



The Code of School Behaviour

Better Behaviour
Better Learning

Toogoolawah State School's *Responsible Behaviour Plan for Students* based on *The Code of School Behaviour*

1. Purpose

Toogoolawah 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 well-being.

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

Toogoolawah State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken throughout 2017-2018.

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

3. Learning and behaviour statement

All areas of Toogoolawah 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 school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing inappropriate behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviours are plain to everyone, assisting Toogoolawah 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.

Toogoolawah State School is a Positive Behaviour for Learning (PBL) school, developing systems using an evidence-based framework considering all students and their needs.

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

- Be safe
- Be respectful
- Be a learner

Our school expectations 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. Each behaviour is targeted in weekly explicit lessons, delivered across the whole school to ensure all students have the opportunity to demonstrate expected behaviours. At Toogoolawah State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent inappropriate behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been determined for each of our three fundamental expectations. The Toogoolawah State School Behaviour Matrix (page 3) outlines the agreed expectations and specific behavioural expectations across all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning in behaviour lessons on school assemblies
- Reinforcement of learning using verbal and non-verbal cues and Gotchas
- Reinforcement of learning by staff during classroom and non-classroom activities.

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

- A regular 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 Toogoolawah State School's 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).



Toogoolawah State School

Behaviour Matrix



At All Times	Before School	Learning Area	Transitions	Eating Time	Break Times	Toilets	After School
<ul style="list-style-type: none"> Use High 5 Walk on concrete Use equipment for intended purpose Be in the right place at the right time Keep hands, feet and objects to self Ask an adult for permission to leave the space 	<ul style="list-style-type: none"> Sit in the designated line-up area Wait for an adult to release you to play If arriving late report to office 	<ul style="list-style-type: none"> Move appropriately as instructed by adult Sit safely 	<ul style="list-style-type: none"> Move quietly around the school Move in pairs When with your class, move in lines with the teacher at the back 	<ul style="list-style-type: none"> Eat your own food Stay seated Eat healthy choices first 	<ul style="list-style-type: none"> Wear school hat 	<ul style="list-style-type: none"> One person in a cubicle Wash hands Use toilet and paper as intended Report damage 	<ul style="list-style-type: none"> Know how you're getting home If leaving early, report to office Use correct gates Use pedestrian crossing Follow crossing supervisor's instructions Follow road rules Be on time to your bus line Sit in the correct bus line Remain in bus seat
<ul style="list-style-type: none"> Use manners Listen to speaker Speak politely Use whole body listening Take turns Follow adult instructions 	<ul style="list-style-type: none"> Talk quietly with your friends 	<ul style="list-style-type: none"> Hand up to speak Use inside voice Ask permission to borrow others' equipment One speaker at a time Keep learning space tidy 	<ul style="list-style-type: none"> Return equipment when finished Line up quietly at the designated area 	<ul style="list-style-type: none"> Wait to be released by an adult Quiet voices Hold rubbish until released 	<ul style="list-style-type: none"> Play by agreed rules Encourage others to join in 	<ul style="list-style-type: none"> Respect others' privacy Get in, get out and don't muck about Keep space clean Straight there, straight back 	<ul style="list-style-type: none"> Wait silently during roll call for the bus Answer clearly and respectfully when roll is marked Wait quietly on the path for your bus Follow adult instructions
<ul style="list-style-type: none"> Have a go Keep trying Be organised Accept feedback and support 		<ul style="list-style-type: none"> Have necessary equipment Set clear learning goals and aim high Work to achieve your goals Ask for help Be an active class member 	<ul style="list-style-type: none"> At the first bell, finish play, go to the toilet and get a drink Be lined up before the second bell 		<ul style="list-style-type: none"> Be a good sport Play appropriate games for school 		

Be Safe

Be Respectful

Be A Learner

Reinforcing expected school behaviour

At Toogoolawah State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed, which includes Gotchas, Merit Awards and Student of the Week awards. 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 (specific, positive feedback) and rewards.

Gotcha and Gotcha Reinforcement menu

Staff members hand out Gotchas to students when they observe them following school expectations in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the expectations, they can choose to give them a Gotcha. When given a Gotcha in the classroom, students will receive a stamp on their Gotcha Card. When given a Gotcha in a specialist classroom (eg music) or in the playground, the student will be given a sticker to place on their Gotcha card. The Gotcha Card holds 10 Gotchas on each side and when full, a new card will be started.

