Zillmere State School

Responsible Behaviour Plan for Students   2018 - 2019

1.   Purpose

Zillmere 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

Zillmere State School has worked with the Metropolitan Region Behaviour Support Team and our school community to develop the *Positive Behaviour for Learning Framework* for our school. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has also informed the development process.

3.   Learning and Behaviour Statement

All areas of Zillmere 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 clear to everyone, assisting us 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.

The Zillmere State School community operate by the following values and principles.

Values
- ❖ **Respect**: treating all people with respect and dignity
- ❖ **Innovation and Creativity**: fostering safe environments that support innovative and creative practice
- ❖ **Diversity and Inclusiveness**: encouraging all Queenslanders to participate in education and cultural activities
- ❖ **Excellence**: supporting the pursuit of excellence.

Principles
- ❖ State schools expect high standards of personal achievement and behaviour.
- ❖ The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- ❖ Positive behaviour is enhanced through a whole school approach and effective school organization.
- ❖ Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- ❖ Staff expertise is valued and developed.
- ❖ Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- ❖ Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

4. Facilitating Positive Behaviour and Responding to Unacceptable Behaviour

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Zillmere 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 promote high behavioural expectations and provides a framework for responding to unacceptable behaviour.

The Schoolwide Expectations Teaching Matrix below outlines our specific behavioural expectations in all school settings.

Zillmere State School Expectations

	All Areas	Classroom	Playground	Toilets	Concrete Areas
Be Safe	❖ use equipment appropriately ❖ keep hands, feet and objects to yourself	❖ sit in your seat ❖ walk	❖ play safe games ❖ sit on seats ❖ Wear a hat and shoes	❖ Wash your hands ❖ No play in the toilets ❖ Leave food outside the toilets	❖ keep to the left of walkways ❖ walk sensibly
Be Responsible	❖ follow instructions immediately ❖ keep our school clean and tidy	❖ be prepared ❖ be on time ❖ be ready to learn	❖ use your *High Five* ❖ return borrowed playtime equipment.	❖ Speak with soft voices in the toilets. ❖ Always flush	
Be Respectful	❖ respect others' personal space & property ❖ clean up after yourself ❖ use polite language	❖ raise your hand to speak ❖ respect others' right to learn ❖ talk in turns ❖ listen to others	❖ play fairly – take turns, invite others to join in and follow rules ❖ care for our environment – put our rubbish in the bin.	❖ respect the privacy of other people. ❖ leave the toilet clean for others. ❖ respect property – no graffiti ❖ wait for your turn	❖ move quietly so you don't disrupt other learners ❖ walk around adults speaking
Be a Learner	❖ Every day at school ❖ look and listen ❖ make the right choices	❖ ask questions ❖ listen carefully ❖ think about what the teacher is saying.	❖ be a problem solver – share and play fairly.	❖ use the toilets during breaks and not class time. ❖ line up quickly and quietly when the bell goes.	

These expectations are communicated to students via a number of strategies, including:
- ✓ Behaviour lessons [formal and informal] 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.

Zillmere State School implements the following proactive and preventative processes and strategies to support student behaviour:
- ✓ Creation of a positive whole school culture
- ✓ Quality learning and teaching practices
- ✓ A balanced, relevant and engaging curriculum
- ✓ Supportive and collaboratively developed programs and procedures
- ✓ Managed professional development, education or training for all members of the school community
- ✓ A range of provisions characterised by non-violent, non-coercive and non-discriminatory practices
- ✓ A continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.
- ✓ Zillmere State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- ✓ Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all settings.
- ✓ Development of specific policies to address:
  - o The Use of Personal Technology Devices* at School [Appendix 1]
  - o Procedures for Preventing and Responding to Incidents of Bullying [Appendix 2]

Reinforcing Expected School Behaviour

At Zillmere State School, communication of our key messages about behaviour is through positive 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.

Zillmere State School's Positive Behaviour Rewards

Green Gotcha Tickets are given to students who are caught demonstrating the Zillmere Behavioural Expectations:

Be Safe	**Be Responsible**	**Be Respectful**	**Be a Learner**

When students receive Gotcha tickets, they place these in a designated box. Gotchas are drawn on assembly each week and students choose a reward from the prize box.

_____ has been following **Zillmere's** *Safety* Expectations
☐ Playground ☐ Classroom
☐ Toilets ☐ Walkways

_____ has been following **Zillmere's** *Be a Learner* Expectations
☐ Playground ☐ Classroom
☐ Reading Club ☐ Homework

Attendance & Punctuality Awards

Students who are at school on time and attend every day are given a weekly attendance ticket. This is placed in a designated box and tickets are drawn at assembly. Students who win this award choose a reward from the prize box.

