



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



**CRESTM EAD**  
· STATE SCHOOL ·

## Responsible Behaviour Plan for Students

### 1. Purpose

**Statement of Purpose:** Crestmead State School is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined learning environment.

**School Vision and Motto:**

*Excellence s Positivity s Community*

*We are all learning and achieving.*

Our school vision and motto supports our aim to facilitate high standards 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

Crestmead State School developed this plan in broad collaboration with our school community. A review of school data relating to PBL, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

### 3. Learning and behaviour statement

A focus on promoting behaviours that facilitate learning is crucial to supportive, safe and cohesive learning communities that contribute to staff and student wellbeing. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour assist our school to create and maintain a positive and productive learning and





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teaching environment, where all school community members have clear and consistent expectations and understanding of their role in the education process.

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

- **Be a learner**
- **Be respectful**
- **Be co-operative**
- **Be safe**

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



Our school articulates our commitment to responsible behaviour through our school pledge:

- I will always try to do the right thing at school and at home.
- I will always try to be a good friend.
- I will look after my own and other people's belongings.
- I will be polite at all times.
- I will show respect to those around me.
- I am proud of myself, my family and my school

#### **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 Crestmead State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.



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

	Whole School	Classroom	Outside the Classroom	Transitions, Routines, Before/After School
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>I use manners and show courtesy to my teachers, other adults and classmates</li> <li>I am honest</li> <li>I show consideration for others and their feelings</li> <li>I respect other people using the High 5</li> <li>I respect individual differences</li> <li>I will be a role model and wear the correct uniform</li> <li>I follow protocols for school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>I am on time for my learning</li> <li>I respect the right of others to learn and the teacher's right to teach</li> <li>I demonstrate whole-body listening</li> <li>I get permission to leave the classroom</li> </ul>	<ul style="list-style-type: none"> <li>I respect others' privacy and use toilets appropriately and hygienically</li> <li>I respect the environment</li> </ul>	<ul style="list-style-type: none"> <li>I act sensibly and consider others when moving around the school</li> <li>I follow protocols when using the tuckshop</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>I try my best for all tasks</li> <li>I follow instructions immediately</li> <li>I am an active learner (I participate in activities and ask questions to help my learning)</li> <li>I am organized and prepared for learning (body, equipment and space)</li> <li>I am a problem solver</li> <li>I accept the consequences of my actions</li> <li>I am safe and respectful when using IT (cyber safety, looking after equipment)</li> </ul>		<ul style="list-style-type: none"> <li>I am at school, on time, all day every day</li> </ul>	
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>I know and apply the High 5</li> <li>I use self-control (keep my hands, feet, mouth and objects to myself)</li> <li>I look out for the safety of others</li> <li>I am in the right place at the right time</li> <li>I make safe choices</li> </ul>	<ul style="list-style-type: none"> <li>I use classroom equipment safely</li> <li>I use stairways and balconies appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I play safely in my supervised area/s</li> <li>I am sun smart (no hat, no play)</li> </ul>	<ul style="list-style-type: none"> <li>I act sensibly in the correct area before and after school</li> <li>I am aware of personal safety</li> <li>I walk my bike/scooter when inside the school grounds</li> </ul>
<b>Be Co-Operative</b>	<ul style="list-style-type: none"> <li>I will respect boundaries given to me by others</li> <li>I respect and co-operate with others at all times (classroom, playing)</li> </ul>			



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

- Behaviour lessons conducted weekly by classroom teachers
- PBL weekly focus reinforced at school assemblies, school newsletter, school's Facebook page, and during active supervision by staff during classroom and non-classroom activities

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

- PBL focus is included in the fortnightly newsletter
- School Leadership team member's regular provision of PBL information to staff
- School's behaviour plan outlined to students and parents upon enrolment
- Induction program delivered to new staff
- Information provided to relief staff
- Individual support profiles developed for students with high behavioural needs. This enables staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)



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### Reinforcing expected school behaviour

At Crestmead State School, communication of our key messages about behaviour is encouraged 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 involved in giving consistent and appropriate acknowledgment and rewards.

<p>Small Super Learner Stickers</p> 	<p>Large Rules Stickers (for shirt)</p> 
<p>Superhero Slip</p> 	<p>Purple Slips</p> 
<p>Positive Postcard</p> 	<p>Principal's Champion Award</p> 

### Responding to unacceptable behaviour

When a student exhibits low-level 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.



