



# Samford State School Responsible Behaviour Plan for Students



## 1. Purpose

Samford State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.



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



## 2. Consultation and data review

Samford State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2012.



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was initially endorsed by the Principal, the President of the Parents and Citizens Association and Assistant Regional Director in November 2012. In 2018 this plan was reviewed and minor changes made to reflect current processes and legislation. In 2019 a full review will be conducted to align with our Positive Behaviour for Learning (PBL) approach.

## 3. Learning and behaviour statement

All areas of Samford State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. The overarching rule is Respect and we further expand this rule to include the following elements of respect:

- Respect for Learning
- Respect for Self
- Respect for Others
- Respect for Property and Environment
- Respect for Safety

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

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

##### Universal behaviour support

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

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

RESPECT	Learning Areas	Transitioning	Before School	After School	Eating Areas	Playground	Bus lines/Bus	Toilets
Self	Give best effort at all times. Follow Instructions. Be organised. Be punctual.	Walk in a safe and respectful manner.	Be in the right place at the right time. Be ready for learning. Arrive at school in full school uniform.	Move quickly and safely to your pick up location.	Stay seated while eating.	Demonstrate safe and respectful play.	Follow the directions of your bus leaders at all times. Be safe and respectful on the bus.	Demonstrate good hygiene practices. Move safely and calmly in and around the toilet block areas.
Learning	We are You-Can-Do-It kids. We follow the Mindset beliefs.	Noise to a minimum while transitioning.	Prompt arrival to school. Learning begins at 8:50am. Be organised with all materials ready to learn.	Take home everything you need to complete home tasks. Complete homework tasks on time.				
Others	Respect other people's thoughts and opinions.	Respect others personal space.	Respect others right to sit/wait safely. Walking around the school so	Walking around the school so others are safe.	Respect for others personal space. Keep eating	Share play space with all. Invite others to join in. Respect others	Respect others rights to wait and travel	Quiet voices. Respect others personal space.

	Respect others right to learn. Include others.		others are safe.		areas clean.	rights to play safe.	home safely and quietly.	
Property	Neat and tidy bookwork. Label and take care of all property. Respect for all school property.	Walk on designated pathways.	School bags to be kept with owner until 8:15am. After first bell, leave property in correct areas. Care for all school property with respect.	Care for all school property with respect.	Return lunchboxes to appropriate areas after eating.	Treat playground equipment with respect. Use play equipment for its intended use. Return borrowed equipment.  Share.	Respect the bus you travel home on.	Use toilet facilities respectfully e.g. soap, toilet paper. Report mess/damage.
Environment	Keep learning areas tidy. Return equipment.	Stay on pathways. Stay out of gardens.	Respect gardens and natural flora/fauna.	Move along pathways and designated walkways to pick-up areas.	All rubbish into bins.	Stay in designated play areas. Respect for natural flora/fauna.	Keep bus areas neat and tidy.	Keep toilets clean. Turn off taps when not in use.

Respect for Safety is intertwined between many of the other rules above. In particular though a clear focus on personal safety is adopted.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Regular entries to the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Reinforcement by classroom teachers of behaviour expectations.
- Regular whole staff discussions about issues of consistency and application of Behaviour Management Strategies.
- Comprehensive induction programs in the Samford State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- The You Can Do It! Program is our selected program to develop social and emotional learning. The program remains heavily supported by the P & C Association. Within a common theme of developing Resilience, the program focuses on the five foundations of Confidence, Persistence, Organisation, Getting Along and Emotional Resilience.
- A school chaplain is supported by the P & C Association and assists teachers and parents in fostering the physical, emotional, social and spiritual development of students within a supportive context.
- Access to the 'Quiet Room or Tranquility garden are utilised by some children. Some children are given 'permissions' to be in certain areas that the general school population may not have access to. These children often self – select this option.
- With the support of the P & C Association, we enforce high expectations with school uniform. A range of options in formal and sporting uniforms assist manage a sense of pride and unity. Teaching staff remind and encourage children of the appropriate uniform.
- Playground support is often used for some children who require additional support to get along in the playground. This is normally coordinated through the Student Support services group.
- Modelling of appropriate behaviour is a key activity at Samford School. An alignment between rhetoric and reality is required that ensures the desired practices match the actual practices.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
  - procedures for preventing and responding to incidents of bullying(including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

### **Reinforcing expected school behaviour**

At Samford State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Teachers are expected to provide students with positive reinforcement when students are following the school rules. This reinforcement is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and validation. A whole school reinforcement strategy is currently being planned for in alignment to our Positive Behaviour for Learning and will roll out in the near future.

