Benaraby State School
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

Benaraby 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

Benaraby developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, staff meetings and community meetings held during 2019. A review of school data sets from 2016-2018 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Benaraby 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 Schoolwide Positive Behaviour Support.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be safe
- Be respectful.
- Be a learner

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Benaraby 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.

	PLAYGROUND	BUS/BIKE RACKS	TRANSITIONING BETWEEN CLASSROOMS	CLASSROOM	TOILETS	LUNCH AREAS
Be Safe *I will be safe by:*	• Being in the right place • Using our facilities and equipment properly • Wearing a hat when outside • Keeping my hands and objects to my-self • Demonstrating self-control • Tying and wearing my shoes correctly unless otherwise directed by a teacher	• Walking to and lining up quietly • Walking my bike to and from the bike racks • Waiting inside the school grounds to be collected	• Showing self-control • Listening to directions • Walking in single file as directed by the teacher	• Walking in a calm manner • Letting my teacher know where I am going/have been • Listening to and following instructions	• Walk • Washing my hands	• Sitting and eating my own food calmly • Asking a teacher if I may leave the area • Cleaning up around my area
Be A Learner *I will be a learner by:*	• Listening to and following directions • Being confident and trying hard • Persisting and having a go • Returning equipment	• Listening to directions	• Being aware of others and my surroundings	• Being organised and willing to learn • Listening to others • Persisting with challenging tasks	• Returning directly to class	• Listening to and following directions
Be Respectful *I will be respectful by:*	• Playing fairly and honestly • Accepting differences • Taking care of equipment • Using a friendly voice/manner • Inviting others to join activity • Caring for our environment/animals • Leaving toys and expensive items such as electronic devices at home.	• Speaking politely to others on and off the bus • Handling only my bike and belongings • Listening to the teachers directions	• Moving past other learning areas quietly • Using a quiet voice under buildings • Listening for instructions • Using a polite manner towards others	• Giving the speaker my full attention • Caring for the equipment in the room/area • Raising my hand to speak • Listening and following directions • Moving quietly in the room • Leaving toys and expensive items at home.	• Respecting privacy of others • Treating property respectfully.	• Sitting quietly and listening for instructions • Eating my own food politely • Placing all rubbish in the bins • Waiting patiently until directed to move • Speaking in a quiet speaking voice

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.
- Student developed posters and activities located around the school and on computers
- Targeted lessons to students requiring additional supports to follow and meet school expectations.

Benaraby 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 Benaraby'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.
- Additional supports such as social skilling groups, counselling sessions as required with Guidance Officer and differentiated environmental considerations following discussion with the School Behaviour Leadership Team.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour
At Benaraby, 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.

Benaraby State School recognises students who regularly demonstrate expected behaviours through being presented with certificates each week on assembly. Students are given certificates for demonstrating a range of expected behaviours as can be seen above in the "Be Responsible Behaviour Matrix."

Once a student receives three such certificates they are will be awarded a bronze certificate. Students who are awarded six receive silver certificates; nine certificates receives a gold certificates and receiving twelve allows students to reach platinum level. Students who acquire these levels receive additional opportunities:

Bronze: The Bronze Award – awarded after three Certificates of Recognition.
At the end of each term, those students who have received a Bronze Award will be invited to an Ice Block Party.

Silver: The Silver Award – awarded after a further three Certificates of Recognition (a total of six Certificates of Recognition)
At the end of each term, those students who have received a Silver Award will be invited to a Pizza Party!

Gold: awarded after a further three Certificates of Recognition (a total of nine Certificates of Recognition) which must include at least one from each category (Safe, Responsible, Respectful and Learner).

Upon being awarded a Gold Award, the student will have their name featured in the newsletter for the remainder of the year and have a permanent seat to sit on at parades. They become School VIPs!

Platinum: awarded after a further three Certificates of Recognition (at least twelve Certificates of Recognition)

Once students have received Certificates of Recognition, which must include at least one from LOTE, P.E and Music they receive a Benaraby State School Behaviour Ambassador badge. The School VIP entitlements remain.

Students are also recognised for in class behaviours using parental contact and recognition through the recording on OneSchool as positive behaviours. Individual classrooms also use classroom behaviour support structures which parents are informed about as required.

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. Warning
   If low-level behaviour persists, students will then be formally warned concerning their behaviour. Students will be then offered the choice to consider and improve their behaviours in consideration of all in the classroom or they will be offered the opportunity to individually reflect on their actions and the consequences to themselves and the class.

