



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Cairns School of Distance Education is identified by its diverse community, flexible curriculum and focus on innovative technology. We provide multiple pathways for students to become independent, resilient learners and productive members of the community. Our approach to education allows us to be at the forefront of dynamic curriculum delivery and to embrace the increasing use of technology in all aspects of life. Teachers, home tutors and students develop positive and supportive relationships in a flexible learning environment. We are a connected community with the capacity to evolve with the world around us.

Education Queensland is committed to provisions that ensure all young persons residing in this state have a right to and receive a quality education.

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. We 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

This Responsible Behaviour Plan for Students has three significant roles. It:

- defines the responsibilities that all members of the school community are expected to uphold
- recognises the significance of appropriate and meaningful relationships
- establishes standards which underpin the plan

This plan responds to and aligns with Education Queensland's Code of School Behaviour through implementing systemic school-wide processes that:

- Engage students, the local community and staff in learning through socially relevant and syllabus-derived curriculum programs
- Adapt to emerging needs as identified through the school's Annual Report and Operation Plan (SAROP) process
- Reflect the social relationship process models developed through our school's programs

2. Consultation and data review

The school Behaviour Plan is reviewed annually and has been developed in consultation with the school community. This document contextualises the review within the requirements of Education Queensland's Code of School Behaviour.

3. Learning and behaviour statement



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Our school community believes that the foundation of positive behaviour within the school and broader community is through:

- Effective, organized and productive pedagogy
- Inclusive and engaging curriculum
- Respectful relationships between staff and students

This foundation develops values which reflect the intent of *The Code of Behaviour*. A school must be able to express a set of values and beliefs that is commonly held by the members of that particular school community and which is used to set the goals, direction and progress of the school.

Consequently this school community believes in the following elements.

Our school ensures the provision of quality learning by:

- Identifying its diverse community, flexible curriculum and focus on innovative technology
- Focussing on high quality teaching and learning
- Developing twenty-first century learning programs that require skilful and confident use of digital technologies
- Ensuring quality relationships connect our school community and have a positive impact on student outcomes

The school community believes in:

- Productive partnerships
- Wellbeing of all
- Open communication
- Field services
- Flexible, individualised learning
- High expectations

Our school environment is characterised by:

- Striving for quality in all aspects of the school
- Modelling of our school values and beliefs
- Enjoying the teaching and learning process
- A sense of competency, respect and commitment
- Synchronous and asynchronous program delivery
- Organised delivery and support of the curriculum
- An ongoing process of planning, reporting and review which may be accessed by all members of the community
- Sharing and celebrating success in a positive climate
- Encouraging calculated risk taking
- Developing everyone's capabilities

Our expectation of behaviour is summarised as follows:

- school community members have rights partnered with responsibilities
- Appropriate and inappropriate behaviours have natural, predictable and clearly promoted consequences
- Our school sets behavioural standards that reflect the broader Australian content and society in which we operate

School Code

Our School Code is concise and easy for children to understand. In fact, we believe our school's code must not be simply a set of rules for our students to follow, but a six point guide for all



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participants - teachers, parents, home tutors and students to consider and attempt to apply in their daily activities and duties within the school.

- 1. Be Safe**
Respect the need for safety and order
- 2. Be Respectful**
Consider others
Take care with property
- 3. Be a learner**
Work to the best of ability and let others do likewise
Contribute to a positive environment

Students - Rights and Responsibilities

Students are expected to follow school policies and procedures relevant to responsible behaviour including those designed to ensure safe engagement with information, communication technologies as detailed in appendices to this document on *Acceptable Usage of the School ICT System Policy, Cyber Bullying Policy, Social Media Policy and the Mobile Phone Policy.*

Rights	Responsibilities
For each person to: <ul style="list-style-type: none"> • be happy and enjoy school • grow as an individual • have a positive and safe environment • be well respected in our communities • be safe 	For each person to: <ul style="list-style-type: none"> • support others in being successful at school • consider the feelings of others • respect others and our working environment • be safe • be your best

Teachers - Rights and Responsibilities

Staff members of this school will be:

- Welcomed as a part of a professional collegiate
- Able to work in a healthy, clean and safe environment
- Treated in a manner reflecting the courtesy and dignity of the school's values

Staff can also expect that:

- Students behave in accordance with their Rights and Responsibilities
- Home tutors follow the expectations as outlined in their Rights and Responsibilities
- Colleagues support implementation of the Rights and Responsibilities of all groups within the school
- They are treated with dignity by all
- Equitable access to appropriate professional development and training opportunities is facilitated
- A process is followed to assist them in dealing with unacceptable behaviour which may originate from any group within the school

The following responsibilities are inherent in all staff positions within this school:

- Collaboratively work through accepted processes in any decision making activity



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- Collaboratively work to ensure quality outcomes for our students
- Operate with the well-being of students in mind
- Value the unique aspects of each student and his/her family
- Communicate expected behaviours to all
- Be responsible for their professional behaviour
- Uphold the values, beliefs and procedures of our school's policies and operational documents

In addition, teaching staff will also:

- Encourage students to take responsibility for their own learning
- Provide students with opportunities to achieve their full potential
- Facilitate home tutors taking responsibility for the education of their child

Staff Responsibilities Regarding Record Keeping

Our school needs to ensure that qualitative data is readily available to support the use of management strategies. It is an expectation that all staff members will maintain appropriate records in OneSchool.

