COMET STATE SCHOOL

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

Rationale

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

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. The Code has been developed to deliver the best possible outcomes for all students, recognising the close relationship between learning, achievement and behaviour.

At Comet State School we are committed to provide a supportive school environment that maximises the educational opportunities and outcomes for every student. CSS is committed to achieving responsible and confident learners. This is reflected in our school improvement agenda where we work on addressing the needs of our students, staff and community.

A supportive school environment is one where:

- All members of the school community feel safe and are valued;
- Learning outcomes are maximised for all through high standards and exemplary practice;
- Learning outcomes are maximised for all through high standards and exemplary practice;
- Behaviour management procedures include a planned continuum from positive to preventative actions for all students;
- Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community.

Our philosophy of a supportive school environment is embedded within the school culture and is reflected in this Code of Behaviour. Comet State School’s Motto “Aim High” supports the relationship between learning, achievement and behaviour.

Consultation and data review

Comet State School developed this plan in collaboration with our school community. Consultation with parents, staff and students and a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 was undertaken to
inform the renewal process for the Responsible Behaviour Plan for students 2012.

Comet State School students are expected to meet high standards of behaviour and we have a zero tolerance to bullying. Positive partnerships between all stakeholders of the school and community continue to be nurtured to ensure a collaborative approach to cultivating positive behaviours.

The Plan was endorsed by the Principal, staff, the President of the P&C and ARD in 2012, and will be reviewed in 2015 as required in legislation.

SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

The school community will use The Code as a basis for providing:
- Positive support to promote high standards of achievement and behaviour;
- Clearly articulated responses and consequences for inappropriate behaviour.

At Comet State School we believe that students have the right to learn and teachers have the right to teach. All members of the school community have the right to feel safe and the right to work in a supportive environment that fosters mutual respect amongst all individuals.

At Comet State School we expect all members of the school community to adhere to the following behaviour principles and codes. This expectation lends itself to promoting a positive teaching, learning and working environment by:

- Treating others with understanding, respect and politeness;
- Establishing a safe and supportive environment by employing a strict no bullying policy;
- Cooperating with teachers and other students in order to ensure that lessons are proceeding smoothly and that tasks are completed;
- Behaving in a manner that is respectful of every student’s right to learn and every teacher’s right to teach;
- Being punctual, attend school regularly and participate in activities of benefit;
- Learning and encouraging others to learn;
- Accepting full responsibility for self discipline, behaviour and learning.

PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

The process for facilitating standards of positive behaviour and responding to unacceptable behaviour is embedded within the school culture and reflects the Education Queensland Code of School Behaviour.
Effective behaviour support includes:
- The creation of a positive whole school culture;
- Quality learning and teaching practices;
- A balanced, relevant and engaging curriculum;
- Supportive and collaboratively developed programs and procedures;
- Managed professional development, education or training for all members of the school community;
- A range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices;
- A continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.
- A variety of teaching strategies in response to the diverse needs of all students.
- School practises that involve a planned continuum from positive to preventative actions for all students.
- The school is proactive in offering professional development opportunities to all staff.
- Opportunities for community members to engage in learning are also available;
- An innovative, balanced, engaging and integrated curriculum with supportive and extension frameworks for all students.

At Comet State School we have the following in place to facilitate positive behaviours. The social climate of the school incorporates one of a supportive environment and responds to unacceptable behaviour.

We have:-
- A strong anti-bullying program with strategies on how to deal with problem occasions;
- An inclusive program designed to keep students occupied while reducing incidences of misbehaviour caused from idleness at lunchtime;
- Non-denominational religious education is offered at the school through a partnership with churches.

Whole-School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10 - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours.
in all students. Approximately 80% to 90% of students will have little or no difficulties. However, about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

WHOLE-SCHOOL BEHAVIOUR SUPPORT

Our community’s safety and welfare is nurtured through behaviours that emphasise the 5C’s - Consideration, Courtesy, Cooperation, Common Sense and Communication.

