



**The Code of
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BOULIA STATE SCHOOL

Responsible Behaviour Plan for Students **Based on *the Code of School Behaviour***

Purpose

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

Boulia State School's Responsible Behaviour Plan for students focuses on developing a supportive school environment and responsible behaviour in all students. Our plan provided a framework for teaching students to use positive and appropriate behaviours while acknowledging that inappropriate behaviours occur and need to be addressed. This plan applies to students while attending or representing our school or while travelling to and from Boulia State School.

The supportive school environment at Boulia is created by positive, quality interpersonal relationships between students, staff and parents. Each group is part of our supportive team where ownership and responsibility are shared and each member is valued.

Our approach to developing responsible behaviour is focused on relationships and takes place in a supportive environment where all members feel safe, welcome and valued. This allows needs to be met through the promotion of academic, cultural, social, spiritual and sporting opportunities.

Boulia State School cannot work alone in creating a supportive environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner.

This Responsible Behaviour Plan has evolved from our Behaviour Management Policy which was written in 1996 and has been through many reviews and updates. This plan continues our goal of providing a stimulating learning environment aimed at fostering the academic and personal growth of each student to attain their maximum potential.

Consultation and data review

Boulia State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during March 2018 a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2015 -2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C as required in legislation.

Learning and Behaviour Statement

All areas of Boulia 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 Boulia 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.



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

- ☐ Be safe
- ☐ Be responsible
- ☐ Be respectful

B – Be Honest
O – Organisation
U – U can do it!
L – Lead by example
I – Independence
A – Attitude

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

These beliefs operate effectively in a supportive school environment where

- all staff and students have the right to work to their potential, free from disruption, abuse or threat
- all school community members are valued and feel safe
- quality programs, interpersonal relationships and school organisation produce worthwhile academic and social outcomes for all stakeholders
- appropriate behaviours are taught, modelled, encouraged and developed
- the School Responsible Behaviour Plan for Students includes both proactive and preventive procedures that will develop social skills and indicate how to handle situations that may arise
- all staff play an active role in the implementation of the Responsible Behaviour Plan for Students
- a variety of strategies and personnel are used and consulted prior to the use of suspension and exclusion
- parent involvement, support and consultation are essential to the supportive school environment at Boulia State School

Our beliefs are operationalized by staff, students, parents and voluntary helpers. Each group plays an important role in our school environment. Each group shares values, has rights and responsibilities. These are clearly stated in Appendix 1 A, B, C, D.

Boulia State School aims at providing an environment which maximises the educational opportunities and outcomes for all students by providing

- quality programs and learning experiences that caters for the needs of all students
- a challenging, supportive and happy learning environment
- access to current information communication technologies to support teaching and learning programs
- meaningful feedback to all stakeholders on student performance
- positive working partnerships with all stakeholders
- staff development opportunities
- responsible school management
- continual review of school practices, procedures, programs and policies (See Appendix 4A & 4B)



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Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour support

At Boulia our staff and school community are committed to the provision of a safe and supportive learning and work environment. All members of the school community contribute to and participate in a whole of school approach to developing positive and responsible behaviours.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Boulia 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 problem behaviour and to provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Wait inside the gate until the bus stops
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> Move peacefully in single file 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Walk bike/scooter in school grounds Have your name marked on the bus roll Leave school promptly



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BE SAFE	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Have your bus pass ready

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the (school name'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.

All school community members are aware and have been consulted in the development of policies and programs on behaviour, harassment and bullying. These programs and policies are reviewed regularly as part of the school's Triennial School Review involving all stakeholders.

Proactive strategies form a large part of the school program. Students at Boulia State School are involved in programs such as:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the **Boulia State School** Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans 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.
- Social skills programs from Prep Year through to Year 6 conducted by class teachers and Behaviour Management Support Teacher
- Whole School Health program
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 5)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
 - Appropriate Use of Social Media (Appendix 3).
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Responding to expected school behaviour

At Boulia 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. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Positive reinforcement is used by staff to encourage students to try hard and to develop their self-esteem. A variety of strategies are used throughout the school:

- Positive Behaviour Acknowledgement Certificates
- Stickers/stamps/positive comments
- Incentives Free Time, Raffle Tickets, Treasure Box, Lucky Dip, Exemplary Behaviour Certificates
- Class parties
- Principal awards/visits
- Acknowledgements in School Newsletter/Local Paper
- Involvement in extra-curricular activities
 - interschool sports
 - school/class camps and excursions
 - visiting performances
 - Student Council
- Encouraging students to be involved with helping community groups via
 - ANZAC Day March and Ceremony
 - Leukaemia Shave for a Cure – Crazy Hair Day
 - Jeans for Genes Day

PARENT SUPPORT

Parents of students at Boulia are encouraged to become actively involved in the child's education and school. Parents are involved in a wide variety of school and class activities. These include

- School camps and excursions
- Classroom assistance with a variety of curriculum areas
- School cultural activities
- School sports

Parents have the opportunity to become involved in the school decision making via the P&C Association. Parents are consulted on policy reviews via newsletters, personal letters, phone calls, written surveys or school meetings.

Parents are also invited to improve their skills through the provision of after school workshops on curriculum issues and positive parenting.

SCHOOL DRESS CODE

Boulia State School has a published dress code. Procedures and variances to the dress code are established and implemented. The P&C runs a second hand uniform shop and uniforms are made available to students whose personal circumstances prevent purchase of uniform items necessary for compliance with the dress code.

SOCIAL SKILLS PROGRAM

Boulia State School has included in our curriculum a whole school Social Skills program that addresses the areas of self-concept, values, communications and relationships. The classroom teachers are supported in this program by the principal.



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Responding to Unacceptable Behaviour:

1. 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 ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support: Respond program

Each year a small number of students at Boulia State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

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

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

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

3. Intensive behaviour support: Behaviour Support Team

Boulia State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

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

TEACHER SUPPORT

Teachers implement planned and incidental strategies in the classroom and playground to teach effective work habits, develop social skills and build a good rapport with students.



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REDIRECTING 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 ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Minor breaches of behaviour are dealt with by the teacher. Minor breaches are called Level 1 & 2 behaviours and are addressed in Appendix 3A & 3B. These strategies may be used to assist a student.