Parents / Caregivers - Rights and Responsibilities

The rights of the parent/caregivers involved in the Cairns School of Distance Education are detailed below.

Parents/home tutors of this school will be:

- Welcomed as partners in the learning process
- Able to work in a supportive learning environment
- Treated in a manner reflecting the values of the school
- A key component of student achievement

Parents/home tutors should expect:

- All groups to behave in accordance with their respective Rights and Responsibilities
- A process to assist them in dealing with concerns related to teaching and learning processes
- A process to assist them in dealing with concerns arising from class activities and school operations
- To be treated with dignity

The following responsibilities are inherent in the role of home tutor within this school community:

- Provide a suitable learning environment for the student
- Provide access to necessary course materials and appropriate technology for the student
- Provide active on-site support including monitoring regular return of work via *Work Rate Calendar*
- Maintain close contact with teachers – to adapt and adopt curriculum adjustments for each student
- Ensure regular attendance by students at scheduled telephone lessons
- Ensure provision of an appropriate learning environment in the home
- Work collaboratively to ensure quality outcomes for our students
- Operate with the well-being of the student in mind
- Uphold the values and beliefs as agreed by the school's community
- Acknowledge the broad social justice role of quality public education



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- Treat all other stakeholders with dignity and respect e.g. appropriate on-air etiquette
- Care for school equipment and resources

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

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

Members of our school community are expected to behave in accordance with standards set by our broader community and Education Queensland. The standards are achieved at this school through the following processes:

Universal Behaviour Support

Our school has a spread of support needs. Approximately 85% of students will have little or no difficulties managing their behaviour. Our whole school approach shapes, supports and recognises appropriate behaviours in all students.

Targeted Behaviour Support

Approximately 10% of students may need additional support and timely intervention on some occasions. A targeted classroom and school approach shapes, supports and recognises appropriate behaviours in these students.

Intensive Behaviour Support

For a variety of reasons, up to 5% of students may not respond to the early support mechanisms and require high levels of intensive support and/or flexible learning options to assist them to continue their learning. Our intensive school approach shapes, supports and recognises appropriate behaviours in these students.



Diagram 1: Proportion of students requiring targeted and intensive behaviour support compared with the school student population

• **Universal behaviour support**

All actions in this element will support *the Code of School Behaviour* standards.

Management of inappropriate student behaviour will not be the focus of school life. Our school expects all members of the broader community will respect and support the beliefs and values of this school. Consequently management of misbehaviour should be a shared task between the school, the community and the family.

Our school environment will ideally be an orderly and industrious one where enjoyment and fun are an important part of learning as are diligence and endeavour.



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The beliefs and values underpinning our school's behaviour code are to be promoted, through the demonstration of appropriate behaviour, by all school community members.

Explicit examples include:

- Teaching expected behaviour as an explicit component of the school curriculum
- Modelling of appropriate behaviour by teachers, senior students, home tutors, parents and other members of the school community
- Dress for school events being to a standard explicitly stated by the school, i.e. Students wearing school uniform to the standard stated in our Dress Code; Staff dressing in a manner appropriate to WH&S standards, tasks, employment and professional expectations

School personnel are expected to support the behaviour management policy by:

- Exhibiting exemplary personal behaviour
- Supporting and rewarding appropriate behaviours
- Intervening when inappropriate behaviours are observed and ensuring a return to acceptable behaviour standards
- Reporting those misbehaviours that require mandatory action by the school

For example, in play areas during events such as camps and mini schools all staff, regardless of whether they are assigned duty, are responsible for:

- Monitoring of student behaviour
- Ensuring compliance with the school's code
- Identifying behavioural hazards and intervening
- Supporting the school's policy and expectations
- Listening to, investigating and following-up on the needs of students

Every person is expected to demonstrate respect for the rights of all other persons while also carrying out their associated responsibilities.

Behaviour which may in any way jeopardise the welfare of persons, property or school policy is not to be tolerated.

School Transport

Children who are under the care of their parents while travelling to and from school activities are also expected to follow the school rules and directions of responsible school personnel. Children whose behaviour is unsatisfactory on school provided transport may be suspended or excluded from the use of such services (Refer: Transport Queensland Bus Policy).

Class/Learning Groups

Behaviour in class activities must focus on supporting learning outcomes for all students.

