Stanthorpe State Primary School Responsible Behaviour Plan
based on *The Code of School Behaviour*

1. Purpose
Stanthorpe State School's mission statement

The Stanthorpe State Primary School community always strives for higher things by ensuring everyone has the right to learn and the right to teach in a safe and supportive environment.

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

2. Consultation and data review
Stanthorpe State Primary School developed this plan in collaboration with our school community. A review of school data relating to school disciplinary absences and behaviour incidents continues to inform the development and review process. Our engagement with the Schoolwide Positive Support framework has significantly influenced this plan.

The plan was endorsed by the principal, the president of the Parents and Citizen's Association and assistant Regional Director in 2014, and will be reviewed on a regular basis throughout the three phases of the Schoolwide Positive Behaviour Support framework rollout.

3. Learning and behaviour statement
All areas of Stanthorpe State Primary 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. We understand that each behaviour has a functional purpose- to either gain something or avoid something.

Our Responsible Behaviour Plan defines the behavioural expectations, the explicit teaching of expected behaviours, acknowledgment of appropriate behaviours and protective correction of behavioural errors based on the following values and beliefs.

The Stanthorpe State School teaching and learning values-
- Every student has the right to learn.

- Every teacher has the right to teach.

- Every student has the right to access a rigorous education based on the individual's developmental.

- That all young Australians become successful, confident and creative, active and informed citizens. (Goal 2- Melbourne Declaration on Educational Goals for Young Australians)

Our school beliefs about teaching and learning are

- The students are the focus of all that we do.

- Every day at school counts.

- Differentiation of teaching, assessment and reporting is implemented in every classroom based on student needs so that each student can experience success across a range of learning opportunities.

- All staff work together to ensure that every day, in every classroom, every student is learning and achieving.

- All teaching and learning practices implemented are based on the dimensions of teaching and learning, the gradual release of responsibility and explicit instruction.

- Frequent monitoring and diagnostic assessment informs our teaching & learning with a focus on differentiation.

- All pedagogy practices are evidence based.

- All behaviour is enacted for one of two reasons- to gain something or cease something.

- Our aim at Stanthorpe State School is to foster responsible self-management, whilst learning about how and why people behave the way they do. The use of an approach that encourages the development of self-actualisation is aligned to the 5 hierarchal needs of an individual ,Maslow's Needs Theory ...

  - Fun,
  - Freedom,
  - Power,
  - Love and Belonging and
  - Survival.

The Stanthorpe State School Responsible Behaviour plan is based on our **behaviour expectations** as a result of engaging with Schoolwide Positive Behaviour Support framework. These are-
  - Be respectful
  - Be responsible
  - Be resilient
  - Be a learner

These behaviour expectations were derived collaboratively through a process of consultation with the Schoolwide PBS team, staff and parents.

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

- Step 1- establish a shared understanding of the **Behaviour Expectations** and how these look across a range of settings

SSPS Behaviour Expectations Matrix

Stanthorpe students should:	All Areas (including to and from school and special events)	Play Areas	Classroom	Moving Around School
Be Respectful	• Use manners • Be honest • Take care of yourself and others • Wear uniform correctly • Keep your hands and feet to yourself • Share and take turns with others	• Play fairly • Use equipment safely • Include others	• Follow class expectations • Follow instructions • Listen to adults and classmates • Accept others' opinions and ideas	• Walk quietly • Line up quietly
Be Responsible	• Make good choices • Do your best • Be prepared for all lessons • Use ICT devices & applications appropriately • Take care of school and personal property • Report problems and damage • Be in the right place at the right time	• Follow specific playground rules • If you borrow it, return it • Wear your hat outside • Play in designated areas • Follow lunch time eating procedures • Play safely	• Be a helpful group member • Think for yourself	• Walk directly to destination • Straight there, straight back
Be Resilient	• Be prepared to have a go • Accept feedback • Keep trying • Focus on your behaviour	• Give encouragement to peers • Be a good sport	• Challenge yourself • Be a problem solver	
Be a Learner	• Learn from your mistakes • Learn from the positive behaviour of others • Accept differences		• Contribute ideas • Get involved • Stay on task • Use time wisely	