- Use of rewards to target and encourage on task and appropriate behaviour
- Verbal and Non verbal prompting
- Rule reminders using school playground/classroom rule/consequence sheets or class rules
- Warning / 3 strikes
- Whole school approach to managing bullying
- Contact with parents via personal approach or telephone

Teachers maintain a record of student's behaviour on One School Behaviour History. The consequences and support strategies are identified on these sheets. (See Appendix 3A & 3B)

TARGETED BEHAVIOUR SUPPORT

When a student's minor infringements continue to disrupt the effective running of the class or playground, or when minor infringements move to more serious breaches, more extensive targeted support is put into place. Extended support is given to Level 2 and 3 behaviours and are addressed in Appendix 3A & 3B.

Teachers continue to monitor and maintain the students OneSchool Behaviour History to determine when a student needs more extensive support.

In consultation with the principal, Classroom teachers and parents develop an Individual Behaviour Support Plan. This plan documents goals, support strategies, personnel, time lines and a review date. Strategies used in these plans are both identified as proactive and preventive. These **may** include:

- Modified work program, work environment, play areas, social interaction
- Involvement of school based support personnel and community support personnel
- Withdrawal from the classroom to a buddy teacher or class
- Withdrawal from the playground to a timeout area
- Structure play activities

Parents are kept informed of their child's progress towards the goals identified in the plan by the class teachers. These plans are reviewed on an eight-week cycle unless an earlier review is necessitated.



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Intensive behaviour support:

Boulia State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive support is given to Level 3 and 4 behaviours and addressed in Appendix 3A & 3B.

The principal works with the class teacher and parents when reviewing, developing and implementing the Behaviour Management Support Plan. Other members of the community may be included in this process. These members may include:

- Child Safety
- Child and Youth Mental Health Services
- Queensland Health
- Queensland Police
- Community Youth Workers
- Community Agencies
- Psychologist, Paediatricians
- School Guidance Officer
- Indigenous Elders
- District Education Office Personnel

The Individual Behaviour Plan will identify proactive and preventive strategies that may include:

- Working with Parents to develop support plan
- Working on a regular basis with BMST and school GO
- Modified timetable which may include attendance
- Support with curriculum areas via additional Teacher Aide support
- Parents to access Child and Youth Mental Health Services/Queensland Health/GP/Paediatrician

This program will be monitored, reviewed and adjusted if necessary under consultation with all stakeholders on a fortnightly basis.



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Consequences for unacceptable behaviour

Boulia State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 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 problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that 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 problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem 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 minor and major problem behaviours:

Area		Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment

	<ul style="list-style-type: none"> • Minor defiance • Minor bullying / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
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Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

1. 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.
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.



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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 problem 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 Boulia 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:

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

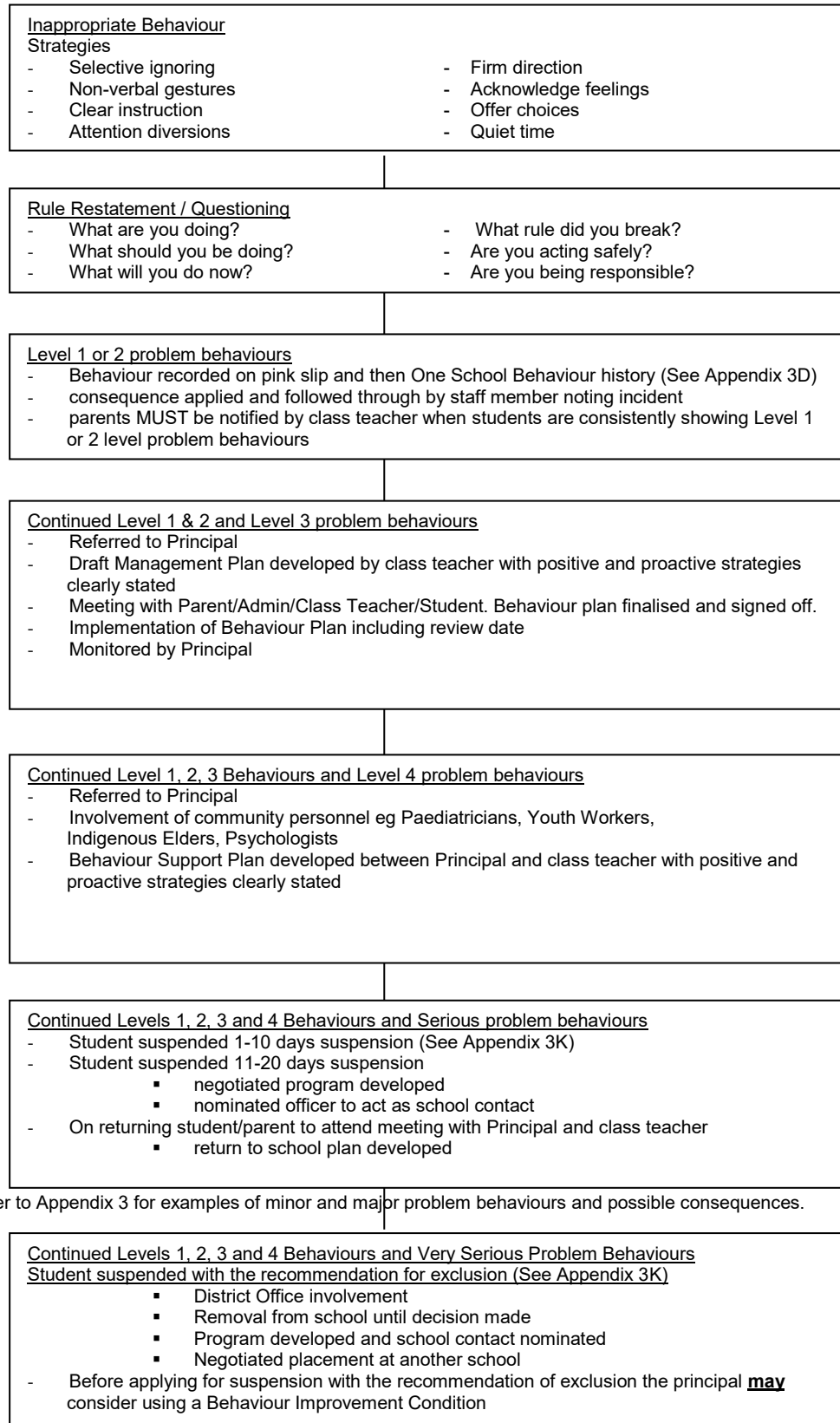
Any physical intervention made must:

- 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.