Each week, the Gotcha Shop is open during a designated lunchtime. Students can bring and exchange their Gotchas in multiples of 10 for tangible items, such as ice blocks, books, movie tickets, handballs, or other rewards, such as no homework for a week, sitting in the teacher's chair for a day or having lunch with the Principal. A Gotcha Menu is displayed in each classroom (see Appendix 4 for sample Gotcha Menu)

When the Gotcha Shop reaches a whole-school target of Gotchas, the whole school receives 15 minutes of extra play. There is an additional negotiable reward when the Gotcha Shop achieves a second whole-school target of Gotchas. These targets and rewards are negotiated with staff as student achievement improves.

Merit Awards

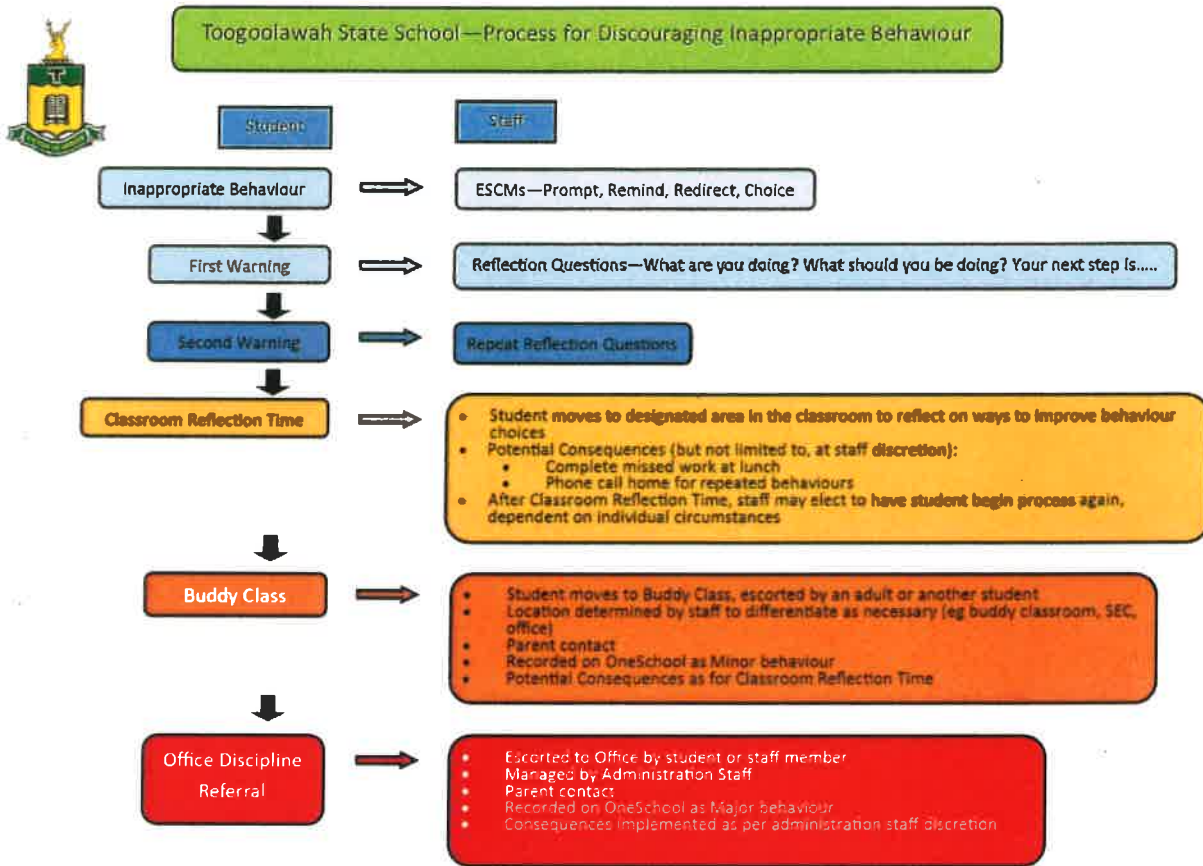
Each week, children from each class are acknowledged by their class teachers, in the form of Merit Awards. A Merit Award acknowledges students' efforts within the classroom. These awards are presented on assembly each week, and are published in the newsletter, along with a photo of the recipients.