- Step 2- establish a shared understanding of positive behaviours, minor and major breaches of behaviour

Stanthorpe State School Behaviour Definitions - Major Incident Consequence

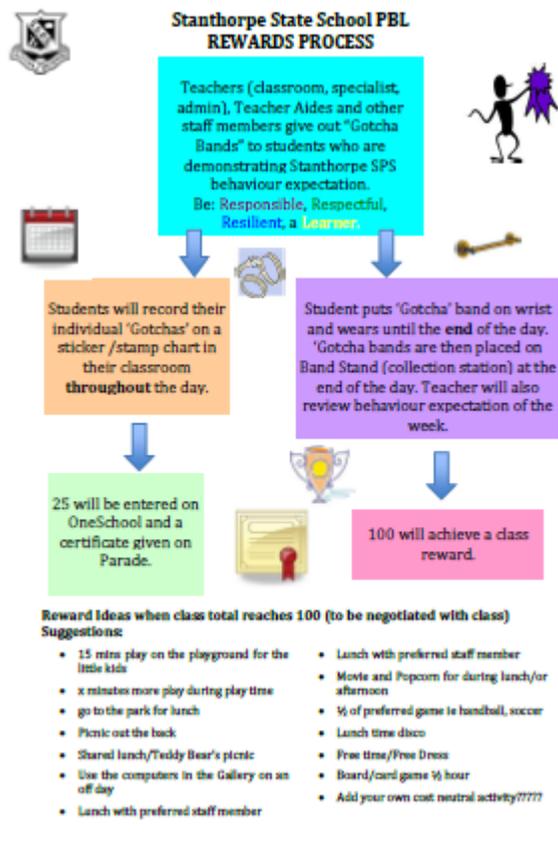| School Behaviour Expectations	Examples or Majors Incidents	Example of Major Consequences	Oneschool Categories
Be Respectful	• Continuous failure to follow adult instructions • Obscene swearing directed at others • Racist / sexual comments directed at others • Verbal, written or physical aggression towards others • Possession of an object that infringes the rights of others • Throwing objects aggressively and with intent • Disruption during special events / assessments	• Contact with parents / carers • Supervised play • Individual behaviour plan • Loss of privileges • Referral to HoD SS • Referral to GO • Internal suspension • 1-10 days suspension • 11-20 days suspension • Exclusion	• Bullying / harassment • Defiant / threats to adults • Misconduct involving an object • Property misconduct • Physical misconduct • Verbal misconduct • Misconduct involving a tobacco / illicit substance • Disruptive • IT misconduct • Late • Lying / cheating • Refusal to participate in program or instruction • Truancy / skip class • Conduct bringing school into disrepute
Be Responsible	• Continuous failure to follow adult instructions • Continuous non-compliance of class work • Wilfully destroying, damaging school property • Stealing with intent • Serious slander • Ongoing access to inappropriate internet / websites / email / language in emails / using another's password • Smoking or possessing illegal drugs, non-compliance of prescription or prescription drugs, tobacco or tobacco products		
Be Resilient	• Ongoing fighting, intimidation, bullying behaviours, threats, teasing, pushing • Defamation of character		
Be a Learner	• Continual refusal to complete set tasks in class • Ongoing truancy, wagging, hiding in toilets, running away and hiding on school grounds • A behaviour that stops another person from teaching or learning.		