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The following flow chart outlines the path our school takes to deal with unacceptable behaviour. All consequences conform to legislation and policy as listed in the “Related Legislation” and “Related Policies” sections of this document. These consequences have been discussed and approved by staff and parent groups. All documents to support this flow chart are included in Appendix 3. Make restitution in the form of an apology, repair damage, replace items, and complete work.





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Ensuring consistent responses to problem behaviour

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

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

Emergency or critical incident responses

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

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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.

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



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(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

After the Disability review the outcome is to not use physical intervention, so the part that is most important in this sentence is "if all non-physical interventions have been exhausted and a student is:

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented.

The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.



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The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. In this section we have outlined the network of personnel that provide support for students at Boulia State School.

SCHOOL BASED

- Parents
- Guidance Officer
- AVT
- Technology Programs
- School Chaplain
- Police Liaison Officer
- School teacher & support staff

DET SERVICES

- Advisory Visiting Teacher – Behaviour
- Positive Learning Centre
- Occupational Therapist
- Gifted & Talented
- Guidance Officer
- Alternative Education Plan
- Technology Support eg Learning Place
- Speech Pathologist

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.

Boulia 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, 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 impairment needs.



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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

Related policies

- 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

Some related resources

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

Krystal Stanley
Principal

Rebecca Britton
President, P&C Committee



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APPENDIX 1

VALUES, RIGHTS, RESPONSIBILITIES OF

- A. TEACHING STAFF &
ADMINISTRATION**
- B. PARENTS**
- C. ANCILLARY STAFF, RELIGIOUS
EDUCATION TEACHERS AND
VOLUNTARY HELPERS**
- D. STUDENTS**



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A. TEACHING STAFF & ADMINISTRATION

VALUES	RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> Being consulted by Administration in maintaining an effective Responsible Behaviour Plan for students 	<ul style="list-style-type: none"> To be informed of school Responsible Behaviour Plan for students 	<ul style="list-style-type: none"> Support school administration in maintaining an effective Responsible Behaviour Plan for students
<ul style="list-style-type: none"> Contact with total school community 	<ul style="list-style-type: none"> To be involved, have support and recognition within the school community. 	<ul style="list-style-type: none"> Encourage warm, positive environment and having children making sensible choices.
<ul style="list-style-type: none"> A just and consistent Responsible Behaviour Plan for students on a whole school basis 	<ul style="list-style-type: none"> School communities will use <i>The Code</i> as a basis for providing: <ul style="list-style-type: none"> •positive support to promote high standards of achievement and behaviour •clearly articulated responses and consequences for inappropriate behaviour. 	<ul style="list-style-type: none"> To be involved in forming the school's discipline policy and communicate our concerns. To administer consistently the agreed upon Responsible Behaviour Plan for students To model the rules and procedures set out in the Responsible Behaviour Plan
<ul style="list-style-type: none"> Co-operation Respect 	<ul style="list-style-type: none"> Teach without interference by others. To be treated with respect courtesy and equality. To encourage children to choose acceptable behaviour as per The Code of Behaviour. 	<ul style="list-style-type: none"> To maximise student potential. To encourage acceptable patterns of behaviour in a classroom environment. Responsible Behaviour Plan for students is consistently implemented.
<ul style="list-style-type: none"> Safe secure environment 	<ul style="list-style-type: none"> To enjoy a clean, safe environment. To be safe in the school environment. To care for people and property within the school. 	<ul style="list-style-type: none"> Making the school a safe place. To care about the school, its equipment and people in our school.
<ul style="list-style-type: none"> Knowledge of supportive and proactive strategies 	<ul style="list-style-type: none"> To have in-service opportunities to learn the Responsible Behaviour Plan for students 	<ul style="list-style-type: none"> To avail of oneself of the opportunities made available in regards to inservice. To use such techniques to support whole school policy.



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B. PARENTS

VALUES	RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> Being involved in the school community 	<ul style="list-style-type: none"> To feel accepted and involved in the school community. 	<ul style="list-style-type: none"> To foster involvement through active participation and communication within the school community.
<ul style="list-style-type: none"> Open communication between school and home 	<ul style="list-style-type: none"> To have access to information on school processes and curriculum. To receive and offer information about their children's behaviour. To access school personnel at a mutually arranged time to discuss concerns or make enquires. 	<ul style="list-style-type: none"> To ask for information at a mutually arranged time and / or attend parent information sessions. Be willing to listen and to co-operate by encouraging our children to make appropriate behaviour choices and follow school rules. To recognise that teachers have a major role in educating our child.
<ul style="list-style-type: none"> Being involved in the decision making process in terms of school program 	<ul style="list-style-type: none"> To participate in school programs and decision making processes. 	<ul style="list-style-type: none"> To make the effort to be involved in these processes.
<ul style="list-style-type: none"> Children being treated in a manner that achieves equality 	<ul style="list-style-type: none"> To expect that there will be no cultural, sexual or physical discrimination within the school community. 	<ul style="list-style-type: none"> To support the department's policy on the issue of social justice.
<ul style="list-style-type: none"> A safe and secure environment 	<ul style="list-style-type: none"> To expect that the school environment is safe and secure. 	<ul style="list-style-type: none"> To familiarise ourselves and support the school's safety / security practices. To encourage our children to accept school rules and make appropriate behaviour choices.
<ul style="list-style-type: none"> A just and consistent Responsible Behaviour Plan for students or the school community 	<ul style="list-style-type: none"> To have a just and consistent Responsible Behaviour Plan for students used by school personnel throughout the school. 	<ul style="list-style-type: none"> To be involved in forming the school's Responsible Behaviour Plan for students and to communicate our concerns.



