



The Code of School Behaviour

Better Behaviour
Better Learning

Severnlea State School 2019

Responsible Behaviour Plan for Students (Based on *The Code of School Behaviour*)

1. Purpose

Severnlea 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

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

The original plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in 2015, and will be reviewed regularly as required in legislation.

3. Learning and Behaviour Statement

All areas of Severnlea State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Severnlea State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be Safe
- Be Respectful
- Be Responsible

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



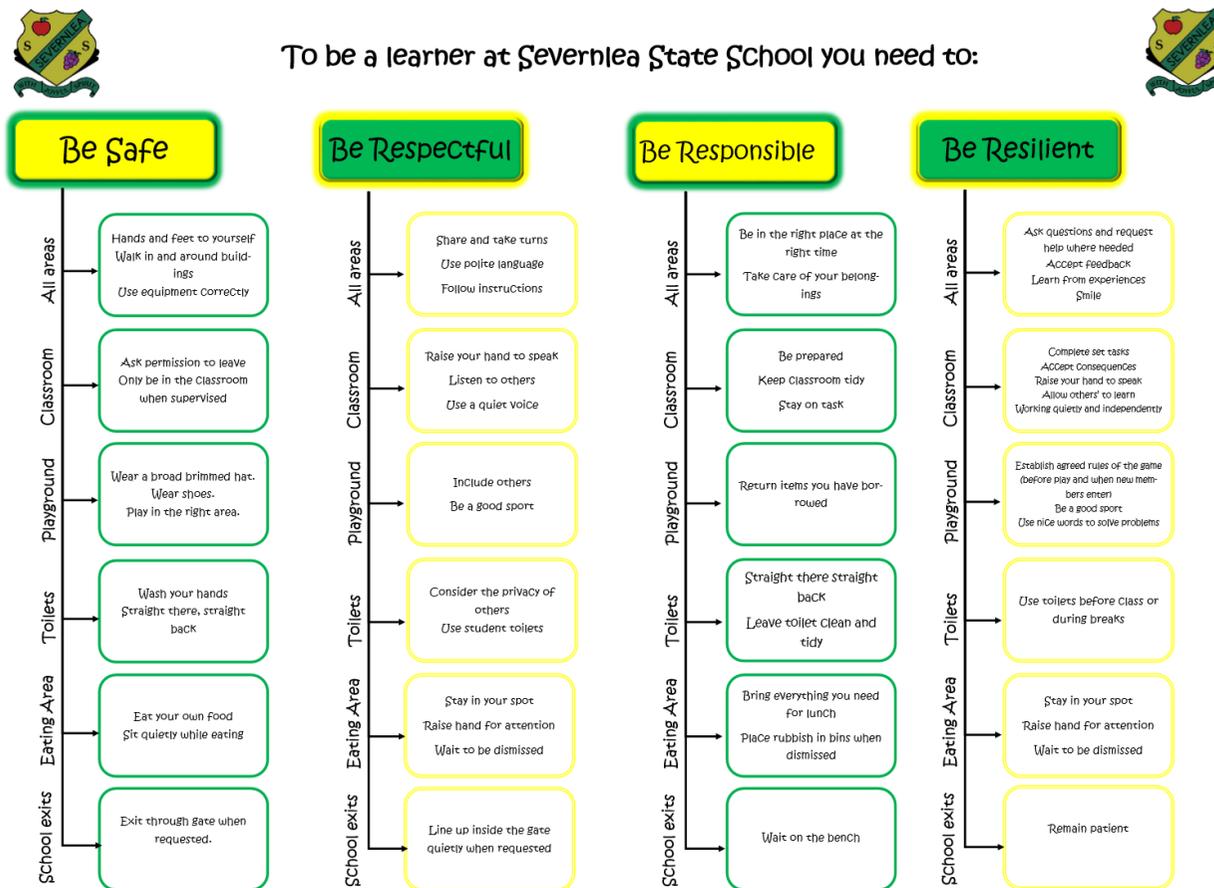
**Queensland
Government**
Education Queensland

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Severnlea State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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



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

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

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Severnlea State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Reinforcing expected school behaviour

At Severnlea State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Severnlea State School Positive Notice

Staff members hand out stickers for student individual sticker charts which are displayed in each classroom. Students can earn stickers throughout a school day when a member of staff observes them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a sticker. When students are given a sticker they attach it to their card in their classroom.

Once students fill their card to twenty five stickers they are able to pick from the reward box. Student sticker cards are record on One School. Stickers can never be taken off students as a consequence for problem behaviour.

Responding to unacceptable behaviour

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

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support program

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

Students accepted into the program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches (Principal/Chaplin)

and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

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

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

3. Intensive behaviour support: Behaviour Support Team

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

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

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

5. Consequences for unacceptable behaviour

Severnlea State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A classroom recording system is used to record all minor and major problem behaviour. The recording of five minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

3. states and explains expected school behaviour if necessary; and
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

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

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.