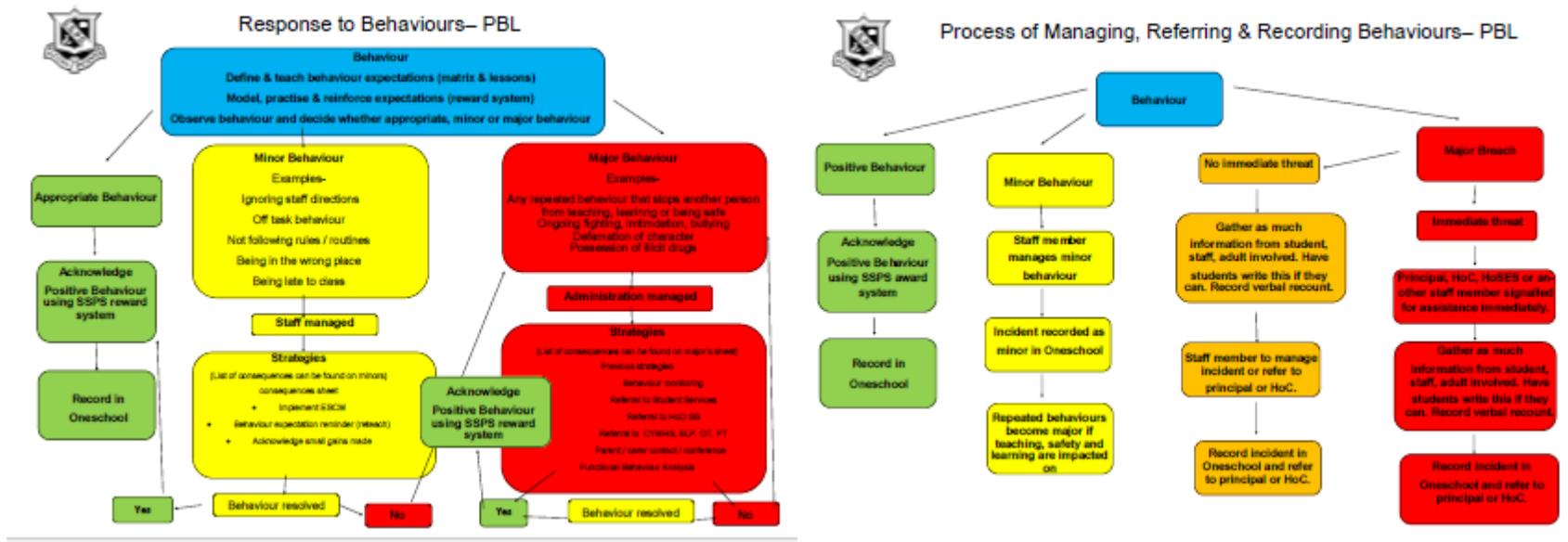### Stanthorpe State School Behaviour Definitions - Minors Incident Consequences