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C. ANCILLARY STAFF, RELIGIOUS EDUCATION TEACHERS AND VOLUNTARY HELPERS

VALUES	RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> Respect Courtesy 	<ul style="list-style-type: none"> To be treated with respect and courtesy by children. To be treated with respect and courtesy by Staff. 	<ul style="list-style-type: none"> To encourage acceptable patterns of behaviour both in the playground and in the classroom. To treat others with respect and courtesy.
<ul style="list-style-type: none"> Adequate training and support 	<ul style="list-style-type: none"> To receive regular training and in-service on supportive and proactive techniques. To receive support from teachers / administration. 	<ul style="list-style-type: none"> To avail oneself of the opportunities made available with regards to inservice. To seek help and advice and act on this advice from teachers / administration.
<ul style="list-style-type: none"> A just and consistent Responsible Behaviour Plan for students with step-by-step rules / consequences 	<ul style="list-style-type: none"> To have a just and consistent Responsible Behaviour Plan for students used by School personnel throughout the school. 	<ul style="list-style-type: none"> To be involved in forming the school's Responsible Behaviour Plan for Students To administer consistently the agreed upon Responsible Behaviour Plan for students To model the rules and procedures set out in our Responsible Behaviour Plan for students



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D. STUDENTS

VALUES	RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> Safe, secure environment 	<ul style="list-style-type: none"> To enjoy a clean, safe environment. To be safe and feel safe in the school environment. To care for people and property within the school. 	<ul style="list-style-type: none"> Making the school a safe place. Upholding school rules so that school is a happy place for all. To care about the school, its equipment and people in our school.
<ul style="list-style-type: none"> Respect 	<ul style="list-style-type: none"> To be treated with respect, courtesy and equality. 	<ul style="list-style-type: none"> To treat others with respect and courtesy. Being tolerant of the opinions and actions of others, regardless of race, gender, interests, physical or intellectual ability.
<ul style="list-style-type: none"> Learning 	<ul style="list-style-type: none"> To be able to learn in a positive supportive environment. To be exposed to the best learning opportunities that can be provided. To be able to work and play without interference from others. 	<ul style="list-style-type: none"> To work to the best of one's ability at all times. Ask for support and assistance when required. To ensure his/her own work and actions both inside and outside the classroom are appropriate.
<ul style="list-style-type: none"> Discipline 	<ul style="list-style-type: none"> To be treated fairly and consistently. 	<ul style="list-style-type: none"> To follow school rules and procedures.



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APPENDIX 2

BULLYING AND HARASSMENT

- A. ANTI-BULLYING POLICY**
- B. INFORMATION FOR TEACHER ON
BULLYING AND HARASSMENT**
- C. PROCEDURES FOR STUDENTS
- CLASSROOM CHART**



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A. ANTI-BULLYING POLICY

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

Purpose:

1. Boulia State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Boulia State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Boulia State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - children acting as carers or children in care.
5. At Boulia 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:

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



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Prevention:

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the school beliefs of Respect, Responsibility, Courtesy, Cooperation, Tolerance, Consistency, Communication, Care and Compassion and have been taught the expected behaviours attached to each belief in all areas of the school
 - All students have been or are being taught the specific routines in the non classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.
9. The student social skills program includes lessons on 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.
10. Teachers have taught students the procedures for dealing with being bullied.
11. 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 Boulia 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'.
12. Boulia State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Consequences for Bullying:

Consequences for Bullying and Cyber Bullying have been addressed in Appendix 3 "Management of Unacceptable Behaviours". School Policy on Use of Personal Technology Devices attached in Appendix 5.



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STATEMENT:

Bullying is seen as a threat to the rights of the members of Boulia State School Community and is unacceptable behaviour. To ensure Bullying is monitored, a whole school approach to the issue is required.

What is Bullying?

Bullying involves a series of hurtful actions by the bully to the victim over a period of time. Those actions may be verbal (such as name-calling, teasing), physical (punching), psychological (sending to Coventry, spreading rumours) and threats (extorting money) and usually the victim has difficulty in coping with such attacks (Finger, 1993).

Bullying can be conceived as containing seven elements or components. These are as follows:

1. An initial desire to hurt
2. The desire is expressed in action
3. The action is hurtful
4. It is directed by a powerful person or group against someone less powerful
5. It is without justification
6. Typically repeated
7. With evident enjoyment by the bully. (Rigby, 1993)

Responsibility of the School

- Implementing the School's **Responsible Behaviour Plan for Students**
- Active class and playground supervision by staff
- Class discussions to deal with problems
- Individual discussion with staff or Behaviour Management Support Teacher or counselling with the Guidance Officer
- Teaching of the anti-bullying elements of the Social Skills Program
- Teaching strategies to students to help them deal with bullying

Responsibility of Parents

- What Can Parents Do?
 - **WATCH FOR SIGNS** that your child is being bullied, eg unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc
 - **ENCOURAGE** the child to talk it through as much as possible so you get the basic fact
 - **KEEP AN OPEN MIND**, remembering you are getting one side of the story only
 - **ASK** questions gently
 - **HELP** the child reflect on what has been done so far
 - **HELP** the child work out the best way of solving the problem
- Some Important Next Steps to Consider:
 - **NEVER** try to sort out the bullies yourself – it rarely works and can make the situation worse
 - **WHEN YOU ARE CLEAR** on the facts contact your child's teacher for an interview
 - **PRESENT** your information as calmly as possible
 - **REMEMBER**, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
 - **ASK** your child's teacher about the school's policy on bullying and how they deal with it in their classroom
 - **GIVE** the teacher some time to investigate the problem and arrange a follow up time



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- The Next Steps May Then Include:
 - **ENCOURAGE** your child to develop friendships
 - **SUPPORT** your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment
 - **WORK** at improving your child's self esteem
 - **SEEK** counselling to enable the child to learn to be more assertive and resilient and less likely to be bullied
 - **IF SEVERE ABUSE** is evident, you may wish to consider police action

Responsibilities of the Teacher in regards to Bullying

- Make yourself available
- Treat incidents confidentially where necessary
- Treat incidents seriously
- Thoroughly investigate each incident
- Follow-up where necessary
- Proactively educate the children using Social Skills Programs

Dealing with the Bully

Strategies and consequences for children who are bullying are detailed in the "Strategies / Consequences for Inappropriate Behaviour in Class or Playground" in the Responsible Behaviour Plan for Students. (See Appendix 3A and 3B)

Teachers should refer to Appendix 2B (Information for Teachers on Bullying and Harassment). This section deals with identifying why bullying occurs and what strategies are needed to rehabilitate the bully.

