



***RESPONSIBLE BEHAVIOUR PLAN
FOR STUDENTS***



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Yeronga State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Yeronga State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Yeronga State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in August 2016, and will be reviewed in 2020.

3. Learning and behaviour statement

All areas of Yeronga 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 Yeronga State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- **Do Your Best**
- **Be Respectful**
- **Be Responsible**
- **Be Safe**

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

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

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

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

YERONGA STATE SCHOOL BEHAVIOUR EXPECTATIONS MATRIX						
	WHOLE SCHOOL	CLASSROOMS	EATING AREAS	PLAYGROUND/ OVAL	TOILETS	TRANSITIONS
DO YOUR BEST	Be an active participant Learn new games and activities Be prepared Complete class and home tasks	Be an active listener Use feedback Work alone and with others	Listen to teacher on duty.	Wear a hat. Try new games Follow playground rules	Go to the toilet at the correct time. Return promptly to class	Line up quietly Be ready to return to class. Be punctual.
BE RESPONSIBLE	Be on time Be responsible for your own actions. Accept consequences Care for your own and others property	Complete set tasks Ask for help when necessary Encourage others	Take responsibility for own lunch box and litter Wait to be dismissed. Sit down when eating, including tuckshop.	Return equipment to appropriate place. Use emotions appropriately Encourage others	Use buddy system. Toilet play is not ok. Report any damage.	Line up by second bell/ music end Stop at appropriate points
BE RESPECTFUL	Use kind words. Listen when others are speaking. Respect personal space Treat others the way you would like to be treated.	Respect others right to learn. Use polite language Use inside voice. Keep desk area and floor space clean and tidy	Chew with mouth closed. Respect personal space Eat your own lunch Respect Cleaners and Groundsman	Take turns and share Invite others to play Be Resilient – forgive and move on Follow game rules Wait your turn.	Respect others privacy Flush toilets. Conserve water Respect Cleaners and Groundsman	Walk quietly Listen to instructions Wait your turn Leave space for the person in front
BE SAFE	Keep hands and feet to yourself. Use equipment correctly. Wear school uniform Ask permission to leave class Be sun safe – wear a hat. Use toilets appropriately.	Walk Use furniture properly Use scissors and equipment carefully Sit in the correct way	Sit while eating. Walk on concrete Wash hands before eating	Sticks, stones and seed pods stay on the ground Wear a hat Wear shoes and socks. Use equipment correctly Be alert- watch for hazards	Wash hands after toileting. Walk Dispose of litter in bins Respect others privacy	Walk safely in line Stay to the left of the stairs and path Keep hands and feet to yourself.

Yeronga 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 Yeronga State School Responsible Behaviour Plan for delivered to new students as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Yeronga 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.

Thumbs Up Award

Staff members hand tickets out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a ticket. When students are given a ticket they drop the card in at the School Administration block.

Each Thursday two tickets are drawn at the School Assembly and the winners receive a Thumbs Up Award Tuckshop Voucher as a reward for great behaviour.

Term Behaviour Celebration

Each term students who achieve an A, B or C for behaviour participate in a celebration such as fun mudda, movie session, Nature's Play etc. Each year level decides on their reward for each term and advises the children. At the beginning of each term children review their behaviour rating for the previous term and identify goals and strategies to improve. This information is shared with parents. Children are regularly given feedback on how they are progressing towards the term reward by their class teachers.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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 do their best or 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.

Repeated infringements of low level behaviour may result in a detention. Please refer to the consequence chart for an outline of consequences for behaviour infringements.

Targeted behaviour support: Individual Behaviour Plans

Each year a small number students at Yeronga 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.

These students may be placed on an individual behaviour plan for the classroom and/ or playground and being given daily regular reminders about expectations for their individual behaviour goals. Children and parents receive regular feedback on how they are progressing towards achieving their goals. At times students may need to engage in intensive social skills training which can be provided through a number of personnel including the School Chaplain.

Intensive behaviour support: Behaviour Support Team

Yeronga 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 School Leadership Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and follows the consequences for unacceptable behaviour where necessary
- may choose to engage the services of District Behaviour Support personnel where behaviours are complex and require extra support.

5. Consequences for inappropriate or unacceptable behaviour

Yeronga 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 Leadership Team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to the Leadership Team because of their seriousness. When major problem behaviours occur, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts personally or has others accompany the student to Administration. **A report of the student's behaviour is recorded on OneSchool.**

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, detention, 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
 - 3 detentions means a meeting with parents is established

AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very 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.

The table on the following page outlines examples of consequence levels. Major problem behaviours are the ones that require Leadership Team assistance.