		MINOR		MAJOR	
	Behaviour	Definition	Examples	Definition	Examples
Being Respectful	Verbal misconduct	Student engages in low intensity repeated use of inappropriate language	<ul style="list-style-type: none"> ▪ Swearing when they make a mistake ▪ Mumbles obscenity in frustration ▪ This is “crap” ▪ Talking back ▪ Yelling at another student ▪ Disrespectful tone ▪ Insolent response to instructions ▪ Muted or inferred swearing ▪ Calling out 	<p>Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner.</p> <p>Disrespectful messages, verbal attacks, including negative comments based on race, religion, gender, age, national origin, on ethnic origin, disabilities or other personal matters.</p>	<ul style="list-style-type: none"> ▪ Swearing, use of abusive language at another person ▪ Name calling ▪ Deliberate use of offensive in front of class ▪ Discriminatory or racist remarks ▪ Arguing in an aggressive or disrespectful manner with an adult
	Threats to others	Student threatens to harm others (low likelihood of it being carried out)	<ul style="list-style-type: none"> ▪ aggressive body language ▪ verbal taunts ▪ written taunts 	<p>Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner</p>	<ul style="list-style-type: none"> ▪ Encouraging/instigating others to fight ▪ “I’ll get you after school” ▪ “You’re dead”
	Refusal to participate in program of instruction	Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions	<ul style="list-style-type: none"> ▪ “I’m not doing this” ▪ Task avoidance ▪ Refusing to bring required materials ▪ Arms folded, head on desk ▪ Walking away or around classroom ▪ “You can’t make me” 	<p>Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks</p>	<ul style="list-style-type: none"> ▪ Leaving class without permission ▪ Continuing verbal defiance/ refusal ▪ Temper tantrums
	Property misconduct	Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm.	<ul style="list-style-type: none"> ▪ Playing with scissors ▪ Kicking over furniture ▪ Scribbling or writing in inappropriate areas ▪ Hiding others school belongings ▪ Not storing items in their place ▪ Tearing pages from a book ▪ Snapping rulers, pencils, crayons, erasers etc ▪ Taking other’s things to use – but not stealing (eg opening other’s tidy trays) ▪ Throwing waste on the floor 	<p>Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property</p> <p>Stealing - Taking someone else’s property without permission, being in possession of, having passed on, or being involved in the removal of someone else’ s/ school property</p>	<ul style="list-style-type: none"> ▪ Letting tyres down ▪ Breaking property ▪ Deliberate sabotage of equipment or property ▪ Deliberate vandalism ▪ Stealing valuable property that belongs at school, or to the school, or that of others

	Prohibited items	Student uses and shows other students non-dangerous, prohibited items	<ul style="list-style-type: none"> ▪ Spray paint/ liquid paper/ aerosols/ water bombs? ▪ Chewing gum 	Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> ▪ Weapons ▪ Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials
	Lying/cheating	Engaging in minor, low level, lying/cheating	<ul style="list-style-type: none"> ▪ Starting stories ▪ Consistently cheating to win eg, during a cricket game 	<p>Student tells lies, spreads rumours, denies behaviour violations despite evidence.</p> <p>Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.</p>	<ul style="list-style-type: none"> ▪ Spreading stories/ gossip, rumours about others with the intent to hurt or harm other's reputation ▪ Plagiarism ▪ Using technology to access information during tests
	Disruptive	Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning	<ul style="list-style-type: none"> ▪ Inappropriate, non-related talking ▪ Talking over teacher/ calling out ▪ Tapping pencils or other objects ▪ Playing with objects/toys ▪ Hiding from teacher ▪ Deliberately making distracting noises ▪ Talking to others to distract from learning ▪ Wandering around room 	Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time	<ul style="list-style-type: none"> ▪ Sustained loud talking ▪ Constant noises with materials ▪ Out-of-seat behaviour that continually deliberately disturbs others
	Defiant/threats to adults			Repeated refusal to follow adult directions Student threatens an adult when given a direction	<ul style="list-style-type: none"> ▪ Yelling at an adult and refusing to follow instructions ▪ Abusive/threatening language or gestures towards adult ▪ Walking away while being spoken to by an adult
	Other	Student engages in any other minor behaviour which do not fall into the above categories	<ul style="list-style-type: none"> • Rolling eyes • Inappropriate hand gestures 	Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed.	<ul style="list-style-type: none"> • Aggressive body language
Being Safe	Physical Misconduct	Non serious, but inappropriate physical contact/touching which does not	<ul style="list-style-type: none"> ▪ Pushing/shoving ▪ Inappropriate physical contact ▪ Rough play 	Actions involving serious physical contact where injury may occur. Intent to cause	<ul style="list-style-type: none"> ▪ Fighting ▪ Punching ▪ Hitting with an object