Student of the Week

Each week, a Student of the Week is chosen by the staff from across the whole student body. This award is sponsored by the local IGA and acknowledges a student with all-round exemplary performance, both in and out of the classroom. The student's parents are invited to the assembly, where the class teacher delivers a short acknowledgement speech to advise the school community of the student's achievements and, when available, a representative from the local IGA presents the award to the student, along with a small gift.

Responding to inappropriate behaviour

Staff at Toogoolawah State School respond to inappropriate behaviour by following the flowchart below. This flowchart is displayed in all classrooms across the school.



1. Re-directing low-level and infrequent inappropriate behaviour

When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff members is to use the Essential Skills in Classroom Management (ESCMs in above flowchart) and respectfully correct with a reminder of expected school behaviour (reteach if necessary) to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level inappropriate behaviour is to ask students 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 to align with the expectations of our school community.

2. Targeted behaviour support: School-based support

Each year a small number of students at Toogoolawah State School are identified through our data as needing some targeted behavioural support. In most cases, the inappropriate 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.

Students requiring school-based support attend their normal scheduled classes and activities with appropriate adjustments where and when required. However they have increased daily opportunities to receive extra positive contact with adults, additional support from check-in/check-out staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after receiving this support, or whose behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Behaviour Support Team

Toogoolawah State School is committed to educating all students, including those with intensive behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team members consist of both regional and school-based staff and they:

- work with staff members to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through ongoing data collection;
- facilitate Functional Behaviour Assessments where appropriate;
- make adjustments as required for the student;
- work with the School Behaviour Leadership Team to achieve continuity and consistency
- develop Crisis Prevention Plans for individual students

For students to access the Behaviour Support Team, a referral is required. Following referral, a Behaviour Support Team member contacts parents and relevant staff members and begins the assessment and support process. In many cases, this support team includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for inappropriate behaviour

Toogoolawah State School makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, there are predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Referral forms for office discipline referrals and buddy class referrals will be used to record all major and minor behaviour. The recording of three minor behaviours constitutes a major behaviour at staff discretion.

Minor and Major behaviours

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

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

Minor behaviours are those that:

- are minor breaches of the school expectations;
- do not seriously harm others or 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 inappropriate behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor behaviours may result in the following consequences:

- a minor consequence that is logically connected to the inappropriate 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 the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major inappropriate behaviour occurs, staff members calmly state the major inappropriate behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and the student is escorted to Administration.

Major inappropriate behaviours may result in the following consequences:

- Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school;
- Students who engage in very serious inappropriate 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.

<p>Minor behaviours are those that:</p> <ul style="list-style-type: none"> • are minor breeches of the school expectations; • 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 inappropriate behaviours; and • do not require involvement of specialist support staff or Administration 	<p>Major behaviours are those that:</p> <ul style="list-style-type: none"> • significantly violate the rights of others; • put others / self at risk of harm; • are part of a pattern of inappropriate behaviours; and • require the involvement of school Administration.
<p>For example:</p> <ul style="list-style-type: none"> • Repeated acts of an annoying nature, without the intent to harm • Refusing to participate/follow instructions • Disrupting the learning of other students • Wearing school uniform inappropriately, e.g. tights without shorts/skorts/skirt • Changing settings/configuration of equipment or interfering with the equipment used by others • Occasionally late to school or class (more than once) • Cheating on a minor test/activity in the classroom or lying without the intent to harm • Unintentionally causing minor injury to another with an object, damaging equipment with an object or using an object for other than its intended use. • Refusal to participate in class routine • Behaviour that impacts the learning or work of others • Inappropriate physical contact without the intent to harm • Possessing an item banned by the school, with intent to use during school time • Refusal to complete a set task, despite redirection • Attending another area of the school instead of appropriate class or destination • Swearing or inappropriate language not directed at others. 	<p>For example:</p> <ul style="list-style-type: none"> • Repeated verbal, physical or social abuse with intent to harm • Refusing to follow instructions of staff, including instructions to go to reflection time/buddy class/office • Being verbally abusive/threatening to staff • Disrupting the learning of the whole class, intentionally disrupting others, or repeatedly disrupting the learning of other students • Repeatedly out of school uniform • Purposefully damaging IT equipment or using equipment inappropriately • Consistently and/or deliberately late to school or class after break • Pre-meditated and deliberate cheating, or lying about an incident • Using an object to purposefully damage school equipment or injuring another • Repeated refusal to participate in class routine or go to class • Behaviour that prevents students and/or staff from their work/learning • Inappropriate physical contact with the intent to harm, e.g. punching, spitting or projecting other bodily fluids, sexual contact • Possessing an illegal item or weapon • Consistent/persistent refusal to engage or complete set tasks • Possessing, using, distributing, purchasing or being under the influence of an illicit substance • Possessing, using, distributing, purchasing or being under the influence of tobacco or other legal substance. • Third minor referral • Threatening harm to others in any way • Leaving classroom or school campus without permission or legitimate reason, or skipping school • Swearing or inappropriate language directed at others in an aggressive manner