CONSIDERATION

- Respect the rights of others;
- Accept and value individual differences;
- Develop positive relationships;
- Strive for personal improvement and a commitment to learning;
- Handle all materials and property carefully and correctly;
- Care for our school environment.

COURTESY

- Display appropriate manners at all times and use words such as “please”, “thank you”, “excuse me” and “sorry”;
- Be assertive yet respectful when dealing with others;
- Be punctual.

COOPERATION

- Be responsible self managers of our own behaviour;
- Negotiate and resolve differences in ways that respect others’ rights and feelings;
- Complete set tasks and fulfil personal responsibilities;
- Share ideas and resources;
- Help and encourage each other;
- Follow school procedures and policies.

COMMON SENSE

- Act in a sensible manner on all occasions;
- Minimise personal safety risks;
- Wear appropriate clothing at all times e.g. hats in the sun;
- Think before doing.

COMMUNICATION

- Speak politely;

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• Listen to others.

**POSITIVE BEHAVIOUR**

**Comet State School** has a proactive and preventive whole-school processes and strategies that:

• Facilitates the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching;
• Promotes an effective learning and teaching environment that allows positive aspirations, relationships and values to develop;
• Fosters mutual respect;
• Supports or intervenes when responding to unacceptable or potentially unacceptable behaviour.

This is accomplished by:

• Creating an environment that is behaviourally acceptable, caring and safe;
• Promoting an effective teaching environment that allows positive relationships and values to develop;
• Encouraging students to be responsible for their own behaviour and to accept the consequences of their actions.
• Rewarding students with certificates and praise when they have accomplished improvement or excellence in any area.
• Celebrating the completion of a successful unit of work: e.g. a special activity at the end of term.

Students are expected to respect the school motto, “Aim High” and follow the 5C’s.

**CLASS TIME**

Should students choose not to respect this motto; the staff will use the **10 Micro Skills for Managing Behaviour** (Reviewed by Mark Davidson & Janine Wicks, 2005). These are positive, effective and proactive strategies for maintaining a supportive school environment.

• Give instructions in an effective management method.
• Redirect the student using positive non-confrontational prompting methods.
• Wait and Scan.
• Acknowledge students who are on task with the intention of another to follow suit
• Intentionally use body language to encourage students to remain on task (Praise, Prompt, Push off)
• Encourage students to become more aware of their competence by commenting on good behaviour
• Intentionally give minimal attention to off task behaviour that is not disrupting others.
• Give students choices. Respectfully confront the student who is disrupting and give choices and consequences.
• Follow through on on-going behaviour that is seriously disrupting the class.
• Defuse the class after a traumatic event in the classroom or playground.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students sets out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences may to be applied in order to:

• Provide the opportunity for all students to learn;
• Ensure the safety of staff and students;
• Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Schools use a range of consequences that are authorised by Education Queensland which include:

• Consequences as per behaviour support plan;
• Suspensions;
• Exclusions;
• Cancellations of enrolment.

These are examples of behaviours and the potential consequences only. Every behavioural situation will be dealt with in a manner that is in the best interest of the students at that particular point in time.