Rights of Children with Respect to Bullying at School

1. To know that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously.
2. To know that help is available.
3. To be confident that follow-up action will occur after reporting the bullying.
4. That assistance will be given to help them deal successfully with any further bullying.

Responsibilities of Students

1. **Ignore or Walk Away or Confront**
2. **Confront by:** 3 step approach
 1. Say Stop It, I don't like that and then walk away
 - Be Assertive – If you have to face the bully, stay calm, talk sensibly and avoid any violence
 - Stand Up Straight – Look and sound confident
 2. Stop it, or I will tell the teacher, walk away
 3. Tell the teacher
3. **Report**
 - Reporting is not dobbing if you have followed the above steps
 - Reporting is your responsibility
4. **Strategies to deal with bullying**
 - Play in safe areas
 - Play with others
 1. Ask yourself – have you been taking away other's rights to be respected and feel happy. Do you need to change your behaviour too?
 2. Talk to a Friend – they might help you talk to an adult
 3. Listen – to the advice of your parents, teacher and Guidance Officer
 4. Use Positive Self Talk – tell yourself you are OK and the bully is the one with the problem



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Responsibilities of Children Who Witness Incidents of Bullying

As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be witnesses of bullying.

Students can -

- Inform teachers of places in the school grounds (eg behind the toilets) where bullying occurs
- Inform the classroom teacher or playground duty teacher where children are being bullied
- Witness incidents of bullying and report:
 1. Who was bullying
 2. Who was being bullied
 3. What happened
 4. Where the incident took place
- Offer support and friendship to the child who has been bullied
- Understand that telling the teachers is not "dobbing"



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B. INFORMATION FOR TEACHERS ON BULLYING AND HARASSMENT

Why do Children Bully?

What can we do to stop this Bullying?

Reason	Common Explanations and Assumptions	Response Emphasised
Academic	<ul style="list-style-type: none"> Students bully because curriculum is irrelevant or inaccessible and thus the main avenue for achievement during schooling years is denied to them. When students fail, they find other ways to meet their needs. Bullying provides a way to achieve by exercising power over others. 	<ul style="list-style-type: none"> Remedial support for learning and behaviour needs. Modified classroom curriculum or alternative academic programs.
Therapeutic or Psychological	<ul style="list-style-type: none"> Students bully because of psychological factors, trauma and / or emotional distress they are experiencing. Bullies who have not developed empathy will be unable to appreciate the harm they have caused. Responsibilities are variously seen to lie with the bully who is not in control of the behaviour or the victim who is seen to trigger the event. Victimised students need help to cope. 	<ul style="list-style-type: none"> Counselling. Special units with therapy. Social skills focus. Anger management. Adventure-based activities. Encourage victims to stay out of the way.
Socialisation or Social Control (Punishment)	<ul style="list-style-type: none"> Students learn to bully through role models in family, school and popular culture. Bullies are considered to be responsible for their own behaviours. Students who bully can expect to have consistent consequences. Punishment is an effective deterrent. 	<ul style="list-style-type: none"> Provide more appropriate role models. Provide consequences through: <ul style="list-style-type: none"> time-out rooms detention special units or programs for exclusion from the mainstream Differential resourcing. Policy to encourage inclusion.
Socio-Cultural	<ul style="list-style-type: none"> Power and dominance are unchallenged and hence taken for granted. Students' behaviour reflects gender, race and/or class relations through some groups having greater power in various social contexts. 	<ul style="list-style-type: none"> Programs to increase students' self-knowledge in relation to social and cultural practices, eg understanding racism, sexism and the price of conformity to social models such as masculinity.
Organisation or System	<ul style="list-style-type: none"> Behaviour is constructed and maintained by the ethos of the school community and a range of social contexts through multiple and often contradictory messages. The system influences a person's status, level of participation and aspirations. Students bully because the system is unable or unwilling to meet their needs. 	<ul style="list-style-type: none"> Flexible timetabling and school hours, multi- age grouping. Social objectives of schooling focus. Authentic partnerships. Supportive school environment. Quality schooling approaches.



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C. PROCEDURES FOR STUDENTS – CLASSROOM CHART

ARE YOU BEING BULLIED?

Ignored, teased or threatened?

Pushed, hit or kicked?

Belongings stolen or damaged?

YES

**Can I deal with this
problem using our 4
steps?**

1. Ignore/walk away/talk to someone else.
2. Tell them nicely that you don't like what they are doing. Tell them to stop.
3. Ask a friend to support and witness the problem.
4. Ask a teacher to help sort out the problem.



Solve it by yourself

Ask a friend

Find a teacher

Explore your options

NO



**What
Else Can
You Do**

**Tell someone who
will care:**

- Trusted adult
- Teacher
- Parent
- Friend

TO AVOID BULLYING:

- Examine own behaviour
- Network of friends
- Avoid location/people
- Assertiveness training
- Control your fears

TO DEAL WITH BULLYING:

- Ignore it
- Walk away
- Don't give them satisfaction
- Call their bluff
- Talk your way out
- Personal script
- Negotiate



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APPENDIX 3

MANAGEMENT OF UNACCEPTABLE BEHAVIOURS

- A. IN THE PLAYGROUND**
- B. IN THE CLASSROOM**
- C. THE 4W FORM**
- D. SUSPENSION / EXCLUSION
INFORMATION AND FLOW CHART**



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A. MANAGEMENT OF UNACCEPTABLE BEHAVIOUR IN THE PLAYGROUND

LEVEL 1

EXAMPLES OF INAPPROPRIATE BEHAVIOUR	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> No Hat No Shoes Being in wrong play area <ul style="list-style-type: none"> - Running under buildings / through gardens - Playing in toilets Littering On verandas/in classrooms without permission Not sitting until dismissed from area Non compliance with school dress code Breaches of Personal Technology Devices Policy Low Level Bullying <ul style="list-style-type: none"> - Pushing/Shoving - Teasing/Annoying 	<ul style="list-style-type: none"> Question Strategy e.g. What are you doing? What rule did you break? What should you be doing? What will you do now? Question to find reason for bullying Give a clear message that the behaviour is unacceptable Support the victim by <ul style="list-style-type: none"> - Acknowledging what has happened - Arranging a buddy if needed 	<ul style="list-style-type: none"> Send to shaded area No play <u>Loss of playtime for that period</u> e.g. * sit under tree/building *walk around with teacher Loss of play. Age = time limit Supervised by the teacher who identified them Verbal Apology Detention / loss of play Confiscation of Personal Technology Device until the end of the day 	<ul style="list-style-type: none"> Reinforce School Rules with the class. Let children know what your expectations are. Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions).



