us will collect the child or ask you to send them to us if we can’t get away. We may re-enter child to class. If the student misbehaves or is not on task learning again refer to Pete or Sonya and child will be out until next break or longer. Consequences from Admin are at Admin’s discretion. If you have an issue with a consequence see Pete or Sonya.
  - Teachers do their own detention if that is in your classroom rules or refer to Pete on the oval
  - Students to transition around school in an orderly, calm and quiet fashion
  - Power poses

Suspension: Suspension is used when there is a break down in the student/teacher relationship and the student is not making an effort in class to work nor get along with their teacher and peers, for swearing at a teacher or fighting.

Uniform: school hat, school shirt and shorts, white or black ankle socks

Lunch Duty

- Observe, be pro-active and intervene early. Just call kids over and ask them to explain themselves and if there is an issue. If not and the child can assure you there is no issue ‘all cool, off you run’ ....
- Tell kids to pick up rubbish and then wash their hands
- During eating time students need to use their quiet normal talking voices
- Play time they can be as loud as they want
- Be on time and be cool about playground duty
- Pete and Sonya will be out every break, before school, or after school as an extra. If not, at least one of us will be out.
Our Parent Culture

Use positive body language, neutral spoken conversation and action-oriented writing with parents.

Using high status/low status communication works. High status is formal and low status is informal.

Communication is the keystone of the Alligator Creek State School Behaviour Support Plan. We believe that if caregivers are aware of behaviours demonstrated by their children at school they will proactively encourage continued positive behaviour and actively discourage negative behaviour. Each teacher will develop their own communication plan with parents.

In addition to the above measures the following processes are also in place:

- Administration personnel (usually both the Principal and Deputy Principal) take each grade level group (per class for Prep) for a discussion at the commencement of the school year, targeting behaviour expectations, positive and negative consequence system, rewards, banned items, use of internet and email, High 5 steps.
- Classroom reward structures are in place to promote whole-school positive culture. These include recognition of positive behaviour both in and out of classrooms on weekly parades, end-of-term and end-of-year presentations.
- Whole of school Professional Development for staff and provision of a Behaviour Kit for teachers, outlining the school Responsible Behaviour Plan during Pupil-Free Days at beginning of each school year.
- Classroom teacher planning checks conducted by administration staff every term.
- Communication book check.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 4)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5)
  - Information and consequences for knives at school – student and parent fact sheets (Appendix 7)
- All staff consistently follow and apply the above processes. Excellent teaching practice and classroom management techniques result in children engaging in learning and willingly meeting expectations.
- The role of the school Chaplain is a proactive one, liaising with administration and the Guidance Officer to support students and families.

- **Targeted behaviour support**

  Individual behaviour plan for students who are an issue in class

  Once the issue with a student has escalated beyond the teacher, the Principal and Deputy Principal support of student

  Teacher continues support of student, developing the relationship and find out the student story. Doesn’t excuse the behaviour but knowing the student may let us problem-solve issues.

  Teacher to reflect on classroom behaviour management practices. Develop micro-skills, classroom practice and relationship skills.

  Guido support of student

- **Intensive behaviour support**

  This is further outlined in the Alligator Creek State School Behaviour Flowchart (Appendix 2). School procedures are aligned to the DETE Policy and Procedure: Safe, Supportive and Disciplined School Environment.

  - Extreme infringements – Level 4 and 5.
This involves Suspension (1–10 days or 11-20 days) and Exclusion. These are to be used after consideration has been given to all other responses. Where a student is suspended for 1–10 days, the Principal will take reasonable steps to ensure student is given school work to allow students to continue with their education. In the event of an 11–20 days suspension, the Principal will arrange student access to an education program to allow the student to continue with his/her education. Should the student’s behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

Upon return from Suspension:

- Administration staff will have a face-to-face conversation with parents/caregivers upon the student’s re-entry to the school. This meeting will outline behaviour support processes. This meeting will also clearly outline future steps that will be taken should the student choose to repeat their negative behaviour. The parent will be provided with the re-admit plan (written documentation).
- Students will complete relevant social skills program to the behaviour displayed.
- Students may be referred to the Guidance Officer regarding the behaviour of concern.
- Students may be required to compensate the school community in areas specific to the behaviour displayed. Eg removing graffiti, etc
- Students who choose to modify their behaviour will have every opportunity to be rewarded through the school’s positive behaviour recognition processes.
- Students may be required to have a monitoring booklet (ie: days/sessions).