Class program planning and implementation should:

- establish a safe environment for learning
- be intellectually stimulating and engaging for students
- use appropriate and effective forms of discipline
- have high expectations of students, their teachers and of any volunteers or other persons engaged in learning activities

Each classroom will develop its own set of rules which will reflect the school's Code and the concepts found within the Responsible Behaviour Plan for Students:

- Rights
- Expectations



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- Rewards
- Consequences

Students will be expected to demonstrate these behaviours in all class and learning situations:

- Show respect for themselves and others
- Maintain orderly behaviour appropriate to the learning program at the time
- Be courteous and considerate
- Work diligently
- Be punctual
- Follow appropriate directions and instructions
- Adhere to Acceptable Usage of the School I.C.T. System Policy, Cyber Bullying Policy, Social Media Policy and the Mobile Phone Policy as detailed in the relevant appendices to this document

General School Activities

Where movement between and around buildings and facilities is required teachers will explicitly instruct how movements are to be made and manage this process at all times. The same expectations, rewards and consequences as apply to classroom behaviour apply also to movements between and around buildings and facilities.

Care must be taken to see that all students are as safe as possible at all times at school events.

During lunch breaks:

- Students have the right to expect that they can sit in a clean and tidy place to eat
- Students will be supervised by assigned staff members who will ensure the school's policies are adhered to during these periods

Behaviour in the school grounds must:

- Show respect for self, others and property
- Be safe
- Not include activities that are likely to lead to injury or violence (e.g. unsupervised tackle football).

Students are expected to play:

- In designated areas
- With maturity/age appropriate children or peers
- Under the supervision of staff on ground duty

• Targeted behaviour support

Where a student has particular difficulty learning appropriate behaviour, the class teacher/staff member should plan strategies for eliminating misbehaviour mindful that misbehaviour usually occurs in the following time sequence:

Setting Event(s)

This is the situation the student finds him/herself in. As much detail as possible should be obtained about relevant:

- school situation
- family situation



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- educational ability
- medications and health issues
- peer group
- habits
- to allow significant others or those who contribute to the situation to be involved in planning for change

Where possible, changes should be made to effect a consequent change in response to Antecedent Events.

Antecedent Event(s) or Triggers

Specific actions or situations which immediately trigger the misbehaviour should be listed.
Where possible, changes should be made to reduce the likelihood of triggering misbehaviour.

(Mis)behaviour(s)

The misbehaviour should be clearly described.
Where possible, an immediate and consistent response to the behaviour should be applied.

Valued Outcome(s) or Consequence

What happens after a student has misbehaved should be clearly defined. In most situations, the outcome/consequence is “worth it” to the offending student and has value for her/him.
Plan to implement an outcome/consequence for misbehaviour that has little or value to the student. Reduce the value s/he sees in misbehaving.

Home Tutors and teachers/school staff should consider the providing the student with ‘scaffolded’ support.

After contextualising the identified (mis)behaviour, staff should consider and apply a range of strategies which promote good behaviour and engage the student(s) in productive learning.

• Intensive behaviour support

A clearly delineated set of consequences that are consistently used throughout the school will form the school response to this need.

Process for applying consequences to student infringements to the Code of School Behaviour will follow the generic outline below:

Ongoing promotion and training in the school code and expectations.

First infringement

- Teacher/Home Tutor discussion with individual
- Explanation of code/expectations
- Teacher decided consequences explained if occurs again

Second infringement

- Teacher/Home Tutor explanation of how the infringement is viewed by the school
- Consequences applied
- Contact with individual recorded in the student database



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Third infringement

- Notification of parent/guardian
- Contact with individual recorded
- Stage 2 consequences applied
- Individual response and action planned in place

Note that for Gross Misbehaviour and Risk Behaviour, Stage 2 consequences will be removal from the learning environment until the individual response and action is developed and under way.

Intensive Behaviour Intervention

The following processes and procedures form the basis of behaviour-focussed interventions at this school:

Managing Individual and Group Behaviour

A range of resources are available through Education Queensland and the school's Resource Centre to support teachers and parents with identifying strategies for behaviour management.

Simple Strategies

The following simple behaviour intervention strategies can be shared with parents/home tutors and may be used when a systemic intervention is planned to support improved student behaviour.

Strategy	Description	Purpose
Connections	Before applying a consequence to a student with a history of confrontation. Remind them that you like them. E.g. "You know John that I like you. But what is the rule?"	Reduces the probability of the student acting angrily. Increases the probability that the student will engage with the behaviour change. You need a positive relationship with the child to make this work.
Voice	Use a calm, quiet voice that encourages a positive response. In some cases a totally flat affect with minimum eye contact is needed.	This approach can avoid a family pattern. Many children have been patterned to confront at home with yelling, swearing and screaming.
Behaviour Contract	One or two negotiated goals and a timetable are set with reward/s on a daily/ weekly basis. Ticks are earned on a session/ set timeframe.	Many behaviours are habitual. This approach gives children motivation to change specific misbehaviours.
Behaviour Chart/ Star Chart	Whole class reward system often used with groups.	Provides general reinforcement for lower order behaviours. Peer support can assist in moderating problem behaviour.
Raffle Tickets with Lucky Dip	Whole class reward system but less often used with groups.	As above and can be used to provide immediate association between desirable behaviour and pleasant event.
Class Money	Whole class reward system and children can use their bank accounts to save and purchase one off rewards as well as bid at a secret	As above and provides another approach that keeps the reward systems fun. This is also very easy to integrate into maths.