3. Think About it
   Should the behaviour continue, students will then be asked to "Think About It." This is an in-class reflection where students will write/draw/discuss (depending on year level and literacy capability) how their actions may be viewed inappropriate or disruptive to others and the better choices that could be made in the future. Reaching this point will also see these behaviour recorded on OneSchool as a minor incident.

4. Buddy Class
   Should the behaviour be continued following "Think About It," or the student be unwilling to attend to the "Think About It" task, or if the behaviour is considered a high level behaviour (please see below), buddy class will be used. Students will be given an opportunity to consider their actions and the effects it has on others. The students' behaviours have now impacted the operation of two separate classrooms at this point and would be recorded on OneSchool as a major due to the high-frequency of the behaviour. Students who reach buddy class will also be referred to the lunchtime Reflection Room to discuss their behaviours and develop in-class behaviour goals.

5. Principal Referral
   Students who reach buddy class more than once in a week, are unable to reconsider their options following buddy class or commit high level behaviours will be given a principal referral. The principal will meet with the student and decide on the actions that are required to help the student be successful in their learning. Outcomes from this will include contact being made with parents/guardians, development of behavioural goals to be checked daily with the Reflection Room and involvement in targeted behaviour lessons. Students may also be offered opportunities to be involved in activities such as a social skilling group, participation in the Shed or other opportunities to help support their active involvement and participation in the school to meet expectations.

Reflection Room

The Reflection Room will be situated in B block next to the staffroom. This will be staffed each day so that students who have been to either Buddy Class or been given a principal referral will receive support to develop goals to monitor and improve behaviours. Students who have been to 3 or more reflection room each term will have their progress tracked daily until improvement is clear (One

week without reaching "Think About It." Desk plans will be created with an agreed method for celebration of reaching this success.

Monday at first break will be targeted behavioural lessons for students to focus on key issues that have been occurring with students who have regularly been making choices that impact the operation of the school.

6. Behaviour support: Behaviour Support Team

Benaraby 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 *Behaviour Support Team* 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. Students who receive five OneSchool records in a term will be included as a student requiring this level of support. An individual behaviour plan will be established in consultation with the team to best support students. A student returning from suspension or joining Benaraby State School from an exclusion at another educational environment will also be included in this process.

5. Consequences for unacceptable behaviour

Benaraby makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Minor** problem behaviour that is recurring will be referred to buddy class or the principal and noted as a Major.
- **Major** problem behaviour is referred directly to the principal.

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 principal.

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 the principal

Major behaviours result in an immediate referral to buddy class or administration because of their seriousness or frequency of minor behaviours occurring. 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 assesses the situation to determine one of the following actions:
- the student is to walk themselves to buddy class/principal
- the student is required to be accompanied by another student to buddy class/principal
- the student is required to be accompanied by a staff member (teacher aide_ if available to escort the student to buddy class/principal
- the student requires the principal to remove him/her from the classroom setting.

Major problem behaviours may result in the following consequences:
- **Level One:** Reflection opportunity either in buddy class or office, participation in Reflection Room and development of classroom behaviour goals, instruction around future opportunities the student may not be eligible for to ensure safety if behaviour continue, warning regarding future consequence for repeated offence, referral to Behaviour Support Team and parent contact
- **Level Two:** Parent contact, referral to Guidance Officer, referral to 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. Depending on the seriousness of the issues, contact may also be made with Queensland Police Services to ensure safety of the wider school community.

The following table outlines examples of minor and major problem behaviours:

BENARABY BE RESPONSIBLE FRAMEWORK			
	Area	Minor	Major
Being Safe	Movement around school	• Running in stairwells • Not walking bike in school grounds	• Leaving the school grounds without permission
	Play	• Incorrect and accidental dangerous use of equipment • Playing banned games at school – (games banned due to previous incidents/physical contact etc) • Playing in toilets • Causing harm to others without assumed intent while playing school approved games.	• Possession of weapons • Intentional dangerous use of equipment • Causing harm to others with assumed intent while playing school approved games. • Causing harm to others without assumed intent while playing games that are not school-approved.
	Physical contact	• Minor physical contact (for example, pushing and shoving) • Inappropriate physical contact	• Serious physical aggression • Fighting • Inappropriate unwanted physical contact
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	• Wearing of inappropriate/explicit clothing in the school grounds.
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being A Learner	Class tasks	• Refusing to participate in learning and disrupting others • Continual refusal to participate in learning • Demonstrating low-level disruptive behaviour	• Causing physical disruption to the classroom in attempts to avoid tasks • Physically interfering with other students. • Repeated disruptive behaviours resulting in buddy class/principal referral
	Being in the right place	• Not being punctual (eg: lateness after breaks)without reasonable explanation	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Non-compliance causing disruption • Uncooperative behaviour	• Non-compliance causing safety issues • Repeated non-compliance impacting the management of the classroom

