



The Code of School Behaviour

Better Behaviour
Better Learning

Alexandra Bay State School

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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

This document reflects The Code of Behaviour for Queensland state school communities and the values, procedures and practices at Alexandra Bay State School.

It ensures:

- *Positive support to promote high standards of achievement and behaviour*
- *Appropriate responses and consequences for inappropriate behaviour.*

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

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

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

The vision statements at Alexandra Bay State School are:

- *Establish, maintain and support a trusting, caring and positive learning community where Staff, Students, Parents and Community members are able to be and feel safe, valued and respected.*
- *Engage students in genuine, real-life learning experiences to create an environment where students develop the essential skills and values needed to become life-long learners.*
- *Nurture self-confidence within students and encourage them to take responsibility for their own actions/behaviours and expect others to do the same.*

2. Consultation and data review

Alexandra Bay State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held during November 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director or Executive Director (Schools) in November 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

Alexandra Bay State School is committed to ensuring

- *The school is a **safe**, happy and important place for its students and community members.*
- *Students are skilled to be **respectful**, co-operative, independent, responsible and successful and capable of quality work.*
- *Relationships (teacher/child, child/child, staff/staff, and home/school), communication and integrity are valued by all staff.*

- *Staff are skilled to implement a curriculum that ensures **learning** for all students, is enjoyable and varied. There is an expectation that students, while working to the best of their ability, will produce quality work of a high standard.*

At Alexandra Bay State School we believe that students require an environment that is organised, sets out clear expectations and supports students to participate and contribute appropriately.

Within this environment we believe that positive behaviours are helped by

- *The active promotion of interpersonal social skills.*
- *By fair and appropriate management by staff.*

We believe that appropriate behaviour can be taught and that students have the capacity to learn to choose appropriate behaviour.

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

Universal Behaviour Support

At Alexandra Bay State School we create a supportive learning environment across our whole school by:

- Communicating, modelling and recognising expectations regarding school behaviour
- Using open communication between home and school to ensure parents are aware of Alexandra Bay's expectations
- Celebrating student success through a range of curricula, and extra-curricular activities
- Responding to individual incidents through a logical and transparent process
- Supporting staff, students and parents through professional development, education and learning processes
- Shared school values and a positive, inclusive school culture
- Managing incidents through clear and well understood processes

Alexandra Bay's aim is to develop and enhance children's natural curiosity and openness through the benefit of a high quality education. We encourage children to build a sense of responsibility and respect for their community and the world around them. Alexandra Bay strives to create a positive, supportive and safe environment where students will acquire the necessary skills to thrive in a diverse society as life long learners. At Alexandra Bay, we meet the individual and common needs of all learners by providing a creative and balanced curriculum.

Reinforcing expected school behaviour

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

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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: Respond Program

Students that require targeted behavioural support have access to a wide range of resources, including material and human. Students are identified through data which has been collected and collated by the administration and the classroom teacher. These students will be flagged by administration upon their third referral, and a team meeting will be devised to develop ideas and strategies that will assist the student to engage in positive behavioural choices. Parents/Caregivers, administration and class teachers will play an important part in this process. All parties will need to be supportive of behavioural techniques agreed upon, and follow through with set goals to enable the student to positively modify his/her behaviour. Administration, teachers and parents/caregivers will collaboratively develop a contract outlining support strategies for the student. These include:

- Curriculum access
- Positive reinforcement
- Open and honest communication with parents throughout the process
- Clear and consistent response to inappropriate behaviours

Intensive behaviour support: Behaviour Support Team

Students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported through a Case Manager. The Case Manager for these students is the class teacher. The Case Manager works in collaboration with the Principal and parents. Support from our Guidance Officer, behaviour support personnel and Advisory Visiting Teacher’s may also be involved. Intensive behaviour support will be provided through a proactive, supportive and corrective manner. Some members of staff are trained in physical restraint, and may use restraint techniques to ensure safety of all school community members, in accordance with SMS-PR-021

Proactive Support is provided to those students who are at risk of being suspended or have been recommended for exclusion. These are students who, although have been targeted for behaviour support, are not responding to the support provided. Proactive Support should encompass the following from the case manager:

- Data to indicate inappropriate behaviours, consequences used and triggers.
- Individual behaviour support plan devised in conjunction with Teacher, Principal, Parent and Student.
- Referral to Guidance for social/emotional intervention.

Supportive Support works on strategies that will support both the teacher and student. These strategies may be put into place by the teacher, or may be additional support from other members of the school community.