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Strategy	Description	Purpose
	auction.	
Class Certificates	A glossy and official certificate is awarded for achieving a desirable goal. E.g. "Most Improved Student"	Another external reward but very useful in encouraging family praise to reinforce behaviour change.
Thirty Second Phone Call	A quick phone call to say something positive about a student's behaviour being careful not to say anything negative.	This encourages positive association between the school and the family and is more likely to result in positive child parent interaction.
One to One	Pick a time when students have left or are leaving the room but are nearby, to discuss the student's behaviour.	This allows the teacher to apply a consequence <u>or</u> find out more without the student having an audience and the need to save face with misbehaviour.
Ask/Say "What's the Reason?"	When investigating an event avoid using the word "Why?"	Asking "why?" has a higher probability of an irrational or no response. Saying "What's the reason?" is more likely to produce a rational dialogue.
Sociogram	Children are confidentially surveyed on whom they would like or not like to work with. This is drawn up on a matrix to provide a map of social acceptance and rejection.	For very difficult clients this allows the teacher to see if they have any friends and in turn to influence them to use positive peer pressure. For example by using class meetings to really explore what a friend is.
Hypothetical	Teacher reads/ tells a story in which a student has to make a choice about an important ethical decision. Children write what they would choose and their reasons for it.	This also has multiple uses and for difficult clients allows the teacher to investigate their value system and potentially explore the consequences of a belief individually or in a group.
Positive Statement	Children write something positive about each other. The statements are collated and shared.	This creates a caring class environment and as a result emotional energy for self-change.
Team Building	Children are involved in an activity they believe is worthwhile and that requires cooperation, e.g. class BBQ, lunchtime disco.	Motivates positive social interaction and highlights ineffective behaviours. Can also improve frustration tolerance.
Buddies	Older children are teamed up with younger for a cooperative activity. At risk children need a carefully selected partner.	One purpose is to teach older children about responsibility. Another is to model high levels of acceptable behaviour to young at risk students. Can be used very effectively to improve literacy levels for participants.

An example of a consistent management routine to be applied by teachers and parents:
Ensure the student is providing attention. If necessary, get close to establish eye contact until attention is received.

State what to do in a calm, quiet voice.



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Pause time, mentally count to 3.

If they comply, praise cooperation and use non-verbals to support, e.g. *Thank you for cooperating.*

If not, use non-verbals to support, i.e. flat affect, reduced or no eye contact:

- What are you doing?
- What is the rule?
- What happens when you break the rule?
- Is this what you want to happen?

If they continue to not comply, back your instruction up with a consequence/s that matches the misbehaviour.

Individual Behaviour Plans

Students unable to learn and demonstrate appropriate school behaviours within the context of a learning program will require more specific assistance.

Individual Behaviour Plans are developed with the learning support team members, school management and parents. These plans are used when the student requires a more specific, consistent and focussed behaviour management program delivered by a range of people in different situations in order to change their misbehaviour;

and/or

The student has a specific medical or physical condition that has impacted on their behaviour. Students sometimes use misbehaviour to “hide” their disabilities and maintain self-esteem.

5. Emergency responses or critical incidents

Risk Behaviour

The following are regarded as risk behaviours:

- Activities that contain violence to self or others
- Self-harm actions
- Illegal drugs
- Management Process for Risk Behaviour
- A generic structure will be used that may be consistently applied to all situations and students within the school. The flowchart below applies to all field activities.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Cairns SDE’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.



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It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

