# Gladstone City State Schools

## *(Clinton, West, South, Central, Kin Kora)*

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

### 1. Purpose

All Gladstone City State Schools (Gladstone Central, Gladstone West, Clinton, Gladstone South, Kin Kora) are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

### 2. Consultation and data review

This plan was developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during semester one 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process.

The Plan was ratified by all Principals, the President of each school P&C and Executive Director (Schools) in December 2015, and will be reviewed in 2018 as required in legislation.

### 3. Learning and behaviour statement

All areas of schools are learning and teaching environments. 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 Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Gladstone Schools to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful
- Be a learner

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

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

**Universal Behaviour Support**

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

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

| SCHOOLWIDE EXPECTATIONS TEACHING MATRIX | | | | | | | |
|---|---|---|---|---|---|---|---|
| | IN THE CLASSROOM I WILL: | WHEN I AM GOING TO MY CLASS I WILL: | WHEN USING AMENITIES, I WILL: | DURING EATING TIME, I WILL: | DURING PLAY TIME, I WILL: | DURING TRANSIT TIME TO/FROM SCHOOL, I WILL: | DURING LUNCH (tuckshop) I WILL: |
| **BE SAFE** | • Walk<br>• sit on my chair properly<br>• enter and exit in an orderly fashion<br>• keep hands off<br>• use equipment properly | • walk<br>• keep left<br>• put my bag away<br>• keep hands off | • wash my hands<br>• use the toilet properly<br>• walk | • eat only my food<br>• sit in my area<br>• walk to the bins | • wear my hat<br>• play in my area<br>• use play equipment properly<br>• leave sticks and stones on the ground<br>• ask for help | • follow directions of crossing supervisors<br>• wait on the footpath<br>• follow road rules<br>• return to office if not collected<br>• use the tunnel to cross the Sun valley road<br>• report to parade area before 8.30am | • wait my turn<br>• keep hands off<br>• walk to line up |
| **BE RESPECTFUL** | • follow teacher directions.<br>• treat others and my property respectfully<br>• be honest.<br>• use polite language.<br>• treat others the way I want to be treated. | • walk quietly so others can continue learning<br>• Keep my hands and feet to myself | • allow for privacy of others<br>• wait my turn<br>• be quiet, quick and clean.<br>• clean up after myself<br>• flush the toilet | • use good manners<br>• use appropriate language and volume<br>• respect others' and my belongings | • invite others who want to join in<br>• share equipment<br>• use polite language<br>• keep hands to myself<br>• be a friend | • follow instructions of the bus driver.<br>• greet everyone with respect.<br>• use appropriate language<br>• represent Kin Kora SS to the best of my ability | • be polite to tuckshop staff<br>• use appropriate language and volume<br>• use good manners<br>• se polite behaviour while waiting in line |
| **BE RESPONSIBLE** | • be on time.<br>• complete work to the best of my ability<br>• return resources on time<br>• keep a tidy work area<br>• solve own problems and ask for help<br>• accept outcomes for my behaviour<br>• be responsible for my equipment<br>• I will wear the correct uniform everyday | • walk promptly<br>• walk in an orderly manner<br>• walk on the left<br>• walk in line<br>• walk and stay on pathways | • use toilets only for toileting.<br>• leave the toilet as soon as I'm finished.<br>• use toilets during toilet breaks.<br>• use an inside voice<br>• only put toilet paper in the toilet to flush | • sit in the shelter<br>• put rubbish in the bin<br>• keep the area clean<br>• look after my belongings<br>• look out for others<br>• close my lunch box<br>• help the teacher on duty | • return borrowed equipment<br>• play in correct areas<br>• play by the rules<br>• be a good sport<br>• be aware of place, space and people | • follow road rules<br>• go straight to class/ pick up area be a good role model for other students<br>• wait patiently<br>• store my bike/ scooter safely<br>• go home directly | • pre-order on line<br>• be patient in line<br>• order only for myself<br>• keep my money in a safe place |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **BE A LEARNER** | • attend school everyday<br>• concentrate<br>• do my best<br>• ask for assistance if having difficulties<br>• be organised<br>• be focused<br>• keep on task.<br>• be an active learner<br>• participate positively in all activities<br>• support my peers | • be punctual<br>• be ready to learn<br><br>• have necessary equipment | • go to toilet during breaks<br>• go back to class as quickly as possible | • make good food choices.<br>• Bring Nude Food (food without packaging) | • get along with others<br>• play by the rules<br>• learn new games<br>• learn from my mistakes<br>• be active | • learn, remember and use all safety rules | • make healthy choices |

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Gladstone schools implement the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Gladstone Schools, communication of our key messages about behaviour is reinforced by providing students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Positive Notices**

Staff members hand BAZZA AWARD stickers out each day to students they observe following school rules in both classroom and non-classroom areas. Every week teachers also nominate one student per classroom to receive an award on parade for following school rules (Be Safe, Be Responsible, Be Respectful and Be a Learner).