School Behaviour Expectations	Examples or Minors Incidents	Example of Minor Consequences	Oneschool Categories
Be Respectful: I will • Use manners • Be honest • Take care of myself and others • Wear uniform correctly • Keep hands and feet to myself • Share and take turns with others • Play fairly • Use equipment safely • Include others • Follow class expectations • Follow instructions • Listen to adults and class mates • Accept others' opinions and ideas • Walk quietly • Line up quietly	• Ignoring staff directions • Off task behaviour • General offensive language • Swearing not directed at others • Back answering • Lying or cheating • Leaving lunch area before whistle is blown • Late to class after lunch breaks • Excluding others (games & friendship groups) • Dropping rubbish on the ground • Eating in wrong area • Telling secrets / gossip • Going through people's bags, tidy trays etc. • Not bringing correct equipment to class • Taking equipment without permission • Leaving class without permission • Not wearing school uniform • Yelling or screaming not directed at others • Minor vandalism (easily rectified)	• Rule reminder • Warning • Time out • Buddy class • Apology (written / verbal) • Make up time at next break • Limited / structured / loss of play • Sent to a different area • Pick up rubbish • Supervised eating / play • Miss out on special event / privileges • Walking with staff member • Parent contact • Re-submit work	• Verbal misconduct • Truant / skip class • Refusal to participate in a program of instruction • Property misconduct • Lying /cheating • Late to class • Dress code
Be Responsible: I will • Make good choices • Do my best • Be prepared for a lessons • Use ICT devices & applications appropriately • Take care of school and personal property • BE in the right place at the right time • Follow specific playground rules • If I borrowed it, return it • Wear hat outside • Play in designated areas • Follow lunch time eating procedures • Play safely • Be a helpful group member • Think for myself • Walk directly to destination • Straight there, straight back	• Misuse of / damage to equipment • Not following rules / routines • Not turn taking • Stealing / taking / asking for foo from others • Pushing in line • Loitering / hanging around / late • Miss the bus because not in the right area • Failure to follow instructions • Littering • Not wearing an appropriate hat • Chasing / running on play equipment • Jumping fence without permission • Not lining up quietly and calmly • Running on wet surfaces / concrete / paver • Leaving school grounds without permission • Running / jumping on stairs • Wearing inappropriate jewellery • Ignoring crossing supervisor	• Rule reminder / redirection • Limited / structured / loss of play • Practise appropriate behaviour with a teacher • Apology (written / verbal) • Class meeting to discuss issue • Restitution e.g. Go to end of the line / Pick up rubbish • Make up class time in own time • Time out	• Truant / skip classes • Other conduct prejudicial to the good order and management of the school • Bullying harassment • Disruptive • Physical misconduct • Misconduct involving object
Be Resilient: I will • Be prepared to have a go • Accept feedback • Keep trying • Focus on your behaviour • Give encouragement to peers • Be a good sport • Challenge yourself • Be a problem solver	• Not following instructions • Accessing inappropriate internet / websites / emails, language in email • Altering IT, equipment and passwords • Annoying other children (verbally, physically or by touching other students equipment) • Throwing things • Being uncooperative with other students and/or staff • Unwillingness to negotiate • Not including others in games • Pushing in line or going to tuckshop at the wrong time • Littering • Running around or unnecessary noise at inappropriate times • Too long during toilet breaks • Not following uniform guidelines • Wearing non sun safe clothing • Not participating fully in tasks • Being in the wrong area	• Rule reminder • Warning • Time out • Apology (verbal or written) • Redirect • Picking up rubbish • Limited IT access • Uniform reminder • No hat no play • Limited play area	• IT misconduct • Dress code • Disruptive • Defiant • Misconduct involving object • Refusal to participate in program of instruction • Lying / cheating • Non-compliance with routine
Be a Learner: I will • Learn from my mistakes • Learn from the positive behaviours of others • Accept differences • Contribute ideas • Get involved • Stay on task • Use time wisely	• Refusing to engage with task / program • Not completing tasks on time • Not following instructions • Being late to class after play times • Stopping others from learning • Stopping others from teaching	• Completing work in own time • Time out with Buddy Class • Meeting with parents, teacher and students • Behaviour plan	• Non-compliant with routine • Defiant • Refusal to participate in program of instruction

- Step 3- establish a shared understanding and implement the reward system.

Stanthorpe State School PBL REWARDS PROCESS

Teachers (classroom, specialist, admin), Teacher Aides and other staff members give out "Gotcha Bands" to students who are demonstrating Stanthorpe SPS behaviour expectation.
Be: Responsible, Respectful, Resilient, a Learner.

Students will record their individual 'Gotchas' on a sticker /stamp chart in their classroom **throughout** the day.

Student puts 'Gotcha' band on wrist and wears until the **end** of the day. 'Gotcha bands are then placed on Band Stand (collection station) at the end of the day. Teacher will also review behaviour expectation of the week.

25 will be entered on OneSchool and a certificate given on Parade.

100 will achieve a class reward.