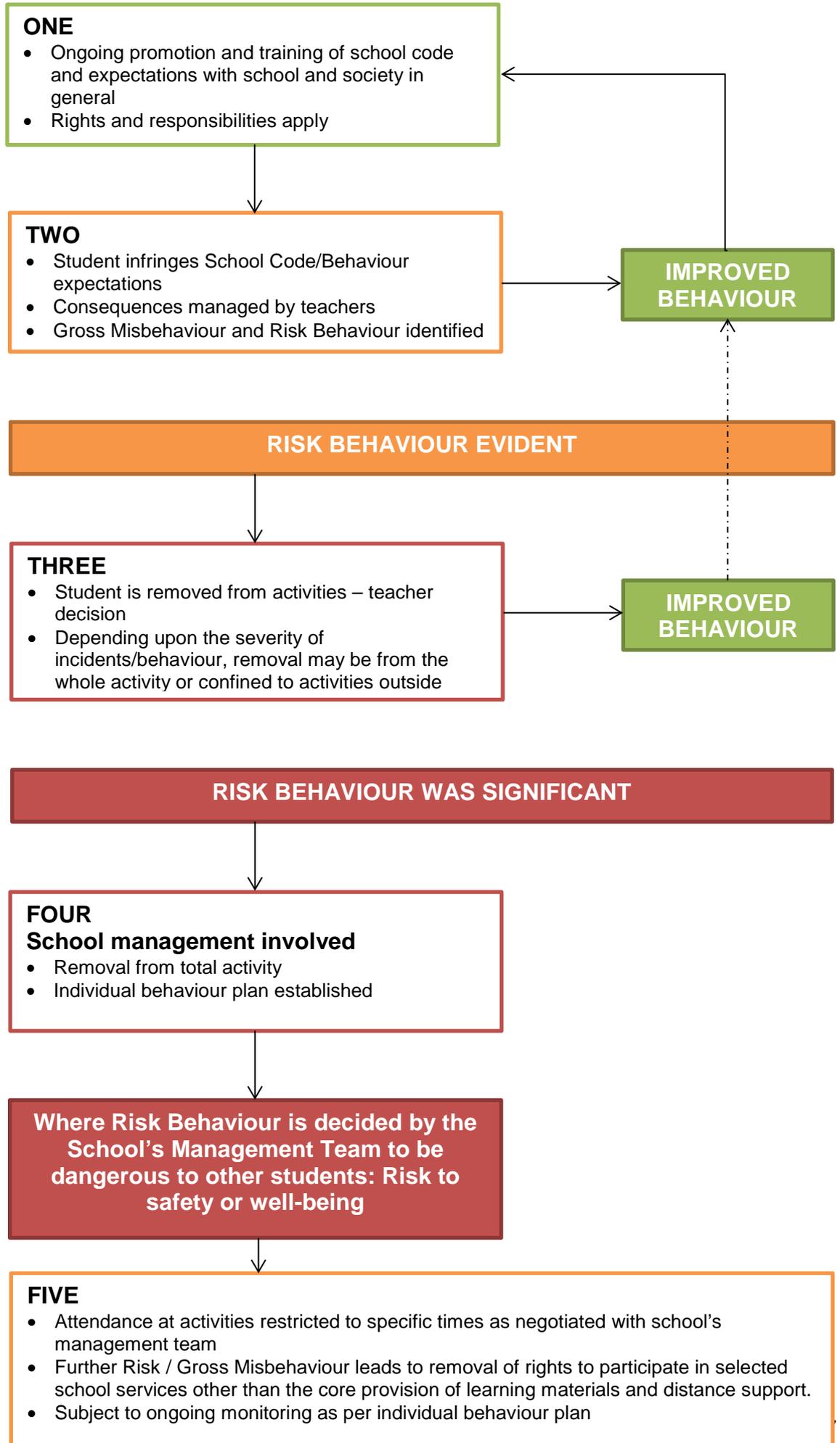
Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix ---)
- [Health and Safety incident record](#) (link)
- **debriefing report (for student and staff) (Appendix ---).**



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6. Consequences for unacceptable behaviour

The focus of the Responsible Behaviour Plan for Students is on proactive and preventative Universal approaches.

Certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

Classroom behaviour

Appropriate behaviour

Positive behaviours must be acknowledged as outlined above.

Inappropriate behaviour

This includes:

- Eating in class
- Risks to personal safety
- Chewing gum
- Noisy
- Wearing of hats inside
- Bad manners/ lack of courtesy
- Ignoring audio-lesson or Elluminate protocols

Gross misbehaviour

This includes:

- Upsetting the learning process of others
- Harassment
- Theft
- Insolence/ abusive language
- Vandalism
- Failure to follow teacher direction

Risk Behaviour includes:

- Violence to teachers
- Violence to self
- Violence to peers
- Absconding from supervision

Appropriate Behaviour

Teacher or staff members acknowledge and reward students appropriately.

Parents and administrators are advised where appropriate for extended endorsement.

Inappropriate Behaviour

Teacher maintains class or individual standards through appropriate comment, direction and activity.



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Gross Misbehaviour

In terms of gross misbehaviour, the following categories and actions should form the decision making of the supervising teacher:

Truancy (Your work has not been received by the school).	Receive a pink warning slip after a week of non-attendance without reason School Policy on Student Attendance Management implemented
Bullying	Parents informed. Consultation with teachers and school management; process stated.
Abusive language or gestures	Parents informed Consultation with teachers and school management; process stated
Vandalism	Damage repaired. Community service duty to be performed. Parents informed.
Failure to follow teachers' direction	Meet with school Principal or delegate Process started Removal from class activities until return to appropriate behaviour negotiated possible consequence.
Illegal activity	Parents informed. Meeting with school's Principal. Police informed (where appropriate) AND Suspension/exclusion occurs.
Theft	Meet with school's Principal – consequences negotiated Parents informed Reimburse or return of stolen goods

7. Network of student support

External

Parents and Caregivers:

Responsibility for developing appropriate social behaviours in children is primarily a parent/carer concern. School staff must work in partnership with parents/carers to achieve expected standards of behaviour for all students.

Development Assessment Team:

A parent or school initiated referral accesses Queensland Health services for young children (0 to 6 years old).

Community Health:

A parent initiated referral which accesses local and general Queensland Health services for children.



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Police:

Local police work with staff to promote respectful behaviour and assist individuals to change inappropriate behaviours.

Child & Youth Mental Health Services (CYHMS):

A parent or school initiated referral accesses Queensland Health services for treatable psychiatric illness.

Internal – School Based

Buddies and Mentoring:

These are teacher initiated programs where a student’s mentor peers and foster a supportive personal environment. This may be across classes or be within a class/student group.