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

<u>TYPE OF BEHAVIOUR</u>	CONSEQUENCE LEVEL			
	WARNING	TIMEOUT (P-2 to sit Yr 3-6 to walk with teacher)	DETENTION	ADMIN ASSIST
out of bounds e.g. playing in / near toilets, eating & playing in the wrong area	✓			
social skills problems eg niggling, turn taking, not following rules, conflicts, arguing, teasing	✓			
littering / water wastage eg water fights	✓			
using wrong size balls i.e. basket / soccer balls in undercover areas	✓			
touching other people's things without asking (including lunches, tidy boxes & bags)	✓			
not sitting down to eat lunch	✓			
running on concrete, hard or paved surfaces		✓ #		
swearing - not directed at anyone		✓ #		
hats to be worn before school & both breaks in any area not undercover ie ovals, between buildings, uncovered hand ball courts		✓		
not following directions e.g. completing set tasks,		✓		
deliberate non-compliance (running from teachers, being disrespectful to adults)			✓	
swearing at other students			✓	
spitting			✓	
throwing inappropriate objects e.g. seed pods, sticks, rocks			✓	
deliberate physical contact eg tripping, pushing, tackle football, rough play			✓	
deliberate damaging of property				✓
verbal harassment – racial, sexual (swearing, put downs)				✓
possession / use of illicit & illegal substances eg alcohol, tobacco, drugs, knives, lighters				✓
physical assault of a child or adult- punching, kicking, hitting, biting, scratching, slapping				✓
swearing at staff				✓
repeated bullying / threatening behaviour				✓
threatening staff				✓
consistent recorded rule non-compliance				✓
repeated work refusal				✓

Consider age of children/ background etc. For ongoing infringements:

- 1 warning given
- After 1 warning, time out is given.
- If behaviour is repeated after a warning & time out, detention is given.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of at Yeronga State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>

School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

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.

Ensuring consistent responses to problem behaviour

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- Health and Safety incident record
- debriefing report (for student and staff)

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

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

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

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Yeronga State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

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

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

12. Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: to

Appendix 1

The Use of Personal Technology Devices* at Yeronga State 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.

MODA

A Managing Own Device Agreement exists for students from Year 3-6, to allow students to bring personal devices, approved beforehand, to school to support their learning when the class teacher gives permission to. Please refer to the MOD agreement for further details. Failure to follow this agreement will mean the forfeiting of the right to bring this technology to school when required.

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, without a MOD agreement. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Mobile Phone

Where it is deemed necessary for a student to have a mobile phone at school, then:

- these may only be brought with parents knowledge and permission
- must be turned off and out of sight from the time the student enters the school grounds until they leave
- the school accepts no liability for phones that are misplaced or stolen.

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 Yeronga 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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

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

Appendix 2

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

Purpose

1. Yeronga 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 Yeronga 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 Yeronga 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.
5. At Yeronga State School there is broad agreement among students, staff and parents that bullying is an 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 Yeronga State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Appendix 3

Appendix 4

Debriefing Report

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

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

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

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

Questions for student

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

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

WORKING TOGETHER TO KEEP YERONGA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Yeronga SS

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Yeronga State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal

JUNIOR SCHOOL BEHAVIOUR STANDARDS REFLECTION

<p>Do Your Best at School:</p> <p>I listen and learn. I look. I put my hand up. I am ready. I work hard on every task.</p>	
<p>Be Responsible at School:</p> <p>I make right choices. I care for my belongings. I care for other people's belongings. I follow instructions. I put my rubbish in the right bin.</p>	
<p>Be Respectful at School:</p> <p>I wait my turn. I use my manners – please and thank you. I treat others kindly. I respect others right to learn by moving quietly around the school.</p>	
<p>Be Safe at School:</p> <p>I keep my hands and feet to myself. I wear the correct uniform every day. I walk through buildings. I walk on the path. I wear a hat in the sun/to play. I stay inside the school fence. I use the right gate.</p>	

YERONGA STATE SCHOOL BEHAVIOUR STANDARD

	EFFORT RATING (All Key Learning Areas)	BEHAVIOUR RATING		
	LEARNING <i>Do your best</i>	RESPONSIBILITY <i>Be Responsible</i>	RESPECT <i>Be Respectful</i>	SAFETY <i>Be Safe</i>
Indicators	Presentation of work – demonstrates care and commitment Ready to learn – tools and attitude Output – reflects individual capability Class and home tasks completed. Participates and listens in activities. Works in whole class, group and individual learning situations. Reflect and self-assess - setting goals for improvement. Seeks and uses teacher feedback. Resilient – demonstrate grit and determination	Take responsibility for my own actions. Manages conflict- adults, peers, Can resolve issues. Demonstrates self-management skills – use my emotions appropriately. Encourages all school students.	Seek to resolve or improve situations. Take turns, share things. Seek to include everyone. Follows directions. Listens when others are speaking and respond appropriately. Uses manners. Move quietly - transitions Resilient – accept and move forward Listens and respects others’ points of view.	Respect property and environment. Clean up after myself. Seek to improve school environment Wear correct uniform. Have equipment ready to use. Use equipment safely. Walk on concrete and hard surfaces. Use pedestrian crossing and lights. Wear sun safe clothing.

STANDARD	DESCRIPTOR
Excellent	Meets all indicators - redirection may be required once per semester
Very Good	Usually meets indicators - redirection required approximately once per month
Satisfactory	Meets most indicators - redirection required approximately once per week
Needs Attention	Meets some indicators - redirection required approximately once per day
Unacceptable	Rarely meets indicators - redirection required approximately once per session

REDIRECTION is teacher intervention where a child is guided to thinking time, buddy classroom or office.

Children who gain a C rating or higher will be eligible for year level behaviour celebration each term.

Significant Behaviour Incidents requiring time out including internal or external suspensions may lower overall Behaviour ratings by one or more standards.

EVERY DAY COUNTS – Being at school every day gives you the best chance of being successful