Reward Ideas when class total reaches 100 (to be negotiated with class)
Suggestions:

- 15 mins play on the playground for the little kids
- x minutes more play during play time
- go to the park for lunch
- Picnic out the back
- Shared lunch/Teddy Bear's picnic
- Use the computers in the Gallery on an off day
- Lunch with preferred staff member

- Lunch with preferred staff member
- Movie and Popcorn for during lunch/or afternoon
- ½ of preferred game ie handball, soccer
- Lunch time disco
- Free time/Free Dress
- Board/card game ½ hour
- Add your own cost neutral activity??????

- Step 4- establish a shared understanding of the steps to follow when a positive or minor / major breach of behaviour has occurred- process for behaviour referrals & response to behaviour

Response to Behaviours– PBL

Behaviour
Define & teach behaviour expectations (matrix & lessons)
Model, practise & reinforce expectations (reward system)
Observe behaviour and decide whether appropriate, minor or major behaviour

Appropriate Behaviour

Minor Behaviour
Examples-
Ignoring staff directions
Off task behaviour
Not following rules / routines
Being in the wrong place
Being late to class

Major Behaviour
Examples-
Any repeated behaviour that stops another person from teaching, learning or being safe
Ongoing fighting, intimidation, bullying
Defamation of character
Possession of illicit drugs

Acknowledge Positive Behaviour using SSPS reward system

Staff managed

Administration managed

Strategies
[List of consequences can be found on minors consequences sheet]
- Implement EBCM
- Behaviour expectation reminder (reteach)
- Acknowledge small gains made

Strategies
[List of consequences can be found on major's sheet]
Previous strategies
Behaviour monitoring
Referral to Student Services
Referral to HoC SS
Referral to GYMHS, SLP, OT, PT
Parent / carer contact / conference
Functional Behaviour Analysis

Acknowledge Positive Behaviour using SSPS reward system

Record in Oneschool

Behaviour resolved — Yes / No

Behaviour resolved — Yes / No

Process of Managing, Referring & Recording Behaviours– PBL

Behaviour

Positive Behaviour

Minor Behaviour

No immediate threat

Major Breach

Acknowledge Positive Behaviour using SSPS award system

Staff member manages minor behaviour

Gather as much information from student, staff, adult involved. Have students write this if they can. Record verbal recount.

Immediate threat

Record in Oneschool

Incident recorded as minor in Oneschool

Staff member to manage incident or refer to principal or HoC.

Principal, HoC, HoSES or another staff member signalled for assistance immediately.

Repeated behaviours become major if teaching, safety and learning are impacted on

Record incident in Oneschool and refer to principal or HoC.

Gather as much information from student, staff, adult involved. Have students write this if they can. Record verbal recount.

Record incident in Oneschool and refer to principal or HoC.

- Step 5- Explicitly teach behaviour expectations- every class, every week is engaged with the teaching and learning of a behaviour expectation and all staff are aware of the focus for the week. The lesson schedule is set (see example below, this can be found in the SWPBS lesson plan), however week 5 and 10 provide opportunities for revision based on data. The weekly behaviour expectation is announced on parade and examples and non-examples provided. Students are reminded that the school community (all staff) will be rewarding students who display appropriate behaviours. Staff will do this by engaging with the SSPS reward system.

Teachers will schedule a 20 minute lesson focusing on the weekly behaviour expectation as well as a 2 minute follow-up each afternoon when Gotcha Bands are added to the Band Stand.

Lesson Plan Overview

Term 1

Wk 1	Be Respectful	Classroom	Follow class expectations
	Be Responsible	Play Areas	Follow lunch time eating procedures
	Be Responsible	Play Areas	Wear your hat outside
Wk 2	Be A Learner	Classroom	Contribute ideas
	Be A Learner	Classroom	Get along
	Be A Learner	Classroom	Stay on task
	Be A Learner	Classroom	Use time wisely
Wk 3	Be Respectful	All Areas	Be honest
Wk 4	Be Respectful	Moving	Line up quietly
	Be Respectful	Moving	Walk quietly
Wk 5			
Wk 6	Be Responsible	All Areas	Make good choices
	Be Respectful	All Areas	Use manners
Wk 7	Be Responsible	All Areas	Be in the right place at the right time
	Be Responsible	Play Areas	Play in designated areas
Wk 8	Be Respectful	All Areas	Keep your hands and feet to yourself
Wk 9	Be Respectful	All Areas	Take care of yourself and others
	Be Respectful	All Areas	Wear your uniform correctly
Wk 10	Revision		Based on OneSchool data