Parent/Carers Meetings:

Meetings with parents/carers are initiated by the school on a regular basis (e.g. teleconferences, parent-teacher interviews).

Learning Support Team: Teachers providing additional learning and family support for students with individual learning difficulties which may reflect in some inappropriate behaviours.

Guidance Officer:

A teacher with specialised training in therapy, restricted assessments (e.g. IQ testing) and special needs. The Guidance Officer is available through a referral from the school’s management team through the weekly Learning Support meetings.

The Guidance Officer’s roles and duties encompass, but are not limited to:

Ascertainment and AIMS	Student Behaviour Management Planning assistance
Case conferencing	Case and File management
Therapy (e.g. grief, anxiety)	Behaviour Management meetings and planning
Assessments (e.g. IQ)	
Whole class social skills	Unique training programs

School Activities, Resources and Documentation

Resource Centre:

Students and family members may visit the Resource Centre during visits to the school. They may access audio-visual media, books and other resources.

Student Support Services Team:

This team meets weekly and consists of teachers, Support Teachers Literacy and Numeracy, Special Education teachers, school management team and Guidance Officers. It serves to gather consistent information on particular students and coordinate programs for them.

School Policies:

A range of school level documents developed to provide direction for staff decision making.

Student Database:



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This is an active, multi-user database that enables teachers to record all contact with a student, their parents/carers.

Enrolment Agreement:

An agreement, signed on enrolment by all parties (parent, student, school representative) requiring all parties to abide by *the Code of School Behaviour* and other endorsed frameworks imposed by the school.

Student Medical Profiles:

School records detail medical or physical conditions that a particular student may have, and the requirements for their treatment should they have an “episode”. The profiles relate to allergies or conditions (e.g. asthma, epilepsy) that may be life threatening if left untreated.

School Website: People can access and download this policy and information sheets related to school refusal, bullying, parent break-ups and the like.

Individual Behaviour Plan: A documented plan intended to change an individual student’s behaviour. It is collaboratively created and implemented at school level, with a range of persons (i.e. teachers, staff, parents, students and service providers) involved in its implementation.

8. Consideration of individual circumstances

All members of the school community are expected to abide by the standards of The Code of Behaviour. This Responsible Behaviour Plan for Students applies equitably to all students and is to be applied by all staff and personnel in our school.

The processes, strategies, resources, and programs described in this policy are inclusive.

Consequences for breaching the school’s Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

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 will be considered at all times.

The processes detailed in this plan aim to ensure that prospective educational outcomes for the diverse needs of students are maximised.

Responses to inappropriate behaviours consider each student’s particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.



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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 departmental procedures

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

11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Endorsement

Andrew Oliver
Principal

Rachael Wynberg
P&C President

Alan Sampson
Principal's Supervisor

Date effective:

from 2013 to 2015



Appendix One: Cyber bullying Policy

What is Cyber bullying?

Harassment and bullying means subjecting another person to behaviour that is hurtful, threatening or frightening. It means treating others with a lack of respect.

There are many forms of harassment or bullying – one increasingly common form is known as “Cyber bullying”.

Cyber bullying takes many forms. It may include:

On Line Harassment: repeatedly sending offensive messages and/or the posting of nasty and hurtful comments using electronic means;

Cyber stalking: online harassment that can include repeated threats of harm/intimidation or continual inappropriate comments;

Masquerading: pretending to be someone else on a site and/or posting material that makes another person look as if they are participating in cyber-bullying;

Outing: sending or posting material that is sensitive or embarrassing including forwarding private messages or images;

Exclusion: deliberately excluding another from an online group, mailing list or text/chat/MSN type conversation.

Trolling

Cyber bullying can occur using the following applications:

- Email, personal websites, chat rooms, social networking sites such as MySpace/Facebook, video uploading sites such as YouTube, blogs, wikis, SMS, MSN, forums, webcams and phones.
- Whilst cyber bullying may occur using the school’s or an individual’s personal equipment, telecommunications provider or Internet Service Provider, its effect can still impinge on the school. The school may determine a response or intervention strategy even if the bullying occurs outside the school’s immediate jurisdiction.
- The use of the school’s computer network, internet access facilities, computers and other school ICT equipment/devices on or off the school sites is limited to educational purposes appropriate to the educational environment.
- The use of any privately owned or leased ICT equipment/devices on the school’s sites, or at any school related activity must be appropriate to the school environment.
- The use of any privately owned ICT/technological devices outside the school sites should be appropriate and should be mindful of both the moral and legal requirements relating to bullying and harassment. Cyber bullying and online stalking is illegal and can result in criminal charges.



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Appendix Two: Information, Communication Technology Acceptable Use Policy The Cairns School of Distance Education Information and Communication Technology (ICT) system will be used in an appropriate manner by authorised users.

Cairns School of Distance Education will put in place protocols to protect privacy and dignity of individuals and security of information, to maintain the high public standing of the school and compliance with State and Federal laws.

Procedures and training for users will guide proper and lawful use of the system.

Users will sign a User Agreement.

Rationale

Cairns School of Distance Education's Information and Communication Technology (ICT) System is provided as a resource to enable the school's core business of education in a global society to operate efficiently and effectively.