An Individual Behaviour Support Plan may be developed, between school administration, the Guidance Officer, parent/carer and class teacher. The plan outlines strategies, consequences (positive and negative), timeframes and a date for review.

Any consideration of school exclusions would follow the Principals’ Exclusion powers and the Education Queensland Exclusion process.

5. Emergency responses or critical incidents

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

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 redirect 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).

**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
- causing serious property damage.

Appropriate physical intervention may be used to ensure that Alligator Creek 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 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.

Unless safety is clearly threatened, physical intervention is not to be used as a response to:

- property destruction
- refusal to comply
- 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.

**6. Consequences for unacceptable behaviour**

All incidents for unacceptable behaviour resulting in a consequence from teachers need to be ‘OneSchooled’ and a phone call home to parents.

Classroom consequences are the domain of the classroom teacher and regularly communicated to parents through the year. Teachers may collaborate with teacher partners, teaching areas and across the school if
they wish for classroom consequences. The standard for classroom consequences is that the consequence must improve the student’s behaviour long-term, improve the relationship with the teacher long-term, be fair and consistent.

Two basic consequences for unacceptable classroom behaviour are:
- Classroom detention for the student
- Oval detention with the principal: communicated by a text preferably or send a student with a note

Consequences for fighting are up to but not limited to suspension
Consequences for swearing at/to a teacher are up to but not limited to suspension
Consequences for intimidating behaviour towards a teacher are up to but not limited to suspension

Consequences for continued non-compliance/disruptive behaviour in class:
- Detention
- Contact home
- Behaviour plan for student
- Multiple ‘OneSchool’ entries. There is no maximum or minimum entries for OneSchool resulting in suspension. However, in the staff meeting for 2016 behaviour incidents will be reviewed each week and what is happening with the student.

Teacher reflection for micro-skills and teacher/student relationship

Over a year behaviour management should improve in a class not get worse.

7. Network of student support

Our School Behaviour Support Plan is based upon a strong sense of connection between the home and the school through the communication structures that are in place. For this reason our school offers a substantial support structure that assists students to manage their behaviour appropriately. These support structures start with the very students this plan is designed to support. The whole school culture is one that has been promoted over many years and it frowns upon poor behaviour. That is not to say that it does not occur, and when it does students have a large array of support services to assist them in making the better choices. The support services available to the students are:

Support is also available through the following government and community agencies:

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

All students are treated as individuals; children are selected for class groupings in consultation with classroom teachers to ensure maximum positive interaction. Children with learning needs are identified as early as possible for additional support. Individual behaviour and learning plans are put in place for some children. Children formally identified though school and systemic testing receive generous additional support. The needs of particular groups, such as Indigenous, boys, girls, Special Needs students are reviewed frequently. This is done by the Student Welfare committee. Individual circumstances and needs are considered when dealing with inappropriate behaviour and for more serious breaches parents are always consulted. In responding to all inappropriate behaviour early communication with caregivers is the key.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- National Safe Schools Framework (ncab.nssbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement
Date effective: Week 3, 2016

School Plan will be modified in relation to cluster direction through School Wide Positive Support process. Ongoing documentation will be submitted to Mackay Office.

*Updated January 2015*
List of Appendices

Appendix 1  4 B’s Matrix – School Rules and Expectations in Settings
Appendix 2  Behaviour Levels - Flowchart
Appendix 3  ‘High 5’
Appendix 4  The Use of Personal Technology Devices* at School
Appendix 5  Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)
Appendix 6  Continuum of Consequences
Appendix 7  Information and consequences for knives at school – student and parent fact sheets
Appendix 4

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline. Where parents require their children to use a mobile telephone for after-school communication, then this device is to be handed in at the school office for safe-keeping and can be collected at the end of the school day.

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 will be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly. Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in at the school office for safe-keeping and can be collected at the end of the school 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 Alligator Creek 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\(^1\) 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 are in breach of this policy and 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.

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\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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.

* 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.
Appendix 5

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

BULLYING
Bullying in all forms is deemed unacceptable and inappropriate at Alligator Creek School. It is the responsibility of all staff to be alert to bullying. Intervention in the form of teaching appropriate behaviours must be part of the natural justice process. The Principal uses Education Queensland’s “Bullying – No Way” package with the whole school on parades. Focusing on the student's rights and responsibilities is another pro-active approach to prevent bullying.