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others, both adults and students.

**Re-directing low-level and infrequent problem behaviour (Appendix 7)**

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

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

**Targeted behaviour support:**

Each year a small number of students are identified through data as needing extra 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. Students 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 coaches and increased opportunities to receive positive reinforcements. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

**Wellbeing Committee**

Kin Kora 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 *Wellbeing Committee*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student

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The *Wellbeing Committee* has a simple and quick referral system is in place. Following referral, a member of committee contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration.

## 5. Consequences for unacceptable behaviour (Appendix 7)

Gladstone City State Schools make 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 (Appendix 4) is used to record all minor and major problem behaviour which occurs outside of classroom. The classroom teacher is responsible to respond and record the minor behaviour in Oneschool (Appendix 7). All major behaviour will be referred to and recorded by DPs/Principal.

Minor and major behaviours (Appendix 7)

When responding to a problem behaviour, the staff member first determines if the 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 Administration team

**Minor** behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the 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.

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

**Major** behaviours are those that:

- ongoing and repetitive nature
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration
- serious breach of the schools' responsible behaviour plan

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour

and remind the student of expected school behaviour.  The staff member informs the office and escorts the student to Administration or seeks support.

Major problem behaviours may result in the following consequences:
- **Level One:** 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,

- **Level Two:** Parent contact, referral to Guidance Officer/Psychologist, referral to Wellbeing Committee, possible suspension from school (1-20 days)

- **Level Three:**  The Principal has the authority to exclude students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs following an immediate period of suspension.

## The following table outlines examples of major and minor problem behaviours:

| | Area | Minor | Major |
|---|---|---|---|
| **Being Safe** | Movement around school | • Running on concrete or around buildings<br>• Running in stairwells<br>• Not walking bike in school grounds | • Pushing/hurting others when running around school |
| | Play | • Incorrect use of equipment<br>• Not playing school approved games<br>• Playing in toilets | • Throwing objects<br>• Possession of weapons<br>• Serious verbal aggression/insults<br>• Serious injury to others |
| | Physical contact | • Minor physical contact (eg: pushing and shoving) | • Serious physical aggression<br>• Fighting |
| | Correct Attire | • Not wearing a hat in playground<br>• Not wearing shoes outside | |
| | Other | | • Possession  of legal and illegal drugs |
| **Being Responsible** | Being in the right place | • Not being punctual (eg: lateness after breaks)<br>• Not in the right place at the right time. | • Leaving class without permission (out of sight)<br>• Leaving school without permission |
| | Follow instructions | • Low intensity failure to respond to adult request<br>• Non compliance<br>• Unco-operative behaviour | |
| | Accept outcomes for behaviour | • Minor dishonesty | • Major dishonesty |
| | Rubbish | • Littering | • Repeated littering |
| | Mobile Phone | • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
| **Being Respectful** | Language | • Inappropriate language (written/verbal)<br>• Calling out<br>• Disrespectful tone | • Offensive language<br>• Aggressive language<br>• Verbal abuse / directed profanity |
| | Property | • Petty theft<br>• Lack  of care for the environment | • Repeated stealing / major theft<br>• Wilful property damage<br>• Vandalism |
| | Others | • Not playing fairly<br>• Minor disruption to class<br>• Minor defiance<br>• Minor harassment | • Major bullying / harassment<br>• Major disruption to class<br>• Blatant disrespect<br>• Major defiance |
| **Being  Learner** | Learning tasks | • Not completing set tasks that are at an appropriate level<br>• Refusing to work | • Repeated disruption in learning which affects others<br>• Repeated noncompliance for completing set tasks that are at an appropriate level |
| | ICT | • Using others log in details<br>• Not using appropriate sites or process | • Texting, emailing inappropriate materials to peers and others<br>• Plagiarise others work |