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.

We ask students 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 and Major Behaviours

When responding to concerning 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.

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 reduced playtime 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 [Orange Student Support Card] and escorts the student to Administration.

	Area	Minor	Major
Being Safe	Movement around school	o Running on concrete, around buildings or in stairwells. o Riding a bike in the school grounds	
	Play	o Incorrect use of equipment o Not playing school approved games o Playing in toilets	o Throwing objects o Possession of weapons
	Physical	o Minor physical contact [pushing]	o Serious physical aggression / Fighting
	Correct Attire	o Not wearing a hat in playground o Not wearing shoes outside	
	Other	o Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	o Possession or selling of drugs o Weapons including knives and any other items which could be considered a weapon being brought to school o 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	o Not completing set tasks that are at an appropriate level	
	Being in the right place	o Not being punctual o Not in the right place at the right time	o Leaving class without permission [out of sight] o Leaving school without permission
	Follow instructions	o Low intensity failure to respond to adult request o Non-compliant behaviour	
	Accept Consequences	o Minor dishonesty (lying about involvement in a low-level incident)	o Major dishonesty that has a negative impact on others
	Rubbish	o Littering	
	Mobile Phone or personal technology devices	o Mobile phone switched on in any part of the school at any time without authorisation [written permission from an authorised staff member])	o Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation o Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.
Being Respectfu	Language [including while online]	o Inappropriate language (written/verbal) o Calling out / Disrespectful tone	o Offensive language o Aggressive language o Verbal abuse / directed profanity
	Property	o Petty theft o Lack of care for the environment	o Stealing / major theft o Wilful property damage / vandalism

Others	o Not playing fairly o Minor disruption to class o Minor defiance o Minor bullying / harassment o Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.	o Major bullying / victimisation / harassment o Major disruption to class o Blatant disrespect / Major defiance o Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.

Targeted Behaviour Support

Each year a small number of students at Zillmere State School are identified through our data as needing targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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 whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

For targeted behaviour, Zillmere State School uses a *Student Support Orange Card* to communicate to parents the consequences for inappropriate behaviour choices.

Continued Behaviour Support Required

Zillmere School makes systematic efforts to prevent challenging 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 Orange Card Referral to Administration and One School are used to record all major inappropriate behaviours.

Students who are identified through data as engaging in patterns of disruptive, antisocial or challenging behaviours are supported through Individual Behaviour Support Plans. These plans detail the supports by identified stakeholders to meet the student's needs, and teach and reinforce target behaviours. They focus on successfully building student capabilities to achieve and learn, so students no longer need to engage in the unacceptable behaviours.

Zillmere State School is s committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews and consultation with parents/ caregivers and other relevant specialist staff.

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A referral to a Guidance Officer, Metropolitan North Behaviour Support Team, or external agency may be considered.

5. Strategies to Implement Supportive, Fair, Logical & Consistent Consequences

In 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.

1: Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

2: Restatement, Expectation Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the expectation, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Time Away/Time Out

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, and non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4: Teacher and Student Plan of Action

If a student's behaviour continues to have an unfavourable effect upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral to the Metropolitan Region Behavioural Support Team, Positive Learning Centre and/or Guidance Officer.

5: School Intervention and Recording of Student's Inappropriate Behaviour

In the case of continuous behaviours that merit closer intervention, the student may be referred to the Metropolitan Region Behavioural Support Team, Positive Learning Centre and/or Guidance Officer. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's OneSchool electronic database.

6: External Assistance

A functional behaviour assessment may be completed by qualified Educational Specialist Staff in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used:

8: Suspension Procedures

This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

If a student is suspended for 1 – 5 days the Principal will take reasonable steps to ensure the student is given school work to allow the student to continue with their education.

If a student is suspended for 6 – 20 days the Principal will arrange student access to an education program to allow the student to continue with their education. Should the student's behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

9: Recommendation for Exclusion

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences.*

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; or
>   *an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Zillmere 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
>   *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 *Workplace Health and Safety Incident Recording, Notification and Management* online.

7. Network of Student Support

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

*Parents, Teachers, Support Staff and Administration   *Guidance Officer and Advisory Visiting Teachers

*Metropolitan Region Behaviour Support Team   *School Chaplain

External 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]

*Queensland Police Service   *Local Council and Neighbourhood Centres

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.

Zillmere 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:

o express opinions in an appropriate manner and at the appropriate time

o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and

o receive adjustments appropriate to their learning and/or impairment needs.