Term 2

Wk 1	Be Respectful	Play Areas	Play Fairly
	Be Responsible	Play Areas	If you borrow it, return it
	Be Resilient	Play areas	Be a good sport
Wk 2	Be Responsible	Moving	Walk directly to destination
	Be Responsible	Moving	Straight there, straight back
Wk 3	Be Respectful	Play Areas	Use Equipment Safely
	Be Responsible	Play Areas	Follow Specific Playground rules
	Be Responsible	Play Areas	Play Safely
Wk 4	Be Respectful	Play Areas	Include others
	Be a Learner	All Areas	Accept differences
	Be Respectful	All Areas	Share and take turns with others
Wk 5			
Wk 6	Be Resilient	All Areas	Be prepared to have a go
	Be Resilient	All Areas	keep trying
Wk 7	Be a Learner	All Areas	Learn from your mistakes
	Be a Learner	All Areas	Learn from the positive mistakes of others
Wk 8	Be Responsible	Classroom	Think for yourself
	Be Resilient	All Areas	Focus on your behaviour
Wk 9	Be Responsible	All Areas	Use ICT devices & applications correctly
Wk 10	Revision		Based on OneSchool data

Term 3

|			
Wk 1	Be Resilient	Classroom	Be a problem solver
Wk 2	Be Responsible	All Areas	Do your best
	Be Resilient	Classroom	Challenge yourself
Wk 3	Be Responsible	All Areas	Be Prepared for all lessons
Wk 4	Be Respectful	Classroom	Follow instructions
Wk 5			
Wk 6	Be Respectful	Classroom	Listen to adults & classmates
	Be Respectful	Classroom	Accept others' opinions and ideas
Wk 7	Be Responsible	All Areas	Take care of school and personal property
	Be Responsible	All Areas	Report problems and damage.
Wk 8	Be Resilient	Play Areas	Accept Feedback
	Be Resilient	Play Areas	Give Encouragement to peers
Wk 9	Be Responsible	Classroom	Be a helpful group member
Wk 10	Revision		Based on OneSchool data

Term 4

Wk 1	Revision	
Wk 2	Revision	
Wk 3	Revision	
Wk 4	Revision	
Wk 5	Revision	Lessons from previous weeks will be taught following a review of ONESCHOOL student data
Wk 6	Revision	
Wk 7	Revision	
Wk 8	Revision	
Wk 9	Revision	
Wk 10	Revision	

The SWPBS team will review the Oneschool behaviour data quarterly (once a term). The information gained from this review will inform future teaching and learning of school behaviour expectations. The data will also inform the Data Action Plan.

- Step 6- Establish a shared understanding and implementation of whole school / targeted / intensive support

Whole School Behaviour Support. – 100% of the student enrolment
- ➢ Implementation of the Stanthorpe State School Responsible Behaviour Plan based on School Wide Positive Behaviour Support framework which includes our school

100% of student enrolment
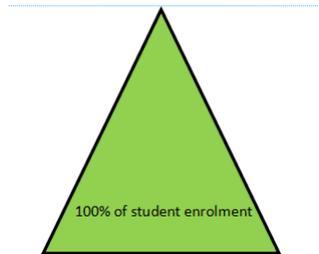
- ▪ Fabulous Four Behaviour expectations,
- ▪ Behaviour Expectations Matrix,
- ▪ Schedule of explicit lessons focusing on the Fabulous Four and in a variety of contexts,
- ▪ Reward system,
- ▪ Minor and Major Incident Consequences.