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LEVEL 2			
EXAMPLES OF INAPPROPRIATE BEHAVIOUR	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> Continuation of Behaviour in Level 1 Continued non compliance with school dress code Swearing in general Disobedience <ul style="list-style-type: none"> Insolence Spitting Throwing Objects Continued Breaches of Personal Technology Devices Policy Medium Level Bullying <ul style="list-style-type: none"> Fighting / Hitting / Pushing / Teasing 	<ul style="list-style-type: none"> Send away audience Ask the same questions as in level 1 (stay consistent) <ul style="list-style-type: none"> Question Strategy <ul style="list-style-type: none"> What are you doing? What rule did you break? What should you be doing? What will you do now? Both sides of the story heard Support the victim by <ul style="list-style-type: none"> Talking about the problem and possible solutions Talk about right to feel safe and the need to approach certain people for support 	<ul style="list-style-type: none"> Loss of playtime for that period e.g. *sit under tree *walk around with teacher Detention / loss of playtime for that period <ul style="list-style-type: none"> Written apology to the teacher Loss of play. Age = time limit Apology to each other <ul style="list-style-type: none"> Pick up litter Clean the area e.g. sticks / bean pods Items confiscated and held at the Office for collection by parents Time Out Room – Little Lunch / Big Lunch <p>Consequences for infringements will comply with Education Queensland's procedures (eg. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</p>	<ul style="list-style-type: none"> Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions).



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EXAMPLES OF INAPPROPRIATE BEHAVIOUR	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> Continuation of Behaviour in Levels 1 & 2 Continued non compliance with school dress code Refusing to follow a direct instruction Insolence Vandalism Explicit / printed material in written / illustrated / photographic / electronic form Inappropriate use of Personal Technology Devices Policy Truancy High Level Bullying <ul style="list-style-type: none"> - Dacking - Fighting causing physical injury - Abusing/threatening staff 	<ul style="list-style-type: none"> Send away audience Ask the same questions as in level 1 (stay consistent) <ul style="list-style-type: none"> Question Strategy <ul style="list-style-type: none"> What are you doing? What rule did you break? What should you be doing? What will you do now? Both sides of the story heard Support the victim by: <ul style="list-style-type: none"> - Admin to contact parents - Possible counselling by qualified personnel - Possible release time for the abused staff member - Referral to personnel such as the Principal and or Guidance 	<ul style="list-style-type: none"> Child to write a letter of apology to victim If objects are broken, restitution may be sought Loss of play. Age = time limit Detention Suspension 1-10 days or 11-20 days suspension Involvement of Police <p><u>DEFINITE CONSEQUENCES</u></p> <ul style="list-style-type: none"> Refer to Admin; Parents to be contacted by telephone or posted a letter Administration to organise the development of written Responsible Behaviour Plan for Students. Involvement of Behaviour Management Support Teacher Items confiscated and held at the Office for collection by parents <p>Consequences for infringements will comply with Education Queensland's procedures (eg. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</p>	<ul style="list-style-type: none"> Try to find reasons for the bullying and respond accordingly (see Appendix 2B for suggestions) Selection of Social Skills lessons programs



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LEVEL 4

EXAMPLES OF INAPPROPRIATE BEHAVIOUR	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> Continuation of all inappropriate Behaviours in Levels 1, 2 & 3 Prohibited substances (cigarettes /drugs / alcohol) Serious vandalism and theft High Level Bullying Serious <ul style="list-style-type: none"> Verbal Abuse Assault Violence Threats to Staff 	<ul style="list-style-type: none"> Contact Police Support the victim by: <ul style="list-style-type: none"> Admin to contact parents Possible counselling by qualified personnel Possible release time for the abused staff member Referral to personnel such as the SHRO Principal to follow EPPR Guidelines eg – Police, CJC, Child Safety 	<ul style="list-style-type: none"> Detention / Time Out Suspension 1-5, 6-20 days Suspension with Loss of play. Age = time limit Recommendation of Exclusion Behaviour Improvement Condition Restitution Involvement of Police <p><u>DEFINITE CONSEQUENCES</u></p> <ul style="list-style-type: none"> Interview with parents Administration or Support Staff to develop a written Behaviour Support Plan involving strategies for: <ul style="list-style-type: none"> Teacher Student Parents Support Teacher Behaviour Management <p>Consequences for infringements will comply with Department of Education and Training's policy, Safe, supportive, disciplined school environment.</p>	<ul style="list-style-type: none"> Try to find reasons for the bullying and respond accordingly (see Appendix 2B for suggestions). Provide opportunities for students to critically examine hypothetical social constructions which shape bullying and harassment. eg:- race, gender, class. Refer to "Bullying, No Way!" package. Involvement of Support Personnel Social Skills lessons



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B. MANAGEMENT OF UNACCEPTABLE BEHAVIOURS IN THE CLASS

LEVEL 1

EXAMPLES OF INAPPROPRIATE BEHAVIOUR	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> Calling out Tilting on chairs Deliberate excessive noise Homework not completed Failure to complete set tasks appropriately Failure to adhere to classroom rules Disobedience Inappropriate computer use Non compliance with school dress code Breaches of Personal Technology Devices Policy Low Level Bullying <ul style="list-style-type: none"> - Pushing/Shoving - Teasing - Annoying Others - Cyberbullying 	<ul style="list-style-type: none"> Workable classroom rules displayed and adhered to Students made aware of classroom rule e.g. calling out and aware of alternatives for attracting the teachers' attention Non-verbal signals (eye contact standing close to offender) Talk to student individually Ascertain agenda (reason) Warning Direct student back to task Consider seating plans If appropriate ignore and draw attention to correct behaviour Remove object (chair, ruler, rubber, etc) Be consistent, act after one warning Student to identify why their behaviour is inappropriate Discussion on how the students can handle situations appropriately (classroom meetings) Questioning Strategy: <ul style="list-style-type: none"> "What are you doing?" "What rule did you break?" "What should you be doing?" "What will you do now?" Support the victim by acknowledging what has happened. 	<ul style="list-style-type: none"> Extra work <ul style="list-style-type: none"> - Physical work (pick up papers) - School work Record of misbehaviour (anecdotal records) Loss of play. Age = time limit Detention during lunch / after school Written / verbal apology to Class / Teacher Remove from privileges and pleasures e.g. class activities, art, sport Time-Out in classroom Confiscation of Personal Technology Device until the end of the day 	<ul style="list-style-type: none"> Reinforce appropriate classroom Rules and School Rules. Let children know what your expectations are. Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions).