9. Related Legislation

*Commonwealth Disability Discrimination Act 1992   * Commonwealth Disability Standards for Education

* Education [General Provisions] Act 2006   *Education [General Provisions] Regulation 2006

*Criminal Code Act 1899   * Anti-Discrimination Act 1991

*Commission for Children and Young People and Child Guardian Act 2000   *Judicial Review Act 1991

*Workplace Health and Safety Act 2011   * Workplace Health and Safety Regulation 2011

*Right to Information Act 2009   * Information Privacy (IP) Act 2009

10. Related Policies and Procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education Policy
- Enrolment in a State Primary, Secondary and Special School
- Acceptable Use of 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
- Code of School Behaviour [2016]
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Student Protection
- Student Dress Code
- Police and Child Safety Officer Interviews with Students
- Temporary Removal of Student Property by School Staff

11. Some Related Resources

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

Endorsement

Principal [Mrs Lynette Wood]   P & C President [Mrs Bree Dansie]

Effective Date: 1st January 2018 – 31st December 2019

Appendix 1 - Technology

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 consequences.

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 Zillmere 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[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 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 Queensland Police Service.

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, laptop computers, mobile phones, iPads®, cameras and/or voice recording devices® 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   -   Bullying

Procedures for Preventing & Responding to Incidents of Bullying [including Cyberbullying]

Purpose

Zillmere 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
*ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Zillmere State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

Bullying may be related to:
*race, religion or culture   *disability   *appearance or health conditions   *sexual orientation
*sexist or sexual language   *children acting as carers   *children in care.

At Zillmere 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

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

The anti-bullying procedures at Zillmere State School are an addition to our 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   *Bullying - No Way!*

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:

oOur universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
oAll students know the school's behavioural expectations and have been taught the expected behaviours attached to each in all areas of the school
oAll 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
oAll 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
oA high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The Anti-bullying process consists of lessons taught by all teachers in all classrooms and frequently discussing this topic at various times.

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 Zillmere 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'.

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

Appendix 3 – Appropriate Use of Social Media

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

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

Zillmere State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Zillmere State School will face disciplinary action for simply having an account on Facebook or other social media site.

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

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

Role of Social Media

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

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

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

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

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

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

Appropriate Use of Social Media

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

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

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

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

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

Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying

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

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

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

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

There are significant penalties for these offences.

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

Appendix 4 - Behaviour Support Referral Form

Zillmere State School Behaviour Referral Form

Student Name:				Location [please tick]	
Date:	**Time:**		**Class:**	Playground	
Referring staff member :				Classroom	
				Specialist Lesson	
				Other	

Behaviour of Concern			
Minor [Please tick]		**Major** [Please tick]	
Defiance/Disrespect Low intensity, brief failure to follow directions.		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		**Physical Aggression** Actions involving serious physical contact where injury may occur [hitting, punching, hitting with an object, kicking, scratching etc]	
Inappropriate language Low intensity language [shut up, idiot etc]		**Inappropriate /Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.	
Disruption Low intensity but inappropriate disruption.		**Disruption** Repeated behaviour causing an interruption in a class or playground. [Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc]	
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property.	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		**Dress Code** Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others.	
Other		**Harassment / Bullying** Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category			
Be Safe	Be Respectful	Be Responsible	Be a Learner

Others involved in incident							
None		Peers		Staff		Other	

Information obtained through the completion of the Zillmere Behaviour Referral Form [above] is similar to that obtained through the completion of **Zillmere's Student Support Card** [**Orange**].   This has the capacity to provide sufficient data to be entered into the Department's OneSchool database for storage, retrieval, and referral to internal personnel and external support agencies.

Zillmere State School Behaviour Incident Record

Name: _____ Date: _____

Person Completing Form: _____

Name PROBLEM BEHAVIOUR
Date of incident   Time incident started   Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. [e.g. damage, injury to self/others]
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. [e.g. was angry because I asked him/her to stop teasing].

Information obtained through the completion of the Zillmere Behaviour Incident Form [above] is similar to that obtained through the completion of **Zillmere's Student Support Card [Orange]**.   This has the capacity to provide sufficient data to be entered into the Department's OneSchool database for storage, retrieval, and referral to internal personnel and external support agencies.

Appendix 6   - 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 [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 the 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 you emotional state at the time of the escalation?

Questions for the 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 modified to accommodate their specific receptive and expressive needs.

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 [names, date, time and outcomes].   *Safe, Supportive and Disciplined School Environment*

Working Together to Keep Zillmere State School Safe

We can work together to keep knives and other weapons out of our school. At Zillmere State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student who has a knife at school can receive serious consequences.

What kinds of knives are banned?

You are not allowed to have any type of knife at school including:

- flick knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- School property such as desks can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Zillmere safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, or pencil case.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could be used as a weapon.

Temporary Removal of Student Property by School Staff