Corrective Support is the action taken by teachers when disruptive behaviours occur. Corrective Support is aimed at students who have experienced an array of severe management strategies such as suspension. Before re-entering school after suspension, a re-entry plan is developed in conjunction with the Principal, teacher and parent to develop:

- A risk management plan which explores goals linked to the consequences of actions in order to minimise a reoccurrence of inappropriate behaviours.
- Clear and concise consequences with appropriate responses to inappropriate behaviour.
- Positive reinforcement of correct behaviours and a celebration of goal achievement.

This re-entry plan is shared with parents and staff to keep them informed of the goals that have been agreed upon by all parties and ensure that the individual behavioural needs of the student is met with consistency. Parents and the student will be kept informed of any major breaches of behaviour and consequences will be developed based upon individual circumstances.

5. Consequences for unacceptable behaviour

Classroom rules and expectations are discussed and developed between teachers and students at the commencement of the school year. These rules are based on the whole school Behaviour Management Plan and are positive in their nature.

- Be Respectful
- Be Safe
- Be a Learner

Misconduct, by a student enrolled at Alexandra Bay State School, is defined to include misconduct happening while the student is attending or representing the school.

All students who are attaining 'C' level behaviour or above will be rewarded for their positive choices. All students who are attaining a 'D' or 'E' level of behaviour will not be permitted to engage in excursions and/ or off campus activities. Other supportive arrangements will be made to ensure children can access the school curriculum if not attending extra-curricular activities.

If a student does not abide by the Code of School Behaviour action will be taken. Action will range from a warning to a formal Disciplinary Absence (Suspension) (SMS_PR_021), dependent upon a number of factors including:

- The threat to the safety of others
- The nature of the incident
- The age and nature of the students
- Whether the breach was the first on, or one in a series of repeated events about which the breach caused disruption to the learning of others
- A student's socio-environmental factors
- To suspend means to prohibit the student from attending the school which the suspension is in force

Alexandra Bay State School recognises three levels of inappropriate behaviour. Inappropriate student behaviours to be dealt with at each level include:

<i>Low Level Behaviours</i>	
<i>Possible Behaviours</i>	<i>Possible Responses/Consequences</i>
<ul style="list-style-type: none"> ▪ Non Attendance ▪ Reluctance to start work ▪ Poor attitude ▪ Calling out ▪ Inappropriate talking ▪ Deliberate interruptions ▪ Disrespect ▪ Failure to follow class rules ▪ Chewing/eating in class ▪ Excessive noise ▪ Class disruption ▪ Interfering with property of others ▪ Minor damage to property ▪ Out of bounds areas ▪ Misuse of technology 	<ul style="list-style-type: none"> ▪ Positive reinforcement to redirect ▪ Natural and logical consequences ▪ Consider seating plan ▪ Time out in class and lunch times ▪ Record on OneSchool ▪ Write lines ▪ Removal of privileges ▪ Parent Contact ▪ Verbal/written apology
<i>Medium Level Behaviours</i>	
<i>Possible Behaviours</i>	<i>Possible Responses/Consequences</i>
<p>These behaviours are all direct Principal referrals:</p> <ul style="list-style-type: none"> ▪ Pushing/shoving (including shoulder slam) ▪ Teasing/annoying ▪ Minor swearing: e.g. shit, piss off ▪ Disobedience 	<ul style="list-style-type: none"> ▪ Thinking Place within the classroom/playground <p>Ongoing medium level behaviours, may have these consequences</p> <ul style="list-style-type: none"> ▪ Develop Behaviour Contract ▪ Buddy class

<ul style="list-style-type: none"> ▪ Insolence ▪ Threatening behaviour ▪ Throwing objects ▪ Vandalism/property damage ▪ Interfering with others right to learn ▪ Continued lack of respect ▪ Unsafe actions ▪ Leaving school grounds ▪ Harassment - taunts 	<ul style="list-style-type: none"> ▪ Use school resources e.g.: <ul style="list-style-type: none"> * Guidance Officer * Admin Team * Flexible Learning Centre ▪ Teacher to contact parent ▪ Behaviour monitoring/goals ▪ Teacher student conferencing ▪ Actions recorded and placed on One school
High Level Behaviours	
<i>Possible Behaviours</i>	<i>Possible Responses/Consequences</i>
<ul style="list-style-type: none"> ▪ Swearing ▪ Threatening students and staff ▪ Bullying ▪ Serious Vandalism ▪ Theft ▪ Assault ▪ Smoking/spray cans (sniffing) ▪ Spitting ▪ Dangerous Play ▪ Possession of a dangerous object ▪ Continued medium level behaviours 	<ul style="list-style-type: none"> ▪ Actions recorded on One school ▪ Parental involvement ▪ Consequence ▪ Restitution ▪ Police ▪ Suspension <ul style="list-style-type: none"> 1-5 days 6-20 days ▪ Withdrawal from school activities e.g. camp, sports ▪ Recommendation for exclusion

