



The Code of School Behaviour

Better Behaviour
Better Learning

Cecil Plains State P-10 School

"Small School Atmosphere, Big School Programs"



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

1. Purpose

Cecil Plains State P-10 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.

For students, this policy provides the means by which they can make decisions about their own behaviour.

For parents/caregivers, this policy provides information, which will assist them to discuss behaviour issues with their child/ren and provide guidance and support for any needed improvement.

For staff, the plan outlines the total school approach whereby students are encouraged to develop a high degree of responsibility for their own behaviour.

All members of the Cecil Plains State P-10 School community are expected to behave within the established school code of behaviour. For students, this includes when they are attending or representing the school or travelling to or from the school.

2. Consultation and data review

Cecil Plains State P-10 School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and P&C meetings held during fourth term 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in February 2010, and will be reviewed in 2012 as required in legislation.

There will be an interim review in first semester of 2010 with a re-vamp of the school's School Wide Positive Behaviour (SWPB) program.

3. Learning and behaviour statement

A supportive school environment is created by positive, quality interpersonal relationships acknowledging variations in cultural beliefs and values and being sufficiently flexible to cater for individuals. The Cecil Plains State P-10 School community has a supportive team (students, parents and staff) where ownership and responsibility are shared and every member is valued.



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Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring supportive environment where all members feel safe and welcome. We believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society.

Good discipline is internalised, rather than imposed from outside and so this plan aims to encourage responsibility, self-control and social competency. Self-discipline is a learned process and is achieved through implementing appropriate strategies. The school cannot work alone in creating a disciplined environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner. Good discipline comes from the students themselves.

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

- be Responsible
- be respectfU
- be a Learner
- Encourage
- be Safe

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:

In general it is expected that a majority of students will display normal classroom behaviours that can be best supported at a whole school behaviour support level. Each teacher is expected to develop a classroom behaviour management plan based on the Responsible Behaviour Plan and one which reflects the needs of their students.

Classroom Management Plan – Strategies for Teachers

- Devise a plan in consultation with the class and then display
 - It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and principles
 - Students are more likely to respect a classroom plan if they have been involved in its creation
 - Revisit the plan on a regular basis throughout the year
 - Maintain anecdotal records of behaviour incidents
- Engage in quality teaching and learning
 - Ensure learning experiences are relevant and meaningful
 - Ensure that there is an appropriate level of challenge for each student
 - Match learning experiences and assessment techniques with student interests and learning styles
 - Encourage co-operative learning
 - Provide opportunities for students to make decisions about their own learning
 - Clearly communicate fair and reasonable expectations



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- Encourage students to set goals and persist in problem solving situations
 - Assist students to develop time management and study skills
 - Use the productive pedagogies
 - Consider the physical environment of the classroom (e.g. placement of furniture, seating, lighting etc)
- Develop supportive interpersonal relationships
 - Catch students being good
 - Communicate a genuine interest in and care for the students
 - Establish rapport with and welcome the involvement of parents
 - Develop a sense of responsibility for students' own progress and personal behaviour goals
 - Establish ways to develop self esteem
 - Plan for success by breaking tasks into manageable steps which ensure individual success
 - Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
 - Minimise criticism and accept mistakes as part of the learning process
 - Communicate regularly with all students
 - Create a sense of belonging to the classroom group
 - Give students responsibility

General Strategies for all staff

- Communicate openly and honestly with students and parents
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Establish and uphold classroom/playground rules with clear expectations and consequences, visit regularly and review
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate behaviours
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary
- Avoid confrontation where possible
- Share responsibility with all staff for all students
- Establish buddy classes to share out of class supervision of students
- Use fair and consistent strategies that are in line with the school's beliefs and values
- Make anecdotal records of yard behaviour incidents in incident book kept in playground duty bags (these notes will be transferred to the OneSchool database)

Targeted behaviour support:

In general it is expected that there maybe a small of students with classroom behaviours that would be best supported at this Targeted Behaviour support level. 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.



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Students accepted into the Social Skills program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to a student's education program through academic support, adult mentoring or intensive social skills training.

The Social Skills program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support:

Our school acknowledges that all behaviours have meaning – when we know the meaning, we can address the real problem.

There maybe from time to time individual students with behaviours that would be best supported at this Intensive Behaviour support level.