<table>
<thead>
<tr>
<th>STUDENT’S ACTIONS</th>
<th>SCHOOL ACTION</th>
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<tbody>
<tr>
<td>Irresponsible playground behaviour</td>
<td>Rule reminder</td>
</tr>
<tr>
<td>Running around buildings and on cement</td>
<td>Withdrawn from play- timeout</td>
</tr>
<tr>
<td>Name calling, teasing (first instance), accidental swearing</td>
<td>Redirection through reflection and discussion on making more appropriate choices</td>
</tr>
<tr>
<td>Failure to adhere to uniform policy (including hat, hair, make-up and jewellery)</td>
<td>Detention</td>
</tr>
<tr>
<td>Failure to complete homework</td>
<td>Verbal/written apology</td>
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<tr>
<td>Entering out of bounds areas</td>
<td>Work in independent space</td>
</tr>
<tr>
<td>Preventing others from working</td>
<td>Class discussion of rules</td>
</tr>
<tr>
<td>Isolated disruption in class such as making noises, interfering with property of others, using inappropriate language</td>
<td>Student advised of consequences of next level of behaviour</td>
</tr>
<tr>
<td>Uncooperative with teachers/staff/ other students</td>
<td>Parents notified if deemed necessary</td>
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<tr>
<td>Constant repeat of previous inappropriate behaviours</td>
<td>Rule reminder</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>Disrespect - answering back</td>
<td>Time out</td>
</tr>
<tr>
<td>Damaging property deliberately</td>
<td>Discussion with Principal</td>
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<tr>
<td>Refusing to follow directions</td>
<td>Detentions</td>
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<tr>
<td>Dangerous play</td>
<td>Administration intervention</td>
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<tr>
<td>Physical violence</td>
<td>Parents phoned</td>
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<td>Verbal abuse to others</td>
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<tr>
<td>Bullying</td>
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<td>Intentional swearing</td>
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SERIOUS OFFENCES INCLUDE:

- Violence including possession of dangerous weapons
- Stealing
- Vandalism
- Bullying

IN SCHOOL SUSPENSION

An alternative behaviour support plan for a student may be provided as a step before off campus suspension. The student will be isolated from their class and placed with the Principal. The student will have isolated supervision during first and second lunch. This program will continue for up to one week during which time the student will be assisted in developing a personal behaviour plan in order to re-enter the regular classroom program.
SUSPENSION AND EXCLUSION

Suspension of up to 1-5 days for serious or major behaviour infringements will occur after consultation with the school behaviour support committee. Parents will be informed of the implication of this procedure according to the 2006 Education Act. Exclusion or suspension for longer periods (6-20 days) will occur according to Education Queensland guidelines. Suspension or exclusion (as per Education Queensland’s Guidelines), is to be followed by specified re-entry process as outlined by the Principal in case meeting.

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

The network of student support

The list of student support personnel is not limited to the following.

- Teachers
- Teacher Aides
- Parents
- Guidance officer
- Learning Support Teacher
- QLD Health Services – Paediatrician, Counsellor, Speech Therapist, Physiotherapist, Bush Children, Advisory Visiting Teachers

Students requiring intensive intervention to assist with their behaviour will: be referred to the Guidance Officer or other support personnel, as deemed necessary, have an Individual Behaviour Plan in place where both the school and parents/guardians understand acceptable behaviours and consequences, (which may include returning to parents’ care, in school and out of school suspension and exclusion). Student/s will also participate in regular social skill lessons that build their social skills to assist them in achieving their behaviour goals.

Consideration of individual circumstances

Comet State School is a rural school that has a small multi-age student population that interacts socially as well as educationally. The Principal is expected to ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students. Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.
Emergency or critical incidents response

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 Comet 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
- debriefing report (for student and staff)
- one school report
Related legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005
- (General Provisions) Act 2006 - Ch 12: Good order and management of State educational institutions and non-State schools
- Education (General Provisions) Regulation 2006 - Part 2: Management of State instructional institutions
- Education (General Provisions) Act 2006 – Part 6, Div 3: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions
- Education (General Provisions) Act 2006 s365: Obligation to report sexual abuse of student under 18 years attending State school.
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Anti-Discrimination Act 1991
- Right to Information Act 2009
- Information Privacy (IP) Act 2000

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities
- 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
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.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement -2012

____________________  ______________________  ______________________
Principal          P&C President or Chair, School Council  Regional Executive Director or Executive Director (Schools)
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 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 Comet 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 bullying 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

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

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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.

Appendix 2

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

Purpose
1. Comet 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 Comet 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 Comet 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 Comet 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.

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 Comet State School are an addition to our already research-validated school wide 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 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 Comet State School rules and values 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.