- ➢ Teaching staff also to engage with Essential Skills for Classroom Management.
  1. Establishing expectations
  2. Instruction giving
  3. Waiting & scanning
  4. Cueing with parallel acknowledgement
  5. Body language encouraging
  6. Descriptive encouraging
  7. Selective attending
  8. Redirecting to the learning
  9. Giving a choice
  10. Following through

Targeted Behaviour Support – 15% of the student enrolment

➢ Strategies and programs that further support acceptable standards of behaviour and provide educational support in responding to unacceptable behaviour include:
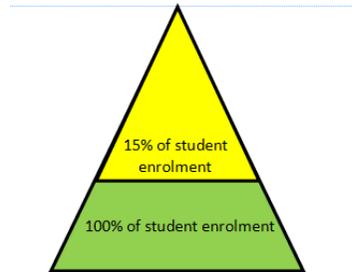
- Use of Buddy Class
- Implementing Individual Responsible Behaviour Plans with specific goals
- Communication/ meetings with Parents/ Caregivers
- Limited and or supported playground access
- Directed and structured lunchtime activities
- Behaviour referrals to Stanthorpe State School Student Support Services
- Behaviour referrals to Head of Department Student Services
- Referral to community services i.e. CDS/ CYMHS/ Granite Belt Support Services

Intensive Behaviour Support – 5% of the student enrolment

➢ Where students require intensive or ongoing behaviour support, the following strategies and programs may be implemented:
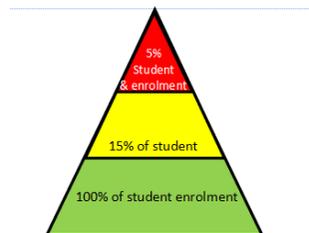
- All support mechanisms outlined above
- G.O. counselling / guidance services
- Modified curriculum, assessment and reporting
- Restricted Playground access
- FBA (Functional Behaviour Assessment)
- IBSP (Individual Behaviour Support Plan)

The Network of student Support
- ➢ Students are given a wide variety of support avenues through the following:

  - School teaching and support staff
  - School administration
  - School Wide Positive Behaviour Team
  - Parents / carers
  - Guidance Officer
  - Head of Department Student Services
  - Advisory Visiting Teachers
  - Facilitating interagency support   e.g. CDS
  - Indigenous Education Worker – Teacher aide

5. Consideration of individual circumstances

Students are treated as individuals and their unique circumstances are taken into consideration. Students are able to access special programs and/or support to help them become successful in the regular whole school plan. Considerations include, but are not exclusive to –

- Age
- Disability
- Emotional state
- Socioeconomic situation
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Intent of the action
- Honesty and perceived level of genuine remorse

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.

Either of the above behaviours may result in a lockdown or the calling of emergency services

Basic defusing strategies for an emergency, critical or sever problem behaviour are-

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)

<u>Debrief</u>
(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

There is a Provision for the use of Physical Restraint, involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

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 himself/herself or to others.

Appropriate physical intervention may be used to ensure that Stanthorpe 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. Refer to Health and Safety Incident Recording, Notification and Management policy (located in Oneportal under EPPR) for the recording of such an incident.

7. Related Legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Safe, Supportive and Discipline School Environment (version 7.2)
- Health and Safety Incident Recording, Notification and Management policy (version 4.2)

Endorsement

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Principal	**P&C President**	**Assistant Regional Director**

Effective Date: June 2014-June 2016

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Stanthorpe State Primary 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[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- 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

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

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.

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

Purpose
1. Stanthorpe State Primary 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 Stanthorpe State Primary 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 Stanthorpe State Primary 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
   - young carers or children in care.

5. At Stanthorpe State Primary 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 response 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 Stanthorpe State Primary 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 3 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.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. 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 Stanthorpe State Primary 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'.

13. Stanthorpe State Primary 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.