Anti-bullying messages need to be given from all levels within the school; teachers to students, students to students eg. through student council, administration at parades and individually to students.

“Research has frequently reinforced the relationship between student behaviour and the quality of interpersonal relationships within the school community. Students who feel safe, accepted, supported and valued are motivated and more inclined to participate and less likely to exhibit consistently inappropriate behaviour.”  (Bullying – No Way)

Harassment and bullying are terms, which are often used to describe quite different behaviours, yet they each represent descriptors along a continuum of aggressive behaviours. Central to both bullying and harassment is the inappropriate use of power, which deprives others of their rights.

What is bullying?
Bullying is repeated oppression, (psychological or physical) of a less powerful person by a more powerful person or group of persons.  (Rigby, 1996:15)

Bullying behaviours may include:
- Physical behaviours, e.g. hitting, kicking
- Verbal and physical threats
- Teasing
- Exclusion
- Giving unacceptable messages (face to face/ electronically/graffiti/ etc)
- ‘Cyberbullying’ eg: through mobile phone text messaging; emails.

It is usually ongoing (ie it must occur more than once to be considered bullying), and often hidden from the gaze and awareness of teachers and administrators. In many cases of bullying, there are elements of harassment and discrimination on the grounds of “difference”.

Some examples of bullying include
- Any form of physical violence such as hitting, pushing, or spitting on others.
- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours, lies about others or their families.
- Using put-downs, belittling others abilities or achievements.
- Comments using sexual language.
- Writing offensive notes or graffiti about others.
- Making degrading comments about another’s culture, religious or social background, disability, health condition.
- Hurtfully excluding others from a group.
- Ridiculing another’s appearance.
- Forcing others to give money or belongings by threat.
- Depriving others of their freedom of movement
- Using any form of communication/publicity to carry out any of the above

If children are bullied:
- They may feel frightened, unsafe, embarrassed, angry or unfairly treated.
- Their work, sleep, and ability to concentrate may suffer.
- Their relationships with their family and friends may suffer.
- They may feel confused and not know what to do about the problem.
- They may feign illness/be absent from school.
A. What is Harassment?
Harassment is often used to describe negative behaviour toward someone on the basis of differences. Harassment behaviours are directed toward someone on the basis of differences such as:

- Gender
- Racial background
- Religious or cultural beliefs
- Sexual orientation
- Ability and disability
- Socio-economic status

B. Preventive Approaches
Preventive approaches include ongoing strategies designed to foster the active involvement of all students. They imply a critical analysis of the expectations we have of student behaviour in relation to race, gender and class.

For all students all of the time, these include:

- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision-making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school
- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school’s role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

C. This requires Staff to

- Be role models in word and action at all times.
- Be observant of signs of distress or suspected incidents of bullying.
- Make efforts to remove occasions for bullying by active patrolling during playground supervision.
- Arrive at class on time and playground and/or bus supervision.
- Take steps to help victims by treating all reports of bullying seriously and remove sources of distress without placing the victim at further risk.
- Report suspected incidents to the appropriate staff member/s who will follow the designated procedures.

D. This requires children to

- Refuse to be involved in any bullying situation if present when bullying occurs
- If appropriate take some form of preventative action.
- Report the incident or suspected incident and help break down the code of secrecy.

E. Alligator Creek State School recommends that parents

- Watch for signs of distress in their children, eg. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child’s social life and acquaintances
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about the incident. If possible allow him/her to report and deal with the problem him/herself. They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.
- Inform the school if bullying is suspected
- Keep a written record (who, what, when, where, why, how)
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

*When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Alligator Creek State School.*

**Links to Behaviour Management Program**

The table below outlines a range of responses and possible consequences available in reported cases of bullying when all factors influencing behaviour have been considered.

<table>
<thead>
<tr>
<th>Level of Severity</th>
<th>Frequency</th>
<th>Possible School Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>First Complaint</td>
<td>Admonish, teach appropriate behaviour, warning, arrange apology, record on School Behaviour Management Database</td>
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<tr>
<td>Medium</td>
<td>First Complaint or Second Mild Complaint</td>
<td>Admonish, teach appropriate behaviour, letter home, referral to Admin/G.O., Record on School Behaviour Management Database</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severe</td>
<td>First Complaint or Repeated Mild/Medium Complaint</td>
<td>Letter home, Parent Interview, Suspension/Exclusion, and referral to G.O./AEP, Record on School Behaviour Management Database</td>
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</tbody>
</table>


The following procedures help guide responses when a report of bullying occurs:

- Teacher investigates and discusses situation with students concerned and applies appropriate responses and teaching of acceptable behaviour.
  