It should be used for educational purposes, with personal usage kept to a minimum.

It should not be used for unauthorised business or inappropriate purposes. Uses of the ICT System which harm the reputation of the school or its community members, breach school rules or Federal or State laws may result in severe sanctions.

Scope

These protocols apply to all users of the Cairns School of Distance Education ICT System. It encompasses the electronic software and hardware of the computer and telephone networks of the Cairns School of Distance Education campus.

Responsibilities and consequences:

- Users of the school ICT Networks must accept responsibility for knowing the contents of Cairns School of Distance Education's *Information & Communication Technology Policy and Protocols for Students* and must agree to abide by them by signing the agreement form.
- Each user is responsible for his/her password. It is not to be shared. A compromised password should be changed immediately.
- Each user is responsible for the use and content of material and communications on the ICT System. Software, documents, files and emails may be inspected by authorised persons. All data is accessible to IT Services.
- The ICT team is responsible for taking appropriate action when this policy and these protocols are breached.
- Alleged inappropriate use of the ICT Network may be reviewed by the Principal or representative, possibly leading to disciplinary or legal action.

Protocols for Students

Use

The school ICT Network is for educational purposes.

When using it the student must:

- respect the rights of others to access resources for teaching and learning, to privacy and good reputation;
- follow school rules, and State and Federal laws.

Some personal use is allowed, but it must be with permission and must not interfere with school work, disrupt the system or harm the school's reputation.

What is not allowed:

- anything which harms the reputation of Cairns School of Distance Education or its staff and students;
- sending confidential Cairns School of Distance Education information to persons outside the school without permission;
- sending private information such as e-mail and web addresses without permission;



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- activities which would damage the security of the system, such as hacking, use of others' passwords;
- breaking laws of copyright, moral rights or intellectual property – note: this includes illegal copies of software, music, video, images;
- On-line games, gambling, chain mail, SPAM;
- activities which might disrupt the network such as large email distribution lists or large attachments; large downloads or uploads;
- mobile phone use is not allowed in class. Phones must be turned off at such times, unless authorised;
- Misuse of hardware which would lead to damage, loss or theft. Defects and damage must be reported to ICT Services.

Other uses not listed could be inappropriate. Check with a teacher if in doubt.

Content

Content of electronic software, documents, files, faxes, web pages, intranet, mobile phone messages and emails:

- must not harm the reputation of the school, staff or students if it was seen by members of the public;
- must be legal.

Material published on school Web pages or Intranet should follow good practice publishing standards and laws.

What is not allowed:

1. Inappropriate, offensive or illegal material, such as anything that:
 - a. would cause offense to students, teachers or parents such as profanity, offensive language, obscenity, pornography, unethical or illegal solicitation, racism, sexism, ageism;
 - b. is derogatory or threatening to another: libellous, slanderous, inflammatory, threatening, harassing;
 - c. has intention to deceive, impersonate or misrepresent;
 - d. is Copyright material – except: small amounts of some material may be copied and communicated for your private study.
2. Inappropriate material accidentally accessed on Internet or received via email:
 - a. in this circumstance, immediately leave site or delete the email. Advise ICT personnel if the material is illegal;
 - b. do not respond and delete SPAM or Chain mail. Advise IT personnel if it contains offers of illegal material or services.
3. Forwarding emails without permission of sender or which contain copyright material (see above note about Copyright).

Storage and credits

Email:

Only current information should be stored. Material to be kept should be stored elsewhere.

ICT System:

- Use allowed storage space for school work. Personal material should be kept on laptops or portable discs;
- Students are provided with enough download.
- No inappropriate, offensive or illegal material may be stored within the email system or Cairns School of Distance Education ICT System.

Virus protection

All machines connected to the ICT System must have adequate anti-virus protection regularly updated.



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Appendix Three: Social Media Policy

Introduction

Students at Cairns School of Distance Education enjoy the opportunities and reward that being a member of the school brings. It is subsequently expected that students will uphold the ethos of the school within and without and in all Social Media interactions. Students will not act in such a way that the image of the school is brought into disrepute nor in a way that harms members of the school community. Social Media can be, when appropriate, an effective educative and social tool and is commonly used by the Cairns School of Distance Education community to express their views, comments, ideas and criticism on a whole range of issues. Cairns School of Distance Education expects Students to use Social Media in a respectful and responsible manner. Social Media should not be used to insult, present offensive or inappropriate content or to misrepresent the school or any member of the school community.

Rationale

The purpose of this policy is to set standards of behaviour for the use of social media that are consistent with the broader values and expectations of the Cairns School of Distance Education community.

Definition

Social Media – refers to all social networking sites such as Facebook, Twitter, LinkedIn, Google+, Formspring, YouTube and MySpace, MSN, Stumbleupon and includes email and mobile devices

Scope

This Policy applies to students of Cairns School of Distance Education.