Relating inappropriate behaviours to expected school behaviours

When responding to inappropriate behaviours, staff members ensure that students understand the relationship of the inappropriate 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 inappropriate behaviour continues; and
- identify what they will do to change their behaviour to the expected school behaviour.

Should a inappropriate behaviour be repeated, the staff member may not repeat this process but simply remind the student of the consequences of their behaviour.

Ensuring consistent responses to inappropriate behaviour

At Toogoolawah State School, staff members authorised to issue consequences for inappropriate behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to inappropriate behaviour across the school.

Students are taught in how to respond appropriately when other students display inappropriate behaviour, as well as the courteous way to respond when a staff member re-directs their behaviour or when consequences are applied for inappropriate 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 inappropriate behaviour. This consistency ensures that appropriate actions are taken to keep both students and staff 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 inappropriate 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

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Toogoolawah State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found online at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx>.

7. Network of student support

Students at Toogoolawah State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Local Police Officer
- Visiting Youth Health Nurse

External support is also available through the following government and community agencies:

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

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.

Toogoolawah 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 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, socio-economic 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 impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Criminal Code Act 1995
- 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 2017
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

11. Related resources

- Positive Behaviour for Learning
- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses

Endorsement



Principal



P&C President

Effective Date: 10 September 2018 – 9 September 2020

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.

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

Personal technology device etiquette for students travelling by bus to/from school

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. If personal technology devices are brought to school, for use while travelling to and from school on the bus, the devices must be handed in to administration when the student arrives at school for safekeeping in the strong room. Those devices can be collected again at the end of the day.

Certain personal technology devices banned from school

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

The only personal technology devices that are permitted at school are those owned by students with disabilities that have negotiated the use of the devices at school with the Principal.

Confiscation

Permitted personal technology devices (such as iPads used for student support) 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.

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 being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Toogoolawah State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would

expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 disciplinary action 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

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 this 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.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Definition of Bullying

“Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).”

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.”

- As quoted from 'Bullying. No Way!' <https://bullyingnoway.gov.au/WhatsIsBullying/DefinitionOfBullying>

Purpose

Toogoolawah State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity, and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Toogoolawah State School. Those who are 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 Toogoolawah State School include: name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Toogoolawah 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

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all **inappropriate** behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Toogoolawah State School are an addition to our Positive Behaviour for Learning 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 inappropriate 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 inappropriate behaviour, including preventing the subset of bullying behaviour
- All students know the three school expectations and have been taught the behaviours attached to each expectation in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, from all staff in the non-classroom areas of the school, including those associated with following our routines
- A high level of quality active supervision is provided by 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 'You Can Do It' program consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. Simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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 Toogoolawah 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'.

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

Appendix 3

Appropriate use of social media

Toogoolawah State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social developmental experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Toogoolawah State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Toogoolawah State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Toogoolawah State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Toogoolawah State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Toogoolawah State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Toogoolawah State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Toogoolawah State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Toogoolawah State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school; for example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Toogoolawah State School strives to create positive environments for all students at all times of the day, including while online. To achieve this goal, Toogoolawah State School expects its students to engage in positive online behaviours.

Appendix 4

Sample Gotcha Menu



Whole School

400 Gotchas
15 minutes extra play

600 Gotchas
School Reward Day

(subject to change)