		result in injury	<ul style="list-style-type: none"> ▪ Throwing objects, food ▪ Tripping others ▪ Spitting on ground 	injury, harm to others, or threaten others.	<ul style="list-style-type: none"> ▪ Playing tackle football ▪ Kicking/ Scratching ▪ Using or intent to use sharp/dangerous object or weapon ▪ Slapping/ Choking ▪ Tackling/slinging to ground ▪ Hair pulling ▪ Spitting at or on another ▪ Dacking ▪ Throwing objects at another
	Other conduct prejudicial to the good order and management of school	Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else	<ul style="list-style-type: none"> ▪ Running on cement or around buildings ▪ Running on stairs and verandahs ▪ Sliding down stair railings ▪ Riding bikes, scooters or skateboards in school grounds ▪ Entering out of bounds areas 	Dangerous behaviour on school grounds. Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform	<ul style="list-style-type: none"> ▪ Ongoing breach of minor definition ▪ Climbing on top of roofs ▪ Smoking outside of school while in school uniform
	Non compliant with routine	Brief or low-intensity failure to respond to adult requests Not following class or school rules, expectations and routines	<ul style="list-style-type: none"> ▪ Asking for help routine ▪ Entering the classroom routine ▪ Lining up routine ▪ Handing out routine ▪ Toilet routine ▪ Transition routine 	Repeated refusal to follow or comply with expected (and taught) routines.	<ul style="list-style-type: none"> ▪ Temper tantrums ▪ Walking away ▪ Verbal defiance
	Misconduct involving object			Using objects, equipment as weapons with the intention of causing harm to self, others or property	<ul style="list-style-type: none"> ▪ Using a stick to threaten or risk harm to others ▪ Throwing objects (stones/ sticks, balls)
Being Responsible	Bullying / Harassment	Student engages in low level, repeated behaviour intended to annoy, bother or belittling others.	<ul style="list-style-type: none"> • Excluding others • “Go away we don’t like you” • “You play like a girl” • Insults • 	Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.	<ul style="list-style-type: none"> • Sexual comments intended to intimidate, • Verbals and physical threats to harm another person • Inappropriate touching of others • Encouraging/instigating others to fight • Forcing another student to hand over tuckshop money

Late	Arrives late at school or class without adequate reason	<ul style="list-style-type: none"> ▪ Arrives 5? mins late for school or class? 	Arrives late repeatedly at school or class without adequate reason.	<ul style="list-style-type: none"> ▪ Arrives 5 -10 + mins late?
IT misconduct	Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology	<ul style="list-style-type: none"> ▪ Sending inappropriate emails, video material etc. ▪ Use of personal technology in class without permission. ▪ Refusal to turn off devices when requested. 	Student engages in serious misuse use of personal or school technology (as per IT Policy)	<ul style="list-style-type: none"> ▪ Sending malicious emails, offensive video material etc. ▪ Accessing or displaying pornographic material ▪ Recording students (self or others) engaging in socially unacceptable behaviour ▪ Uploading recording of behaviour violations ▪ Repeated use of personal technology in class despite correction
Dress Code	Failure to comply with school dress standards	<ul style="list-style-type: none"> ▪ Denim shorts ▪ Hooded jumpers 	Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing	<ul style="list-style-type: none"> ▪ Lip studs ▪ Boldly coloured hair ▪ Wearing clothing displaying offensive, obscene language or imagery
Skip class	Student in school ground but not in their timetabled class	<ul style="list-style-type: none"> • Student wandering around school • Attending a non-timetabled class without permission • Hiding in toilet • Hiding in various other locations 	Repeated unexplained absence (with or without parent/guardian knowledge)	<ul style="list-style-type: none"> • Leaving school without permission • Repeated failure to attend classes or school • Early departure without permission or signing out • Repeated absence from school without carer's permission

Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;

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

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

Ensuring consistent responses to problem behaviour

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

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator

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)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [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

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

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement (original held on school files)

A. Roberts

Principal

P&C President

D. Grobe

Assistant Regional Director

Appendix 1

The use of personal technology devices at school

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

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

Certain personal technology devices banned from school

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

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

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to 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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special circumstances arrangement

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

Appendix 2

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

Purpose

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

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

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

Bullying may be related to:

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

At Severnlea State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

The anti-bullying procedures at Severnlea 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

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 5 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.

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.

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.

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.

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 Severnlea 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'.

Severnlea 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.



