



## The Code of School Behaviour

Better Behaviour  
Better Learning



# Bollon State School

## Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

### 1. Purpose

Bollon State 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.

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

Bollon State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through consultation in class discussions, at staff meetings and during P&C meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 - 2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director DDSW in 2013, and will be reviewed in 2016 as required by legislation.

### 3. Learning and behaviour statement

All areas of Bollon State School 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 Bollon State School 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 **four key values** to teach and promote our high standards of responsible behaviour. These values, as listed below, are clearly displayed in all classroom and non-classroom areas throughout the school. As members of the Bollon State School community we show that we are **responsible** by being:

- **Respectful**
- **An Active Learner**
- **Safe**



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Our school values 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

At Bollon State School we promote positive behaviour through:

- the provision of engaging and relevant curriculum and quality learning and teaching practices,
- promoting a culture of caring for each other,
- valuing all members of the school community and celebrating individual and group achievement,
- communicating high expectations for individual achievement and behaviour,
- encouraging student ownership of the code of behaviour through collaborative planning,
- clearly and fairly outlining and implementing consequences for inappropriate behaviour.

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.



#### • Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bollon State School we emphasise the importance of explicitly 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 values. The School Wide Behaviour Expectations Matrix below outlines our agreed values and the specific behavioural expectations in all school settings.



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		ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS
AT BOLLOL STATE SCHOOL, I SHOW THAT I AM RESPONSIBLE BY BEING	RESPECTFUL	<ul style="list-style-type: none"> <li>• Use manners when speaking.</li> <li>• Take turns and share.</li> <li>• Ask permission.</li> <li>• Follow directions and routines.</li> <li>• Encourage others.</li> <li>• Wear the correct uniform.</li> <li>• Use school resources appropriately.</li> <li>• Return notes in a timely manner.</li> <li>• Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners when speaking.</li> <li>• Raise your hand to speak.</li> <li>• Respect others' opinions and ability.</li> <li>• Respect different cultures and religious beliefs.</li> <li>• Use classroom resources appropriately.</li> <li>• Respect others' right to learn.</li> <li>• Be a good listener.</li> <li>• Use classroom resources appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Play fair – take turns, invite others to join in and consistently follow rules.</li> <li>• Speak calmly and nicely to others.</li> <li>• Use manners when speaking.</li> <li>• Use playground equipment appropriately.</li> <li>• Solve problems without arguing.</li> <li>• Return sports equipment at the bell.</li> <li>• Care for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the correct toilets.</li> <li>• Respect privacy of others</li> </ul>
	AN ACTIVE LEARNER	<ul style="list-style-type: none"> <li>• Follow directions.</li> <li>• Attempt all learning activities.</li> <li>• Ask for help.</li> <li>• Show persistence.</li> <li>• Use learning resources appropriately.</li> <li>• Be prepared for the learning activity.</li> <li>• Be prepared for school.</li> <li>• Arrive at school on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt all classroom tasks.</li> <li>• Complete assessment tasks.</li> <li>• Ask for help when needed.</li> <li>• Contribute to class discussions.</li> <li>• Get to class on time.</li> <li>• Complete and return homework on time.</li> <li>• Be prepared for classroom tasks.</li> <li>• Keep work space and desk tray tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Share new games.</li> <li>• Teach others new rules.</li> <li>• Practise new skills.</li> <li>• Encourage others to have a go.</li> <li>• Bring a healthy lunch.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist younger students with hand washing.</li> <li>• Use toilets during designated breaks.</li> </ul>
	SAFE	<ul style="list-style-type: none"> <li>• Use school equipment safely.</li> <li>• Be aware of others.</li> <li>• Clean up after yourself.</li> <li>• Pack equipment away safely.</li> <li>• Keep hands, feet and objects to yourself.</li> <li>• Follow directions straight away.</li> <li>• Stay in designated areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, not run on cement.</li> <li>• Pass equipment around the room.</li> <li>• Be aware of others' personal space and property.</li> <li>• Tuck your chair in.</li> <li>• Clean up after yourself.</li> <li>• Use classroom equipment appropriately.</li> <li>• Enter and exit the room in an orderly manner.</li> <li>• Ask an adult to check computer cords and power points.</li> <li>• Follow directions straight away.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands before eating.</li> <li>• Walk on concrete.</li> <li>• Pass equipment safely.</li> <li>• Use playground equipment appropriately.</li> <li>• Wear a broad brimmed hat.</li> <li>• Wear enclosed shoes at all times.</li> <li>• Report dangerous situations immediately.</li> <li>• Sit down while eating.</li> <li>• Follow directions straight away.</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilets.</li> <li>• Wash hands with soap.</li> <li>• Walk.</li> <li>• Turn taps off.</li> <li>• Report wet floors.</li> <li>• Close and lock doors gently.</li> <li>• Report damage or leaking taps.</li> <li>• Use toilets appropriately.</li> </ul>