Each term a class teacher nominates a student for a PAT Award (One PAT award per class per term). This is a special event where the child and their parents are invited to an afternoon tea to celebrate and acknowledge students who have demonstrated exemplary behaviours in different areas. Each term there is a different theme for the PAT nominations selected by the principal. These are not academic achievements awards but focus on the behaviours that reflect the values

of our school. Students can only be nominated for a PAT award once per year, but may receive multiple PAT awards over their primary school years. Administration will collate the PAT awards, send the invitations to parents, print the certificates and enter this as a positive behaviour into One school.

Teachers in the upper school use self-reflection to assist students map their own behaviour against the expected school behaviour. Regular conversations about this occur in the classroom and more widely in the Administration when additional intervention is required.

### **Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### **Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more respectfully. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

## **Targeted behaviour support**

### ***The Zones of Regulation***

The Zones of Regulation is a teaching resource that helps students to learn the skills they need to regulate their own actions and improve their social problem solving abilities. The Zones are designed to help children better recognise their emotional and physical state and if needed, choose a strategy to help them achieve what needs doing. Self-regulation skills support students to apply themselves to learning and maintain positive relationships.

### ***You Can Do It! Program***

The You Can Do It program supports the social and emotional development of children, assisting them to develop to their full potential. Within a common theme of developing RESILIENCE, the program focuses on the five key foundations of CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG and EMOTIONAL RESILIENCE. Positive Habits of the Mind provide the "nuts and bolts" that support these foundations. A program such as this becomes all the more successful when it is embraced by as many as possible in the student's world.

### ***Chaplaincy Program***

Some children do benefit from involvement with our Chaplain. In these instances, children meet individually or in small groups and work through prevailing issues. On some occasions, the Chaplain will provide a form of counselling service to children and/or parents as required.

### ***Guidance Support***

Our Guidance Officer provides great benefit to some students who require this form of support. The Guidance Officer works primarily with students but also extends the resource to parents and caregivers. There is great value in the work of the Guidance Officer who provides a range of support, contacts and partnerships at many levels.

### ***Partnerships***

We value the role of developing productive partnerships with our parent community. We accept that when we intervene with a child at this level the parents need to be informed as to the event, circumstances and follow-up action. We believe that behaviour intervention is best solved through



a combined approach and that clear information to the parents about events, prior to a child's arrival at home where possible, will assist in developing an efficient and productive relationship.

### Intensive behaviour support

Samford State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. When required, we gather a team to provide this assistance. Normally this will include the class teacher, guidance officer and a member of the administration team. It may also be appropriate to include the Chaplain and parents. This team will;

- work with other staff members to develop appropriate behaviour expectations and strategies
- monitor the impact of support for individual students through continuous data collection
- provide consistent strategies and adjustments outlined within the Individual Learning Plan, and
- work with all parties to achieve continuity and consistency.

This is rarely a surprise when this group is required. Normally a referral has been in place for some time and the group have formed to provide support for the child. A team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

### 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

**Severe unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

#### Crisis Plan

*This plan is used by staff in the case of a crisis behaviour situation.*

1. Remain **calm**
2. **Remove** other students
3. **Call** for assistance
4. Ensure own **safety**
5. **Communicate** calmly keeping to **1 instruction**
6. **Ignore** secondary behaviour if appropriate
7. Maintain **supervision**
8. **Handover** to assisting staff member and exit
9. Meet for **debrief** with all involved staff afterschool or at the next break
10. **Record** information on OneSchool
11. **Contact** Classroom Teacher or relevant staff member
12. **Maintain** own well-being and **seek support** if needed

### Immediate Strategies

- Avoid escalating the unacceptable behaviour  
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment  
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner  
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

### Reinforcement and Correction Strategies

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

### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **Physical Intervention**

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

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

Appropriate physical intervention may be used to ensure that Samford State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation

- the underlying function of the behaviour.

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

### Record keeping

Each instance involving the use of physical intervention must be formally documented.

## 6. Consequences for unacceptable behaviour

Samford State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Significant behaviour incidents are recorded on OneSchool, including positive notifications and those requiring further action.

### Minor and major behaviours

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

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

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.



**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member either escorts the student to Administration or contacts the Administration team for someone to collect the child. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Clear Thinking Room.

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to an administrator, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

#### Definition of consequences\*

<b>Time out / Buddy Class</b>	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
<b>Loss of personal time</b>	A principal or teacher may use loss of personal time as a consequence for disobedience, misconduct, or other breaches of school expectations.  This loss of time is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
<b>Temporary Removal of Property</b>	A principal or staff member of Samford State School has the power to temporarily remove property from a student, as per the procedure <a href="#"><u>Temporary Removal of Student Property by School Staff</u></a> .
<b>Restorative Justice Protocols</b>	Depending on the situation, the principal or deputy principal may organise a mediation between the victim and the offender, and sometimes the broader school community. The goal is to negotiate for a resolution to the satisfaction of all participants.

To set students up to be successful, students may have Individual Support Plans enacted which include restricted play, designated play areas and/or supported play.