Alexandra Bay State School Playground Consequences

Expectations for all students:

- Remain seated for the first 10 minutes to eat lunch
- Students must wait for the teacher on duty to dismiss them after area is left clean
- All students to follow school rules
 - Be Respectful
 - Be Safe
 - Be a Learner

Low Level Behaviours	
<i>Possible Behaviours</i>	<i>Possible Responses/Consequences</i>
<ul style="list-style-type: none"> ▪ No Broad brimmed hat (sun safety) ▪ No shoes ▪ Out of bounds area ▪ Running on Cement ▪ Playing in the toilets ▪ Littering ▪ Rough play ▪ Not sitting until dismissed ▪ Annoying others ▪ Teasing/name calling ▪ Inappropriate language ▪ Making faces 	<ul style="list-style-type: none"> ▪ Restricted to undercover area ▪ Restricted to concrete area ▪ Redirected ▪ Time out area ▪ Pick up litter ▪ Verbal apology ▪ Follow teacher ▪ Supervised play ▪ Recorded on One school
Medium Level Behaviours	
<i>Possible Behaviours</i>	<i>Possible Responses/Consequences</i>

<ul style="list-style-type: none"> ▪ Physical Harassment – pushing, shoving ▪ Verbal Abuse ▪ Verbal/physical ▪ Swearing at others ▪ Intimidation – body language, verbal 	<ul style="list-style-type: none"> ▪ Refer to Principal ▪ Weekly behaviour plan ▪ Playground contract ▪ Exclusion from playground areas ▪ Time out seat
High Level Behaviours	
<i>Possible Behaviours</i>	<i>Possible Responses/Consequences</i>
Continued/escalated behaviours or unacceptable gross misbehaviour <ul style="list-style-type: none"> ▪ Verbal harassment/swearing at staff and other students ▪ Unprovoked physical assault on a staff member or student ▪ Gross acts of misbehaviour detrimental to the good order and management of the school. 	<ul style="list-style-type: none"> ▪ Suspension/Exclusion 1-5 days 6-20 days ▪ Placement of Behaviour Improvement Plan ▪ Recommendation for exclusion from the school

Process for Re-entry to School Following Suspension

After a suspension students will have a negotiated re-entry to school following an interview with the student, principal and parents. A student's re-entry will be supported by an action plan which will list the appropriate behaviours and expectation that the student will display. This plan will be negotiated between the Principal, class teacher, the student and parent/caregiver at the re-entry interview.

Students may be detained as punishment for disobedience, misconduct or other breaches of school discipline. (Education General Provisions Act 2006 Section 283)

Time out processes will be implemented in line with SMS-PR-021.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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).

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 Alexandra Bay State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

A team approach to behaviour support includes the involvement of principal, staff, students, parents and members of the wider community and personnel from other agencies. The network can include, but is not limited to

Teaching and support staff

Parents

Guidance Officer

Flexible learning centre staff

Advisory Visiting Teachers

Youth workers, social workers

Health care community members

Intensive Behaviour Support can include links with external agencies, such as Cairns Child and Youth Mental Health, Queensland Health Services, Juvenile Aid Bureau.

8. Consideration of individual circumstances

In the interest of a fair and equitable approach to implementing consequences for infringements of our behaviour code, any decisions will take into account;

- The age of the student
- The severity of the incident
- The amount of reliable evidence
- The degree of provocation
- Any previous factual/documented behaviour

Students will have the opportunity to have their input during the process. In the first instance students may explain their views to the teacher/staff member in a respectful manner.

If the student believes that he/she has not been fairly treated, he/she should explain their case to another adult. The final decision is made by the Principal.

In the event of an extended suspension (6-20 days) or a recommendation for exclusion, an appeal process is in place via the Executive Director of Schools.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)

- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Regional
Executive Director

NOTE – See below for ENDORSEMENT

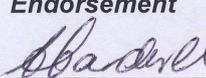
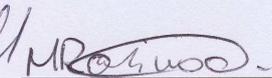
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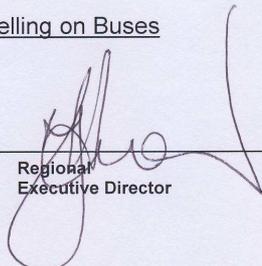
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Endorsement

Principal

P&C President



Regional
Executive Director

Effective Date: 1 January 2014 – 31 December 2016

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

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

¹ *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Appendix 2

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

Purpose

1. Alexandra Bay State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Alexandra Bay State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Alexandra Bay State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Alexandra Bay State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Alexandra Bay State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high

levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Alexandra Bay State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Alexandra Bay State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.