ZERO TOLERANCE BULLYING POLICY STATEMENT

Severnlea State School practices a “zero tolerance” approach to bullying in all its forms to align with Education Queensland policy and the provisions of the Child Protection Act. Our school and school community endorses each teacher’s right to teach, each student’s right to learn and the right to safety of all school community members. Bullying undermines such values and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully and the victim, and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency.

DEFINITIONS OF BULLYING

As defined in Education Queensland’s Child Protection Act. “Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.” For ease of student understanding and identification of bullying, the school has defined bullying for students and staff in relation to four specific behaviours. These are:

Physical – any deliberate touch of a person’s body without their permission eg hitting, punching, spitting, sexual abuse.

Non-Physical including: Threats – threatening any of the above, Stealing – unauthorised removal of possessions, social opportunities, and teaching/learning time, Teasing – use of name calling, actions, gestures, words, rumours to hurt or to ostracise.

AIMS OF THE POLICY

- 1) To counter views that bullying is a natural or inevitable part of school life
- 2) To combat and overcome barriers of secrecy that often surround bullying
- 3) To create a safe and supportive teaching/learning environment for students and staff
- 4) To provide support and counselling services for both bully and victim
- 5) To move beyond a reactive response to bullying by proactively promoting a school climate where bullying behaviours are not tolerated and are infrequent in incidence.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

STAFF RESPONSIBILITIES

IDENTIFICATION

- 1) Watch for early warning signs of bullying of/by students (eg stress, behaviour change, physical injuries etc)
- 2) Record and report all incidences of bullying, including action taken. Record on One School of incident.
- 3) Offer the victim immediate support and help by using conflict resolution and a source of referral such as teacher aide, class teacher and Principal.
- 4) Use all students as a positive resource in counter bullying, taking time to discuss bullying in class sessions when the need arises. (eg after incidents)
- 5) Ensure all areas of the school are monitored at breaks and in between lessons. Fulfil playground duty required with vigilance.

EDUCATION

- 1) All students upon enrolment at the school will be made aware in the School’s Bullying Policy
- 2) Education of dealing with bullying will occur within the context of the curriculum and on school parades.
- 3) Where possible, parents/caregivers will be included in the education process and informed of developments within the school in the area of Bullying

4) All teaching staff will undertake regular professional development in regard to Bullying issues and their professional responsibilities in combating Bullying.

ACTIONS

Teachers will adopt a logical and sequential approach when responding to reports of bullying. Use the “no blame approach” to initial reports of bullying. This uses the following process.

- Take the incident seriously
- Stop
- Listen to all sides of the story (victim, bully and witnesses)
- Deal with the complaint in a manner to avoid making the bullied student feel inadequate or foolish. Listen sympathetically. Offer support and encouragement for reporting it. Maybe act confidentially.
- Act assertively towards bully, explaining his/her actions constitute bullying. Don't act aggressively, model appropriate behaviour.
- Ask bully how he/she thinks victim must feel and how would they like to be in that circumstance
- Explain that actions must stop
- Set up a time to check with victim and bully that bullying has stopped
- Document the issue
- Contact parents of both parties and advise them of the circumstances. Explain the approach and have it designed to reduce the risk of retaliation. Suggest methods for parents to teach their students to act assertively.

Continuation of further incidents of bullying could result in counselling, parent interviews to discuss strategies for the student or possible consequences, suspension or exclusion.

STUDENT RESPONSIBILITIES

Action

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others. This response will take the following form:

STEP 1

Tell the bully to stop (This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim's control over handling the situation)

STEP 2 If the bullying does not cease immediately or has caused significant or emotional harm, tell someone in authority (Teacher, Non-teaching Staff and Principal)

1. The student if unable to stop the bullying themselves should report all incidents to the nearest available teacher or staff member. Immediacy of reporting is essential.
2. Students (victim, bully, and witnesses) may be required to discuss reported incidents with a Teacher, Teacher Aide or Principal. Such discussions will occur as soon as possible after the incident.
3. Parents/ caregivers of students involved may be informed of the outcome of investigations, and a record of an incident attached to the student's file, if deemed appropriate and necessary.
4. In the case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required to attend an interview to discuss possible consequences and assist the school in planning a strategy to modify the child's behaviour.

PARENT/CAREGIVER RESPONSIBILITIES

1. Watch for early warning signs in your child. This may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries and moodiness.
2. Take an active interest in your child's school and social life; encourage them to talk about daily events and occurrences.
3. If you suspect bullying of your child at school, contact the class teacher or school administration immediately.
4. Record details of persistent bullying of your child, including the dates, settings, times, types of bullying and identified perpetrators.

5. Encourage your child to report persistent school bullying to those in the best position to provide immediate help i.e. The teaching staff and administration.
6. Assure your child that seeking help is okay and as assertive measure.
7. Do not encourage your child to hit back or verbally abuse the bully.
8. Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.