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

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

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour (Appendix 7)
At Gladstone City Town Schools, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

## 6. Emergency or critical incident responses

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

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

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

Basic defusing strategies
*Avoid escalating the problem behaviour*
> (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

*Maintain calmness, respect and detachment*
> (Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

*Approach the student in a non-threatening manner*
> (Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

*Follow through*
> (If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour). Focus on the primary behaviour, rather than any secondary 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 School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

### 7. Network of student support
Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer/Psychologist
- Advisory Visiting Teachers
- Senior Guidance Officer

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Gladstone Regional Council
- Neighbourhood Centre.

## 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.

All Gladstone City State Schools consider the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- 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 needs,

## Absenteeism, school refusal and truancy

The issue of absenteeism is complex and covers a range of behaviours. It is important for schools to investigate the patterns and underlying causes of non-attendance so that appropriate strategies that address the specific needs of student.

School attendance management practices are crucial to minimising absences. School should:
- identify absences quickly
- follow up promptly
- send clear messages to students and parents that attendance is vital
- collaborate with other agencies to address and support individual students needs

## 9. Related legislation

Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

## 11. Some related resources

- Bullying.  No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Everyday counts
- You Can Do It!

## *Endorsement*

|                        |                                         |                                                           |
| ---------------------- | --------------------------------------- | --------------------------------------------------------- |
| **Principal**          | **P&C President or Chair, School Council** | **Regional Executive Director or Executive Director (Schools)** |

**Effective Date: 1 January  2013– 31 December 2015**

**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.

**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. 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 an        y 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[1] 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

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

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

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

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

### Text communication

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

### Assumption of cheating

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

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

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

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

### Special Circumstances Arrangement

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

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

# *Gladstone State Primary Schools' Cluster*
# *Bully Prevention Strategy*
### *To be read in conjunction with the school's Responsible Behaviour Plan for students.*

## Rationale

The **Gladstone State Primary Schools' Cluster** is committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

## School community beliefs about bullying

The **Gladstone State Primary Schools' Cluster** does not tolerate bullying in any form. All members of the school community are committed to ensuring that each child is provided with a safe, healthy and supportive environment in which to learn and that the values of respect, responsibility, integrity and doing your best are promoted and consistently displayed.

These behaviours are seen at school, in the workplace, in the community, at home and in the media. They can affect anyone – students, staff and parents or carers. Everyone must help to make a positive difference.

"Bullying is <u>repeated </u>oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons"

"Bullying might include:
1. Direct physical threats or assaults
2. Social exclusion of one by another or a group
3. Verbal insults or spreading rumours
4. Sending of threatening or demeaning messages by SMS, Email, Internet
5. Non verbal signals "

It's also important to note what bullying is not. Many distressing or unpleasant acts are not examples of bullying such as fighting, arguing, social rejection or discipline and single episodes of nastiness or meanness. These may well require action from a parent or teacher but they are not bullying. Bullying is systematic and ongoing – it is not just a one off act.

"In all **Gladstone State Primary Schools,** bullying in all its forms is not accepted and all members of our school communities accept their responsibility to promote positive relationships and to prevent bullying".

## Educational Programs

It is important that students, staff and parents understand what bullying is, how it impacts on people and how bullying is responded to in the Gladstone State Primary Schools' Cluster. Within the **Gladstone State Primary Schools' Cluster** we use the following educational strategies.
- School Wide Positive Behaviour Support (SWPBS) Process
- Responsible Behaviour Plan for Students
- You Can Do It
- Class meetings
- Brochure to parents
- Social skill development through school sporting and cultural activities

o Bully workshops with Guidance Officer

## Prevention Programs

Effective social skill and positive relationships act to prevent bullying.  In the **Gladstone State Primary Schools' Cluster** we promote effective social skills and positive relationships by:
- School Programs including Student Leadership and Student Councils
- Ongoing recognition of positive behaviours through weekly awards and commendation cards
- You Can Do It Program providing students with strategies for dealing with bullying, improving self-esteem and self-confidence, by focussing on resilience, organisation, persistence, confidence and 'getting along.'
- Staff and Parent skilling sessions including Triple P and Teen Triple P, Non-violent Crisis Intervention, 123Magic
- Involvement of school Guidance officer / Psychologist

## Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

In our **Gladstone State Primary Schools' Cluster** we support victims and perpetrators by:
- Providing counselling support
- Conducting bully interviews (e.g. method of shared concern)
- Increased supervision of at risk areas
- Social skills programs targeting victims and perpetrators

In our **Gladstone State Primary Schools' Cluster** the consequences for bullying might include the following;
- Bully interviews
- Detention
- Family meetings
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

In our **Gladstone State Primary Schools'' Cluster,** we support victims and perpetrators by:
- Encouraging students to discuss issues with a trusted staff member or a member of the administration team at any time they have need to do so
- Providing counselling support as and when it is needed
- Conducting bullying interview which give:
  - **Perpetrators** a clearer understanding of who has been affected, and how: and giving them:
    - An opportunity to repair the damage that has been done;
    - Strong incentives to minimise further harm, and
    - An opportunity to change behaviours.
  - **Victims** a sense that those who have caused harm do understand who has been affected, and how:
    - An apology, and other forms of reparative response as required, and
    - An opportunity to suggest what reparative response is required.
    - Increased supervision of at–risk areas
    - Encouraging students to form friendships with other students
    - Social skills programs targeting victims and perpetrators
    - monitoring of interactions between identified parties

Depending on why they behave the way they do, children who bully need opportunities to learn how to:
- recognise their own feelings and those of others
- cooperate with others
- enter into friendships
- use positive body language and speech
- manage their anger
- be assertive rather than aggressive
- talk positively about themselves
- resolve conflict collaboratively

Depending on the circumstances and the individuals involved, children who are bullied will benefit from:
- providing them with immediate protection, a feeling of being safe (e.g. giving them an immediate and positive 'time-out' experience such as monitor or buddy/assistant)
- listen to what they have to say, and in no way blame them
- encourage them into any school interest' groups such as gardening, chess club, etc
- training that teaches them to be assertive rather than passive or pushy

## Reporting and monitoring bullying

In the **Gladstone State Primary Schools** Cluster reports of bullying are taken seriously. Students and parents may report bullying in the following ways.
- Directly to a member of staff
- To parents

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

## Related legislation

- *Education (General Provisions) Act 2006*
- Education (General Provisions) Regulation 2006
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Workplace Health and Safety Act 1995*
- Workplace Health and Safety Regulation 1997

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## Related policies

- SMS-PR-012: Student Protection
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- CMR-PR-001: Complaints Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- SDV-PR-001: Employee Professional Development

**Walk away**
➢ Stand tall, head up high
➢ Mouth closed
➢ Look confident
➢ Do not use eye contact
➢ Walk toward a safety zone – teacher on duty
➢ Do not look back
➢ Walk confidently , do not run

**Talk Firmly**
➢ Use an assertive voice, slightly raised
➢ Tell them to stop
➢ Restate your "I" statement e.g "Please do not speak to me like that"

**Talk Friendly**
➢ Use a calm voice
➢ Maintain eye contact
➢ Maintain confident body language
➢ Use "I" statements  eg. I feel upset when you don't speak nicely to me
➢ maintain relatively close body proximity

Talk Friendly

Walk Away

Talk Firmly

Ignore

Report

# Do the 'High Five'

**Ignore**
➢ Pretend you did not hear it.
➢ Do not make eye contact.
➢ Maintain positive body posture (calm, confident).
➢ Think positive self esteem statements.
➢ Count to five in your head slowly.
➢ Take deep breaths.

**Report**
➢ Walk away and tell a staff member
➢ Go to a safe area
➢ Bystanders should support and report
➢ Children should be able to give the exact facts to the teacher

**Outside Behaviour Referral-Kin Kora State School**

| **Student/s First and last Names** | | Class | |
|---|---|---|---|
| Date | | Time | |

**Staff Member Making Referral**
*(MUST be completed)*

**Location**

☐ Oval          ☐ Play Equipment          ☐ Eating Area

☐ Toilet Blocks          ☐ Tuckshop          ☐ PEN

☐ Basketball Courts          ☐ Stairs          ☐ Outside Classroom

☐ COLA          ☐ Library          ☐ Other_____

**Reason for Referral**

☐ Fighting (Physical)          ☐ Aggression

☐ Disruptive Behaviour          ☐ Non Compliance

☐ Verbal Abuse          ☐ Property Damage

☐ Out of bounds          ☐ Other _____

**Details of Incident**

|   |
|---|
|   |
|   |
|   |
|   |
|   |
|   |

**Witnesses**

**Teacher's Signature**

# Appendix 5

## Incident Report-Kin Kora State School

Name of Student:           Date:

Person Completing this Form:

| | |
|---|---|
| **Date of incident or behaviour problem** | |
| **Incident or problem behaviour in detail:**<br>**When,**<br>**Where,**<br>**Who,**<br>**What,**<br>**How** | |
| **Witnesses** | |
| **What action was taken to de-escalate or re-direct the problem?** | |
| **Parents/caregivers notified** | |

**Debriefing Report**

**Formal debriefing should be led by a staff member trained in the process who has not been involved in the event.  The goals of debriefing are to:**

| | |
|---|---|
| **What action was taken to de-escalate or re-direct the problem?** | |
| **Parents/caregivers notified** | |

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

**For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.**

## Behaviour levels and possible consequence

| **Level 0-Positive** | **Possible consequences** |
|---|---|
| Student demonstrates good behaviour by following school rules and expectations | ➢ Parents/carer informed/recorded as a positive behaviour in Oneschool<br>➢ BAZZA Award<br>➢ Sticker/stamp |

| **Level 1 -Minor** | **Possible consequences** |
|---|---|
| ➢ Being more than 5 mins late for class after 1st and 2nd break without reasonable excuse.<br>➢ Not lining up.<br>➢ Leaving seat without permission.<br>➢ Inattentive in class, not focused.<br>➢ Playing in the toilets.<br>➢ Playing without a hat.<br>➢ Running on paths.<br>➢ Playing without wearing shoes.<br>➢ Talking at an inappropriate time (when teacher or peer is speaking).<br>➢ Entering/leaving a classroom without permission from your class teacher.<br>➢ Not wearing school uniform.<br>➢ Carrying a mobile phone in the school.<br>➢ Riding skateboard/roller skates during school time | ➢ Student reminded of acceptable behaviour by the teacher in charge (Verbal/Non verbal cues)<br>➢ Referral to classroom rules<br>➢ Referral to BAZZA Rules<br>➢ Referral school rules and expectations |

| **Level 2 - Minor** | **Possible consequences** |
|---|---|
| ➢ Non-compliance/not following directions on request/routine<br>➢ Back chatting.<br>➢ Using foul language as a personal expression.<br>➢ Disorderly and disruptive conduct.<br>➢ Out of bounds without permission (including playing in wrong area).<br>➢ Improper use of playground equipment.<br>➢ Interfering with a game.<br>➢ Minor theft (pen/pencils/paper,…)<br>➢ Lying/Cheating<br>➢ Misbehaving for visitors, specialist or relief teachers.<br>➢ Misusing toilets. | ➢ Time out in class/Buddy class.<br>➢ 1 session Community service (litter duty/helping grounds person with school gardens).<br>➢ 1 session in classroom detention<br>➢ Parent/caregiver will be notified<br>➢ Behaviour recorded in One School by the teacher in charge |

| **Level 3 - Major** | **consequences** |
|---|---|
| ➢ Bullying (verbal, physical, emotional).<br>➢ Truant/Leaving school grounds without permission.<br>➢ physical and violent contact/fighting.<br>➢ Play endangering yourself or others.<br>➢ Deliberately directing foul language at another student.<br>➢ Inappropriate use of Internet, Web programs or mobile phone<br>➢ Major theft of valuable items.<br>➢ Possession of and use of restricted substances eg. illegal drugs/personal medicines.<br>➢ Defiance/threat/s or deliberately directing foul language to adults<br>➢ Persistent Physical Misconduct<br>➢ Graffiti/Vandalism.<br>➢ Possession of dangerous items eg. knife or any other weapons.<br><br>**BULLYING: happens whenever another person is *repeatedly and*** | ➢ Referred to DPs/Principal<br>➢ Behaviour recorded in One School by the DPs/Principal<br>➢ Parents informed by DPs/Principal<br>➢ 1-20 days suspension<br>➢ Exclusion |

| | |
|---|---|
| *deliberately* **embarrassed, upset or physically hurt by someone else. Bullying can include: spitting, hitting or damaging property, name calling, ridicule, threats, spreading rumours, writing derogatory comments and belittling others verbally, in writing form or electronically.** | |