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LEVEL 2			
EXAMPLES OF INAPPROPRIATE BEHAVIOUR	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> Continuation of Behaviour in Level 1. Interfering with others' right to learn Insolence Inappropriate talk in class (swearing) Lack of respect for others' feelings and property Disobedience Stealing Deliberate interruption of teacher's presentation Damaging property Unsafe actions Continued misuse of computers Continued Breaches of Personal Technology Devices Policy Medium Level Bullying Threatening behaviour Cyberbullying 	<ul style="list-style-type: none"> Teacher talk to Administration / possible parental involvement Support the victim by: <ul style="list-style-type: none"> Talking about the problem and possible solutions. Talking about the right to feel safe and approaching people for support. 	<ul style="list-style-type: none"> Clean up their own damage Detention/Time-Out in classroom Loss of play. Age = time limit Loss of class privileges Documentation (record of misbehaviour) Making restitution Communication with parents <ul style="list-style-type: none"> notes telephone Visit to Administration Items confiscated and held at the Office for collection by parents Time Out <p>Consequences for infringements will comply with Department of Education and Training's policy, Safe, supportive, disciplined school environment.</p>	<ul style="list-style-type: none"> Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions). Teacher to ask students questions such as:- <ul style="list-style-type: none"> What is the School Rule? Why do we have this rule? What should have happened? What should we do next time? How could this problem be avoided? What should you do as a bystander? What should you do as a victim?



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LEVEL 3			
EXAMPLES OF INAPPROPRIATE BEHAVIOUR	STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> Continuation of Behaviour in Levels 1 & 2 Endangering students Persistent refusal to follow a direction / instruction Continued non compliance with school dress code High level misuse of computers Explicit printed material in written / illustrated / photographic / electronic form Inappropriate use of Personal Technology Devices Policy Truancy High Level Bullying <ul style="list-style-type: none"> - Verbal abuse - Violence - Threats to Staff - Cyberbullying 	<ul style="list-style-type: none"> Keep calm Protect yourself and students Support the victim by: <ul style="list-style-type: none"> - Talking about the problem and possible solutions. - Administration contacting parents. - Possible counselling by qualified personnel. - Release time for abused staff member. 	<ul style="list-style-type: none"> Student withdrawn from regular class and supervised in another class Detention Loss of play. Age = time limit Refer to Learning Technology Acceptable Use Agreement Persistent cases may involve Suspension 1-10 Days Involvement of Police <p><u>DEFINITE CONSEQUENCES</u></p> <ul style="list-style-type: none"> Referred to administration and parents contacted by administration Items confiscated and held at the Office for collection by parents Administration to develop a written Behaviour Support Plan involving strategies for: <ul style="list-style-type: none"> - Teacher - Student - Parents <p>Consequences for infringements will comply with Education Queensland's procedures (eg. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</p>	<ul style="list-style-type: none"> Selection of social skills lessons "Bullying - No Way!" kit. "QUIT" Program Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions).



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LEVEL 4			
EXAMPLE OF INAPPROPRIATE BEHAVIOUR	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCES	SUGGESTED FOLLOW UP FOR THE CLASS/SCHOOL
<ul style="list-style-type: none"> Continuation of all inappropriate Behaviour in Levels 1, 2 & 3: Prohibited substances (drugs / alcohol / cigarettes) Serious vandalism and theft High Level Bullying Serious <ul style="list-style-type: none"> Verbal Abuse Assault Violence Threat to Staff Cyberbullying 	<ul style="list-style-type: none"> Social Skills Program Program Contact Police Support the victim by: <ul style="list-style-type: none"> Talking about the problem and possible solutions. Administration contacting parents. Possible counselling by qualified personnel. Release time for abused staff member. Referral to personnel such as SHRO Principal to follow EPPR guidelines eg. Police, CJC Child Safety. 	<ul style="list-style-type: none"> Detention / Time Out Suspension 1-5, 6-20 Days Suspension with Recommendation of Exclusion Loss of play. Age = time limit Behaviour Improvement Condition Involvement of Police <p><u>DEFINITE CONSEQUENCES</u></p> <ul style="list-style-type: none"> Interview with parents Administration to develop a written Behaviour Management Plan involving strategies for: <ul style="list-style-type: none"> Teacher Student Parents <p>Consequences for infringements will comply with Department of Education and Training's policy, Safe, supportive, disciplined school environment.</p>	<ul style="list-style-type: none"> Involvement of support personnel Social Skills Lessons Alcohol Lessons Drug Education Bullying and Harassment Lessons Crime Prevention Discrimination Try to find reasons for bullying and respond accordingly (see Appendix 2B for suggestions).



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C. THE 4W FORM

Student's Name: _____

Date: _____

1. What I did against our class or school rules.

2. What rules (or rights) I broke or infringed.

3. What could / should I have done?

4. What I will do next time.

5. How will I make up for the work I have missed out on?

Pick one option:

- Take it home for homework
- Complete it during my next lunch break
- Have a friend help me to do it
- Complete it before the end of the week