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.



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

- Comprehensive induction programs in the Bollon State School 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:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

### **Reinforcing expected school behaviour**

At Bollon State School, communication of our key messages about behaviour is backed up through regular and consistent positive reinforcement, which provides students with feedback for engaging in expected school behaviour. Systems for positive reinforcement include the classroom money reward system, stickers and weekly certificates presented at assembly, 'Gotcha' cards for positive playground behaviour and positive phone calls/emails home.

This formal recognition and monitoring system has been developed 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.

### **Responding to unacceptable behaviour**

#### **Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to calmly explain the inappropriate behaviour to the students and then remind them of their behavioural expectations at Bollon State School. 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**

At times, student may require more targeted support in order to align their behaviour with the expectations at Bollon State School. In such situations, frequent communication with parents/caregivers is made to ensure all parties are informed of inappropriate behaviour. Collaboration with parents/caregivers occurs to devise an appropriate method to manage behaviour, and consultation with the student occurs to ensure they are aware of their responsibilities and expectations.

#### **• Intensive behaviour support**

In the event that a student displays consistent and high level unacceptable behaviour, a system of intensive behaviour support is initiated. This will include continued communication, collaboration and consultation with



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parents/caregivers, referral to the Guidance Officer and Behaviour Support Teacher, and the development of an Individual Behaviour Support Plan.

### 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

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.



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Appropriate physical intervention may be used to ensure that Bollon 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 must not 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:

- OneSchool
- incident report (Appendix 3)
- MyHR Incident reporting (OnePortal)
- debriefing report (for student and staff) (Appendix 4).

## **6. Consequences for unacceptable behaviour**

Bollon State School makes systematic efforts to prevent unacceptable 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 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

### **Minor and major behaviours**

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



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- **Minor** unacceptable behaviour is handled by staff members at the time it happens
- **Major** unacceptable behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breeches of the school values
- 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 unacceptable behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** unacceptable behaviours may result in the following consequences:

- A warning and re-direction procedure
- a minor restorative consequence logically connected to the problem behaviour
- removal or partial removal from an activity or event for a specified period of time,
- individual meeting with the student, apology, restitution or completion of class work

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** unacceptable behaviours result in an immediate referral to Administration because of their severity. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration or calls for an administration member. An office referral/incident report is filled out as soon as conveniently possible. **All major** unacceptable behaviours will be recorded in the student's behaviour record file on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal area, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
- **Level Three:** Students who engage in very extreme unacceptable behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.