  Bullying Continues → Bullying Continues
  
  Bullying Stops → Bullying Stops
  
  END

- School administration involved in intervention and teaching (usually at group or individual level). Problem is brought to the attention of staff. Parents may be notified.

  Bullying Continues → Bullying Continues

  Bullying Stops → Bullying Stops

  END

- Parents of students involved are contacted for support.

  Bullying Continues → Bullying Continues

  Bullying Stops → Bullying Stops

  END

- Guidance Officer and/or School Chaplain is involved in intervention with students.

  Bullying Continues → Bullying Continues

  Bullying Stops → Bullying Stops

  END

- Other measures such as involvement of the school’s Adopt-a-Cop (in the case of serious assaults) and/or the School Chaplain, and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned under the supervision of the school Principal.

  Bullying Continues → Bullying Continues

  Bullying Stops → Bullying Stops

  END

- Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.

  This is a general plan for dealing with bullying. In specific cases, administrators are required to exercise discretion with regard to the complicated range of factors influencing behaviour.
Appendix 7

Information and consequences for knives at school
Fact sheet for parents; fact sheet for students

Fact Sheet For Parents

WORKING TOGETHER TO KEEP ALLIGATOR CREEK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Alligator Creek State School:

• Every student has the right to feel safe and be safe at school.
• No knives are allowed to be taken to school by students.
• There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Alligator Creek State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the school Principal or Guidance Officer.
Information and consequences for knives at school
Fact sheet for parents; fact sheet for students

Fact sheet For Students

WORKING TOGETHER TO KEEP ALLIGATOR CREEK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Alligator Creek State School:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives,
  butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine
  or jail.
• School property such as desks or lockers can be searched if the principal suspects that you have a knife
  on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Alligator Creek State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring
  a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
RESPONSIBLE BEHAVIOUR PLAN APPROVAL CHECKLIST

<table>
<thead>
<tr>
<th>Principal</th>
<th>Responsible Behaviour Plan for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>The Plan aligns with the values, principles, standards and expectations within The Code of School Behaviour.</td>
</tr>
<tr>
<td></td>
<td>The Plan aligns with relevant policy and legislation. (*Suggested key references below)</td>
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<tr>
<td></td>
<td>The Plan has been developed in consultation with the local school community.</td>
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<tr>
<td></td>
<td>The Plan outlines a range of supportive strategies and consequences and whole school positive preventive action for all students.</td>
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<td>The Plan outlines strategies for intensive intervention for specific individuals or groups as required.</td>
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<td>The Plan outlines the provision of a range of support mechanisms and personnel available at the school, within the region and external to the Department.</td>
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<td>The Plan outlines a range of consequences to respond to persistent/serious misbehaviour.</td>
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<td>The Plan outlines processes and procedures to address bullying and cyber-bullying in line with the proactive and preventive, whole-school processes for facilitating expected standards of behaviour.</td>
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<tr>
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<td>The Plan outlines processes and procedures for personal mobile phone and electronic devices.</td>
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<tr>
<td></td>
<td>The Plan outlines clear processes regarding inappropriate online behaviour, including consequences for behaviour outside of school that affects good order and management of the school.</td>
</tr>
<tr>
<td></td>
<td>The Plan outlines information on and consequences for knives and other weapons at school.</td>
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<td></td>
<td>The Plan states that Student Disciplinary Absences are to be used after consideration has been given to all other responses.</td>
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<td></td>
<td>The Plan includes ‘proposal to exclude’ or a “recommendation to exclude’ as a possible Student Disciplinary Absence consequence.</td>
</tr>
<tr>
<td></td>
<td>The Plan outlines processes that consider both the individual circumstances and actions of the student and the needs and rights of school community members.</td>
</tr>
</tbody>
</table>

Principal: Pete Stansfield
Signature: 
Date: __________

ARD: __________________________ Signature: __________________________ Date: ______/16

General Provisions) Act 2006 -Ch 12: Good order and management of State educational institutions and non-State schools
Education (General Provisions) Regulation 2006 - Part 2: Management of State instructional institutions
Education (General Provisions) Act 2006 – Part 6, Div 3: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions
Education (General Provisions) Act 2006 s365: Obligation to report sexual abuse of student under 18 years attending State school.