At Cecil Plains State P-10 School, we may use a behavioural assessment for students requiring more intensive support. Positive Behaviour interventions and supports involve teaching new skills that replace problem behaviour over time, assisting the individual to change their interactions (physically and socially) and may include a behaviour assessment. Interagency support may also be accessed.

Through a behavioural assessment, the purposes of specific behaviours are identified which helps teaching/support teams select interventions to directly address the problem behaviour. Strategies and processes are incorporated into Individual Behaviour Support Plans, which are developed and implemented by a network of support staff. Caregiver support is strongly encouraged. The Individual Behaviour Support Plan is reviewed regularly through the collection of further data.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour



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(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 Cecil Plain State P-10 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



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- 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 reported in [OneSchool](#) (link)
- any injuries reported on [Health and Safety incident record](#) (link)

6. Consequences for unacceptable behaviour

<u>Some examples of unacceptable behaviour: Minor</u>	<u>Some Possible Consequences</u>
<ol style="list-style-type: none"> 1. Students attitudes/behaviour shows that he/she has not accepted his/her responsibilities as outlined in the Code of student behaviour (as set out on page two) - eg incomplete homework, class work or assignment 2. Annoying others 3. Not obeying classroom procedures/manners 	<ul style="list-style-type: none"> • Detention at breaks • Verbal/written reflection – <i>What happened? Why it happened? What should have happened?</i> • Apologies
<u>Some examples of unacceptable behaviour: Major</u>	<u>Some Possible Consequences</u>
<ol style="list-style-type: none"> 1. Student has shown a disregard for the Code of student behaviour – eg disruptive after warning 2. Unresolved minor situation 3. Swearing 4. Bullying (including cyberbullying) / harassment (isolated) 5. Stealing 6. Disobedience 	<ul style="list-style-type: none"> • Chill Out during breaks and in class time • Detention at breaks and after school (in accordance with departmental policies) • Verbal/written reflection – <i>What happened? Why it happened? What should have happened?</i> • Written apologies • Non-attendance at camps, excursions or sports meetings • In school suspension • Loss of badge of office (eg Student Council)
<u>Some examples of unacceptable behaviour: Extreme</u>	<u>Some Possible Consequences</u>
<ol style="list-style-type: none"> 1. Student has shown a gross disregard for the Code of student behaviour 2. Violence - physical or verbal - threats with deliberate intent to harm 3. Smoking/Alcohol/Drugs 4. Bullying (including cyberbullying) / harassment (ongoing) 	<ul style="list-style-type: none"> • Chill Out during breaks and in class time • Detention at breaks and after school (in accordance with departmental policies) • Suspension • Behaviour Improvement Condition (BIC) • Recommendation for Exclusion (in accordance with departmental policies)



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Note: This list is not exhaustive.

If the consequences for correcting minor unacceptable behaviours have been unsuccessful (the behaviours continuing or being repeated), the behaviour may be deemed to have escalated into major unacceptable behaviour and may be dealt with as such.

7. Network of student support

School support

Students at Cecil Plains State P-10 School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Adopt-A-Cop
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support

School and district based services as well as interagency groups are a beneficial way of coordinating services to meet the needs of students identified with persistent or extreme problem behaviours. Examples of agencies available to our school that may contribute to an interagency group include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, Bush Childrens, Aboriginal Health, Department of Communities and EQ District Office support personnel.

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.

Cecil Plains State P-10 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 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, and
 - receive adjustments appropriate to their learning and/or impairment needs,

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
- Previous behaviour record
- Severity of the incident



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- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

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

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cohome>)

Endorsement

Mick Cassidy
Principal

Ben Stollznaw
P&C President

Russell Simpson
Regional Executive Director or
Executive Director (Schools)

Date effective: from Nov 2009 to Dec 2012

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.

Mobile Phones maybe brought to school, but must be registered at the office with an acceptable reason in writing from a parent/caregiver used only as indicated below in this policy.

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. Mobile phones may only be used at morning tea and lunch breaks and before and after school. Students needing to use mobile phones during breaks must do so on the veranda outside the office only.

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 Cecil Plains State P-10 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.



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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

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



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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 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.*



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Appendix 2

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

Purpose

1. Cecil Plains State P-10 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 Cecil Plains State P-10 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 Cecil Plains State P-10 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 Cecil Plains State P-10 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



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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 Cecil Plains State P-10 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 non-classroom 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 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. 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.



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The anti-bullying process at Cecil Plains State P-10 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. Cecil Plains State P-10 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.