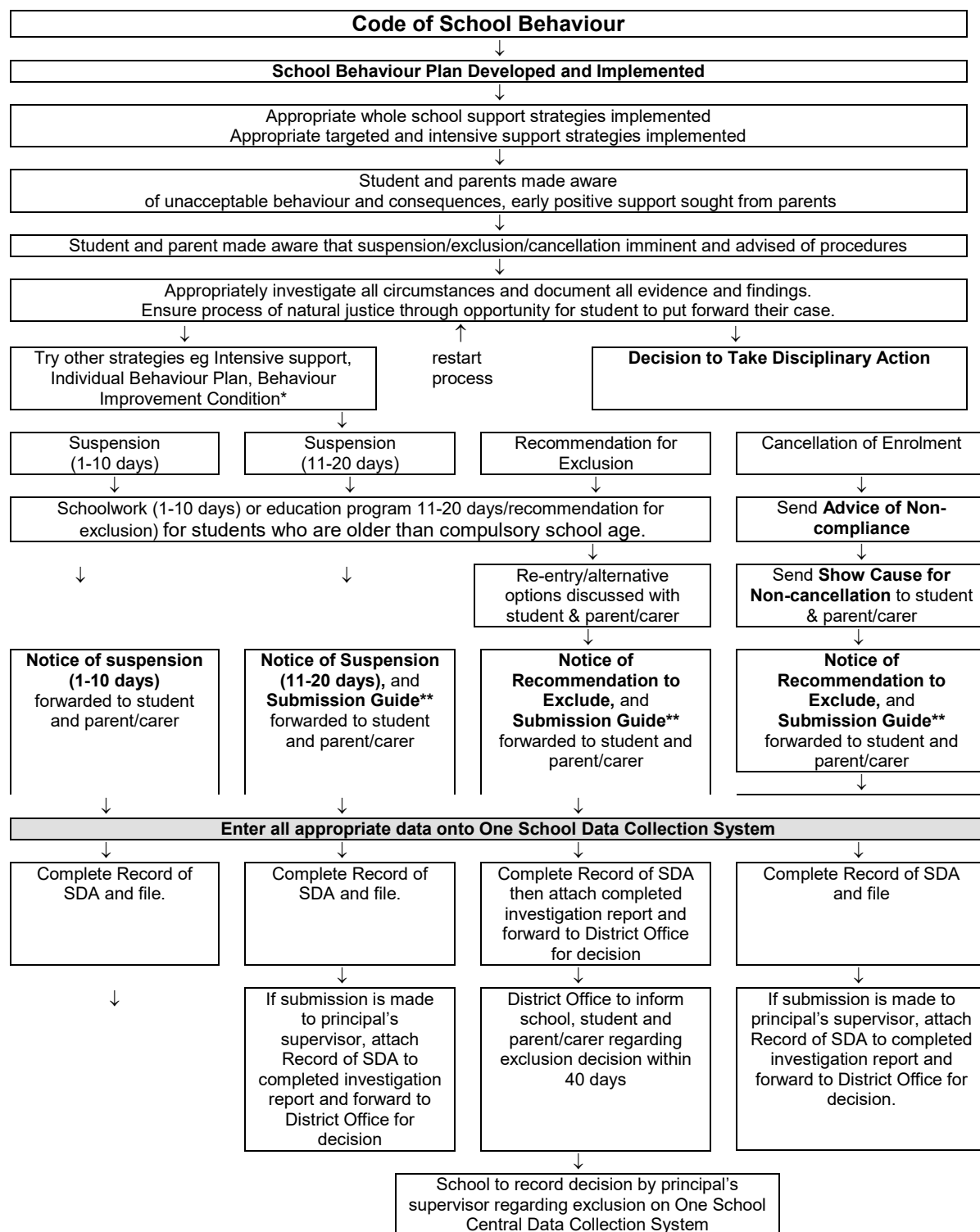
Teacher's Comments

Student's Signature: _____

Teacher's Signature: _____

Parent's Signature: _____

Action Flow Chart



*A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for an exclusion.

**In the event of suspension (11-20 days), recommendation for exclusion, student or parent may send a submission appealing against the decision to the principal's supervisor.



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APPENDIX 4

PROCEDURES FOR UPHOLDING THE CODE

A. SCHOOL RULES

B. SCHOOL PROCEDURES

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Boulia 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 problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none">Use equipment appropriatelyKeep hands, feet and objects to yourself	<ul style="list-style-type: none">WalkSit stillEnter and exit room in an orderly manner	<ul style="list-style-type: none">Participate in use of approved online sites and educational gamesBe courteous and polite in all online communications	<ul style="list-style-type: none">Participate in school approved gamesWear shoes and socks at all timesBe sun safe; wear a broad brimmed hat	<ul style="list-style-type: none">Rails are for handsWalk one step at a timeCarry itemsKeep passage ways clear at all times	<ul style="list-style-type: none">Respect privacy of others	<ul style="list-style-type: none">Use own bike/scooter onlyWait inside the gate until the bus stops



BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest 	<ul style="list-style-type: none"> ▪ Report any unacceptable behaviour to a teacher ▪ Post only appropriate content online 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> ▪ Move peacefully in single file 	<ul style="list-style-type: none"> ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Walk bike/scooter in school grounds ▪ Have your name marked on the bus roll ▪ Leave school promptly
	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Respect others' right to use online resources free from interference or bullying ▪ Keep any usernames or passwords private ▪ Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> ▪ Wash hands after using the toilet and before eating food ▪ Walk 	<ul style="list-style-type: none"> ▪ Wait your turn ▪ Keep your belongings nearby ▪ Have your bus pass ready



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APPENDIX 5

USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL



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

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.

Personal Technology Devices Policy

Boulia State School's policy on Personal Technology Devices is as follows:

- Mobile phones should be left at home unless absolutely essential for emergency contact with parents outside school hours.
- All parent contact with students during the day must be made through the office.
- Should a student need to bring any personal technology devices to school, a letter from parent / guardian needs to be sent to the class teacher explaining the reason and how long this will occur.
- Essential mobile phones are to be switched off and handed into the office before school and collected at 3.00pm.
- Personal Technology Devices will be confiscated and disciplinary action will be taken against students for inappropriate use of Personal Technology Devices. Breaches include
 - making or receiving phone calls
 - sending or receiving text messages
 - sending threatening or harassing messages
 - playing games
 - inappropriate recordings or images
- The school does not accept liability or responsibility for the loss, theft or damage to personal technology devices brought to school.
- This policy applies to activities inside the grounds and at outside locations

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 at the teacher's request**, they must be turned



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off and handed to the Teacher or handed in at the Office and taken home at the end of the 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 Boulia State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act 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,



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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.

Consequences for Inappropriate use of Personal Technology Devices

Consequences for misuse of Personal Technology Devices have been included in Appendix 3 – Managing Unacceptable Behaviours

Boulia State School does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.