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The following table outlines examples of major and minor unacceptable behaviours:

		Area	Minor	Major
<b>Responsibility</b>	<b>Respect</b>	Whole School	<ul style="list-style-type: none"> <li>• Inappropriate language (written/verbal)</li> <li>• Poor attitude</li> <li>• Disrespectful tone</li> <li>• Back chatting</li> <li>• Defiance of staff directions</li> <li>• Minor verbal threats</li> <li>• Minor bullying / harassment</li> <li>• Discouraging others</li> <li>• Intentional minor damage / vandalism of school property</li> <li>• Wearing incorrect school uniform</li> <li>• Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional major damage / vandalism of school and personal property</li> <li>• Major verbal threats / aggressive language</li> <li>• Major bullying / harassment</li> <li>• Blatant disrespect towards others and their property</li> <li>• Major bullying / harassment</li> <li>• Stealing / major theft</li> <li>• Verbal abuse / directed profanity</li> <li>• Major and repeated defiance</li> <li>• Repeated incidents of minor behaviours</li> <li>• Major dishonesty</li> </ul>
		Classrooms	<ul style="list-style-type: none"> <li>• Defiance of classroom task directions</li> <li>• Minor disruptions to others' learning</li> <li>• Disrespect of others' learning ability, opinions and contributions</li> <li>• Defiance of task directions</li> <li>• Repeated calling out</li> </ul>	<ul style="list-style-type: none"> <li>• Major disruption to others' learning</li> <li>• Repeated incidents of minor behaviours</li> </ul>
		Playground	<ul style="list-style-type: none"> <li>• Not playing fair (following game rules)</li> <li>• Entering the sports shed without permission</li> <li>• Lack of care for the environment</li> <li>• Littering</li> <li>• Not packing sports equipment up after play</li> </ul>	<ul style="list-style-type: none"> <li>• Acts of cruelty towards animals</li> <li>• Repeated incidents of minor behaviours</li> <li>• Intentional destruction of school environment</li> </ul>
		Toilets	<ul style="list-style-type: none"> <li>• Denying privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate misuse of toilets</li> <li>• Repeated incidents of minor behaviours</li> </ul>
	<b>Learning</b>	Whole School Classrooms Playground Toilets	<ul style="list-style-type: none"> <li>• Poor attitude to learning</li> <li>• Deliberate lack of effort during class tasks</li> <li>• Defiance of learning directions</li> <li>• Being un-prepared for learning</li> <li>• Discouraging others during learning activities</li> <li>• Having technology devices on the person</li> <li>• Refusal to complete homework</li> <li>• Repeated tardiness to class</li> <li>• Refusing to attempt class tasks</li> <li>• Being unprepared for class</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated incidents of minor behaviours</li> <li>• Blatant use of technology devices (without valid written permission)</li> </ul>



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<b>Safety</b>	Whole School	<ul style="list-style-type: none"> <li>• Minor physical contact (eg; pushing and shoving)</li> <li>• Running on concrete or around buildings</li> <li>• Riding bike / scooter in school grounds</li> <li>• Dangerous use of school equipment</li> <li>• Defiance of staff directions</li> <li>• Going into out of bounds areas</li> <li>• Incorrect use of school resources</li> <li>• Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of weapons</li> <li>• Possession of drugs</li> <li>• Serious physical aggression</li> <li>• Fighting</li> <li>• Throwing objects at others</li> <li>• Repeated incidents of minor behaviours</li> <li>• Major and repeated defiance</li> <li>• Leaving school grounds without permission</li> <li>• Loitering in out of bounds areas</li> </ul>
	Classrooms	<ul style="list-style-type: none"> <li>• Entering / exiting the classroom in a disorderly and dangerous manner</li> <li>• Running in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated incidents of minor behaviours</li> <li>• Leaving class without permission or a valid reason</li> </ul>
	Playground	<ul style="list-style-type: none"> <li>• Playing contact sports without permission/supervision</li> <li>• Not wearing a hat</li> <li>• Not wearing shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate dangerous play</li> <li>• Repeated incidents of minor behaviours</li> </ul>
	Toilets	<ul style="list-style-type: none"> <li>• Slamming doors</li> <li>• Climbing over cubicle doors</li> <li>• Deliberately wetting floors</li> <li>• Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated incidents of minor behaviours</li> </ul>

### 7. Network of student support

Students at Bollon State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support through the following personnel:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Intensive Behaviour Support Teacher
- Guidance Officer (when necessary)

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Pathways to resilience
- You Can Do It
- Bullying. No Way!