Rights and Responsibilities

Students are expected to show respect to others, including members of the school community. Students are also expected to give due respect to the reputation and good name of the school. When using social media, students are expected to ensure that they:

- Respect the rights and confidentiality of others;
- Do not impersonate or falsely represent another person;
- Do not bully, intimidate, abuse, harass or threaten others;
- Do not make defamatory comments;
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the Cairns School of Distance Education;
- Do not post content that is hateful, threatening, pornographic or incites violence against others;
- Do not harm the reputation and good standing of Cairns School of Distance Education or those within its community;
- Do not film, photograph or record members of the school community without express permission of the school or use film, photographs or recordings without express permission of the above.

Breaches of Policy

A breach of this policy may also involve a breach of other Cairns School of Distance Education policies, and should be read in conjunction with the:

- Cyber bullying;
- Information Communication Technology Acceptable Use Policy;
- Mobile Device Policy;
- A breach of this policy will be considered by the Principal or their delegate and will be dealt with on a case by case basis.



- All reports of cyber bullying and other technology misuses will be investigated fully and may result in a notification to police where the school is obliged to do so. Sanctions may include, but are not limited to, the loss of computer privileges, suspension, or expulsion from the school. Students and Parents must be aware that in certain circumstances where a crime has been committed, they may be subject to a criminal investigation by police over which the school will have no control.

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Appendix Four: Mobile Device Acceptable Use Policy

1 Purpose

1.1 The increased ownership of mobile phones requires that school administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly. This Acceptable Use Policy is designed to ensure that potential issues (such as mobile etiquette) can be clearly identified and addressed; ensuring the benefits that mobile phones provide (such as increased safety and security) can continue to be enjoyed by our students.

1.2 Cairns School of Distance Education has established the following Acceptable Use Policy for mobile phones that provides teachers, students and parents with guidelines and instructions for the appropriate use of mobile phones during school hours.

1.3 The Acceptable Use Policy for mobile phones also applies to students during school excursions, camps and extra-curricular activities. In the case of school camps involving overnight stay, the school does not allow students attending, to carry mobile phones (staff mobile phone numbers will be made available to parents for emergency purposes).

2 Rationale

2.1 *Personal safety and security.* Cairns School of Distance Education accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also ever-increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child quickly, at any time.

3 Responsibility

3.1 It is the responsibility of students who bring mobile phones onto school premises to adhere to the guidelines outlined in this document.

3.2 The decision to provide a mobile phone to their children should be made by parents or guardians.

3.3 Parents should be aware if their child takes a mobile phone onto school premises.

4 Classes

4.1 Mobile phones must normally be switched off during classroom lessons. Exceptions may be permitted in rare circumstances, such as if agreed with the parent/guardian. Such requests will be handled on a case-by-case basis and should be directed to the Principal. Parents are reminded that in cases of emergency, the school Office remains a vital and appropriate point of contact and can ensure your child is reached quickly, and assisted in any appropriate way.

6 Theft or damage

6.1 Students are required to mark their mobile phone clearly with their name.

6.2 Mobile phones which are found in the school and whose owner cannot be located should be handed to student reception areas.

6.3 The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. Their safety and security is wholly in the hands of the student.

6.4 The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

6.5 It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phone and/or passwords may not be shared.



7 Inappropriate conduct

7.1 Any student/s found using a mobile phone to gain advantage in exams or assessments will face disciplinary actions as sanctioned by the school.

7.2 Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary actions as sanctioned by the school.

7.3 Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students will face disciplinary actions as sanctioned by the school.

It is noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the school is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

Appendix Five Incident Report – [click here for link](#)

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Appendix Six - Health and Safety incident record

Incident Notification – when you call 1300 369 915

You will be asked for some details regarding the incident when you call WHSQ. The following provides examples of information that may be required.

Incident details

- Incident type** e.g. death, serious injury, illness, electrical incident
- Incident date and time**
- Incident location** e.g. school name and address
- Specific location of the incident** e.g. bottom oval
- Description of the incident** e.g. what happened – events that led up to the incident, the work being undertaken at the time, what caused the injury/illness, any machinery, substance or electrical equipment involved?

Person's injury/illness and treatment details (if required)

- Name**
- Date of Birth**
- Contact Phone Number**
- Residential Address**
- Occupation / main duties**
- Relationship to the workplace** e.g. worker, student, contractor
- Description of injury/illness** e.g. fracture, laceration, amputation, electrical shock, burn, Q fever
- Body location** e.g. wrist, lower back, internal organs
- Treatment following the injury/illness** e.g. operation/medication
- Where was the injured person taken for treatment (if applicable)?** e.g. hospital name

Details of the workplace notifying of the incident

- Name of business** e.g. Name of School
- Address**
- Contact phone number**
- Business email**
- Main industry sector** e.g. education and training
- Any actions taken immediately following the incident to prevent recurrence**
- Any longer term action proposed to prevent a recurrence**

Notifier's details (e.g. caller's details)

- Name**
- Position**
- Workplace**
- phone number**
- Email**

Details of a person WHSQ can contact for further information:

- Name**
- Position**
- Workplace**
- phone number**
- Email**



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Appendix Seven - Debriefing Report (for student and staff)

DEBRIEFING REPORT

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
- Address organisational problems and make appropriate changes

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).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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