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour</b>	A principal may impose a behaviour improvement condition if the principal is

<b>Improvement Condition</b>	<p>reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>reasonably appropriate to the challenging behaviour</li> <li>conducted by an appropriately qualified person</li> <li>designed to help the student not to re-engage in the challenging behaviour</li> <li>no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>disobedience</li> <li>misconduct</li> <li>other conduct that is prejudicial to the good order and management of the school, or</li> <li>breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents\*

	Area	Minor	Major
Respect for self and others	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> <li>Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone out of bag during any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
Respect for Learning and Respect for Property	Class tasks	<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> <li>▪ Disturbing the learning of others</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non compliance</li> <li>▪ Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persistent and ongoing non compliance</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> <li>▪ Disrespecting other's property</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> <li>▪ Graffiti</li> </ul>

**\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.**

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

#### Ensuring consistent responses to inappropriate or unacceptable behaviour

At Samford State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension, exclusion and cancellation) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

### **7. Network of student support**

Students at Samford State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by;

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- Family and Child Connect

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

### **8. Consideration of individual circumstances**

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

- **recognising the rights of all students to:**
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## 9. Related legislation

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

## 10. Related policies and procedures

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

## 11. Some related resources

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

## Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

Date effective: from ..... to .....



# BYOD Responsible Use Policy

## Samford State School

This document details the Responsible Use Policy for students using personally owned devices at Samford State School. Our goal is to ensure the safe and responsible use of facilities, services and resources available to students through the provision of clear guidelines.

### **Samford State School deems the following to be responsible behaviour and use of devices by students:**

- Mobile devices may be used for:
  - Engaging in work and class assignments set by teachers
  - Developing 21<sup>st</sup> Century knowledge, skills and behaviours
  - Authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes, as supervised and approved by school staff
  - Conducting general research for school activities and projects
  - Communicating or collaborating with other students, teachers, parents, caregivers or experts as part of assigned school work
  - Accessing online references such as dictionaries, encyclopaedias, thesaurus
  - Researching and learning through the school's eLearning environment
- Be courteous, considerate and respectful to others, when using a device
- Switch the device off during classes where they are not being used in a teacher-directed activity
- Seek teacher approval when wanting to use a device under special circumstances
- Ensure the device is fully charged before bringing it to school, enabling continuity of learning

### **Samford State School deems the following to be irresponsible behaviour and use of devices by students:**

- Using the device in an unlawful manner
- Downloading, distributing or publishing offensive messages or pictures
- Insulting, harassing and/or using obscene or abusive language
- Engaging in any act of cyberbullying
- Deliberately wasting printing and internet resources
- Intentionally damaging devices, accessories, peripherals, printers, network/school equipment
- Committing plagiarism
- Violating copyright laws
- Using unsupervised internet chat functionalities
- Sending/forwarding inappropriate emails (e.g. chain letters, spam)
- Accessing private 3G/4G networks during school hours, or whilst travelling to and from school
- Knowingly downloading viruses or programs capable of breaching departmental network security



- Inappropriate use of the camera function (e.g. filming or taking inappropriate images or without permission)

**In addition, Samford State School states that:**

- Users are responsible for the security, maintenance and integrity of their individually-owned devices and network accounts.
- Students are required to register their device with the school, prior to connecting to the school network.
- Strong, private passwords are created to protect their device and accounts. This password should be complex enough so it is not easily guessed by others. At no time should it be shared with others (excluding teachers, in certain circumstances). If students feel there has been any compromise or tampering with their account, they need to report concerns to the teacher immediately.
- Information sent from the school network contributes to the community perception of the school. All students using our systems are encouraged to conduct themselves as positive ambassadors for our school.
- Students will not copy software, information, graphics or other data files that may violate copyright laws. In doing so they may be subject to prosecution from agencies that enforce copyrights.
- The school will educate students on cybersafety and digital citizenship. This includes cyberbullying, safe internet and email practices, and safety regarding the physical use of electronic devices. Students have a responsibility to behave in accordance with these practices.
- Any inappropriate material must be removed from personally-owned devices before bringing them to school. This material will not be shared with other students.
- Devices must be fitted with a protective case (including screen protection) at all times. The device must be clearly-labelled with the student's name.
- A picture of the student is recommended as the device's wallpaper (background picture).
- Families are responsible for purchasing their own insurance on privately-owned devices brought to school.

**The following is to be completed by both the STUDENT and the PARENT/CAREGIVER:**

- I have read and understood the Samford State School BYOD Responsible Use Policy.
- I agree to abide by the guidelines outlined within this document.
- I am aware that non-compliance or irresponsible behaviour, as per the intent of the document, will result in consequences relative to the behaviour.

**Students Name:** ..... **Class:**..... **EQID:**.....

**Student's Signature:**..... **Date:**.....

**Parent/Caregiver's Name:**.....

**Parent/ Caregiver's Signature:**..... **Date:**.....