### 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.



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Bollon State 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 infringements 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 and/or developmental 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 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

### 10. Related departmental procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Code of School Behaviour](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

### 11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Better Behaviour, Better Learning](#)
- [Essential Skills for Classroom Management](#)
- [Bullying. No way!](#)



- [Take a Stand Together](#)
- [Pathways to Resilience](#)
- [You Can Do It](#)
- [Code of Conduct for Students Travelling on Buses](#)
- [School Wide Positive Behaviour Support](#)

**Endorsement**

\_\_\_\_\_

Principal

\_\_\_\_\_

P&C President or  
Chair, School Council

\_\_\_\_\_

Principal's Supervisor

Date effective:

from ..... to .....

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### Appendix 1

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

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

#### Certain Personal Technology Devices Banned From School

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

#### 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 Hebel 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



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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<sup>1</sup> 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 are in breach of this policy and 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 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*



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

### Appendix 2 Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

Bollon State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we create 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.

Bullying will not be tolerated at Bollon 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.

Bullying behaviours that will not be tolerated at Bollon State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, taking and sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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.

At Bollon State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

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



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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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Bollon 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

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 four school 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, such as entering and exiting the classroom and conducting themselves in accordance with the school expectations in the playground and other areas.
- All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the classroom and 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.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times, simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Bollon State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.



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Bollon State School uses behavioural data for decision-making. This data is entered into OneSchool when required 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.

Appendix 3

**Bollon State School**  
 Behaviour Referral/Incident Report

Student Name		Date	Time	Class
Referring Staff Member			Witnesses	
Incident Location (please circle)				
Classroom	Playground	Toilet	Other:	
<b>Incident Report</b>				
Where was the student when the incident occurred?				
Who was the student working/playing with when the incident occurred?				
What was the student doing at the time of the incident?				
What occurred <b>immediately</b> prior to the incident? (possible trigger to behaviour)				
Describe in detail what the student did/said during the incident.				
Describe any damage or injury occurred during the incident (to others and self).				
Describe who the incident was directed at.				
What action was taken to de-escalate or re-direct the behaviour? Was this successful?				



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Others involved in incident			
None	Other Students	Staff Members	Other

### Admin Use Only

Value	Area	Minor	Major
Respect	Classroom		
	Playground		
	Toilet		
	Other		
Safety	Classroom		
	Playground		
	Toilet		
	Other		
Learning	Classroom		
	Playground		
	Toilet		
	Other		

Referral to external agencies required?	
No	Support given at a school level
Yes Please list:	



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## Appendix 4

### Debriefing Report

Although incident debriefing will vary dependent on the situation, it is recommended that formal debriefing be conducted by a trained staff member who has not been involved in the specific incident. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical and non-physical intervention
- Prevent the future occurrence of like behaviours
- Help address systemic deficiencies and make appropriate changes to school procedures.

Notes on the discussion that occurs during the debriefing session are not required however a record of the session taking place should be made.

Debriefing should attempt to provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What was learned as a result of the incident
- Actions for change

The debriefing process should revolve around the following over-arching questions:

- **FACTS** – What do we know happened?
- **FEELINGS** – How do you feel about the event happening?
- **PLANNING** – What can/should we do next

The following are possible questions that can be used to guide the debriefing discussion.

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do the same next time?
- What would you do differently next time?
- How could physical intervention be avoided in this situation in the future?
- What emotional impact has using physical intervention had on you?
- What was your emotional state at the time of the incident?
- What support do you require as a result of the incident?

#### Questions for students

- What made you upset in the first place?
- What was it that you needed at the time of the incident?
- What upset you most?
- What did we do that was helpful?
- What did we do that made you feel worse?
- What could we do differently next time?
- What could you do if this incident happened again?
- Would it help to talk to someone else about this incident?

Staff must be flexible when conducting debriefing sessions and allow the conversation to flow naturally. For students with language or communication difficulties, the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.