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The process for responding to problem behaviour:



Each year a number of students at Crestmead State School are identified through our data as needing more structured support in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

In collaboration between classroom teacher, Behaviour Team and the Deputy Principal, these students may be provided with additional support through such examples as check ins/check outs, supported play, communication book, and/or supervised play plans. Students may be included in programs such as Rock and Water, Drumbeats, Pink & Green Clubs, gardening, bike restoration and/or cooking to support their additional behavioural needs.

Crestmead State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Team at Crestmead State School operate 'The Hub'. The Hub provides short term behaviour intervention program focusing on re-engaging students with learning.



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## 5. Emergency behaviour responses or critical behaviour incidents

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

An **emergency behaviour situation or critical behaviour 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.

### Initial defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Crestmead 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



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hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

### Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at

<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## 6. Consequences for unacceptable behaviour

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

### Minor and major behaviours

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

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

**Minor** behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others
- do not violate the rights of others in any other serious way;
- and do not require involvement of specialist support staff or Leadership team member/s.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.



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- a re-direction procedure. The staff member takes the student aside and:
  - asks the student to name the behaviour that the student is displaying;
  - asks the student to name expected school behaviour;
  - states and explains expected school behaviour if necessary; and
  - gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Leadership team member/s.

**Major** behaviours result in an immediate referral to Leadership team member because of its seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and contacts the Leadership team member for support.

Major problem behaviours may result in the following consequences:

- Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence;
- Parent contact, referral to Student Needs Action Committee; referral to Behaviour Team, suspension from school: and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

## 7. Network of student support

Students at Crestmead 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
- Behaviour Team
- School Chaplain
- Senior Guidance Officer

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

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

## 8. Consideration of individual circumstances

When choosing responses to student behaviour, a range of significant factors is considered. These include context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.



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Consequences for breaking the rules or breaching the School's Responsible Behaviour Plan for students vary according to a number of factors which may include:

- Age of the child / Developmental Stages 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
- Pattern of unacceptable behaviour

Crestmead State School is mindful that students at educational risk are supported to develop appropriate socially acceptable behaviours so they can become responsible members of the community as indicated in the below statement.

Students at educational risk are those students whose experience of schooling, together with other factors in their lives, makes them vulnerable to not completing twelve years of schooling or equivalent qualification, or not achieving to their potential, the essential knowledge and skills for effective participation in work, relationships and families, and as active citizens in the community.

Consideration is also made concerning students with disabilities and the impact any disabilities have on their ability to control behaviour, being mindful that all students and staff have a right to learn and work in a safe, supportive environment.

## **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](#)



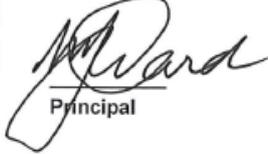
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- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

### 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

  
Chair, School Council

Date effective: from 7 June 2018



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### Appendix 1

#### **The Use of Personal Technology Devices\* at School**

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

#### **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 disciplinary consequences.

#### **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 handed in at the office in the morning before school begins and collected at the end of the day. 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 Crestmead State School. Student using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 reasonably person would expect to be afforded privacy).



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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup>, 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 proposal/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 the Queensland Police Service.

### **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 mean of the conversation to others.



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<sup>1</sup>Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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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 assistive 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.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, and similar games, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*



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## Appendix 2

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

#### **Purpose**

1. Crestmead State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 at Crestmead 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. Behaviours which could potentially lead to bullying and will not be tolerated at Crestmead 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 Crestmead State School there is a 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.



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7. The anti-bullying procedures at Crestmead State School are an addition to our already research-validated school-wide positive behaviour 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 to which our students are already accustomed.

### 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 school-wide 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 4 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in the accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.Crestmead State School will then investigate and respond to any incident of cyberbullying.
10. Two items on the matrix teaches the 5-step process (High Five) for resolving conflict, including when a student experiences bullying behaviour either as a person being bullied, the person bullying or bystander.
11. Crestmead State School will take part in the National Day of Action Against Bullying and Violence during March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
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 actually bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Crestmead State School take care of the combine



knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. Crestmead State School provides the students with the opportunity to attend Bravehearts incursion.

13. Crestmead State School uses behavioural data for decision-making. This data is entered into our database regularly and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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