	Mobile Phone or personal technology devices	• Mobile phone or any personal technological devices (iPads/Apple Watches etc) in your possession (bag or on person) in any part of the school at any time without authorisation (written permission from an authorised staff member) – Phones should be handed in at the office prior to starting class.	• Use of a mobile phone or any personal technological devices in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school – this could be inside or outside of school hours.
Being Respectful	Language (including while online)	• Inappropriate language (written/verbal) – language known to be inappropriate – used in common language – not aimed at someone else. • Calling out causing continual disruption • A tone/manner seen as impolite, rude, disrespectful that requires further attention than a classroom redirection.	• Offensive language – language that relates to stereotypical manners of referring to others • Aggressive language – language/tone/manner that causes others to feel threatened/intimidated • Verbal abuse / directed profanity
	Property	• Accidental stealing of other students equipment – uncertainty regarding ownership of item, borrow and forgetting to return item. • Lack of care for the environment • Littering • Accidental damage to property	• Stealing with intent • Wilful property damage • Vandalism
	Others	• Not playing fairly following redirection • Minor disruption to class following redirection • Minor defiance – following redirection • Minor teasing/being mean building towards bullying • Minor dishonesty (lying about involvement in a low-level incident)	• Bullying/victimisation/harassment • Major disruption to class • Blatant disrespect – disrespect shown with purpose and assumed intent • Major defiance • Major dishonesty that has a negative impact on others

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 Benaraby 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. Staff members also frequently review behaviour data, including types of incidents, number of incidents, number of students involved in incidents and how the incident is managed to ensure a consistent approach. This also allows Benaraby State School to identify triggers and modify aspects of the school to prevent further likeliness of incidents occurring.

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 (school name)'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 Benaraby State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

- Positive Learning Centre Staff
- 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.

Benaraby 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:
  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 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

_____   _____
Principal   **P&C President or**
                                                      Chair, School Council

Effective Date: 27/05/2019

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, laptop computers, IPads, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile telephones, smart watches and devices of a similar nature.

Personal technology devices banned from school
Students must not bring valuable personal technology 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.

Students who are required to bring personal technology devices to and from school by their parent or guardian (for reasons concerning travel to and from school) will be required to hand in their personal technology devices to the office before the start of the school day. Devices must be handed in to the office in a labelled bag. Parents are required to send a signed note acknowledging that they require their child to take a personal technology device to school.

Parents or guardians who wish their child to have a personal technology device on them at all times during the school day must have a meeting with the school principal to discuss the risk associated with this and to justify why this is a requirement. Following this meeting, a plan will be created to reduce risk of loss or inappropriate use.

Confiscation
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.

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 Benaraby 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 unless directed to do so by a staff member. 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.

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

Purpose

Benaraby 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 Benaraby 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 Benaraby 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 Benaraby 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 Benaraby 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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 (school name) takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Benaraby State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database (OneSchool) 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.

Appropriate use of social media

Benaraby 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. Parents are reminded that many social media sites are restricted by age and therefore very few students across the school should be utilising such sites.

Benaraby State School is committed to promoting the responsible and positive use of social media sites and apps. We teach appropriate behaviours to demonstrate when using social media sites throughout the course of curriculum delivery.

No student of Benaraby 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 Benaraby State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Benaraby State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Benaraby 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 Benaraby State School are expected to engage in the appropriate use of social media if they are utilising such sites. 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' face 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 Benaraby 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.

Benaraby 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.

Benaraby 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, Benaraby State School expects its students to engage in positive online behaviours.

Appendix 4

Benaraby State School
Behaviour Referral Form (Relieving Teachers) – School staff will be required to enter a OneSchool Referral

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

Problem Behaviour			
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 (eg hitting, punching, hitting with an object, kicking, scratching etc).	
Inappropriate language Low intensity language (eg 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. (eg. 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 A Learner	

Others involved in incident							
None		Peers		Staff		Other	

Behaviour Incident Report
(Relieving Teachers – school staff are expected to complete this via OneSchool)

Name of student/s involved in incident:

Person Completing Form: Date:

Problem behaviour (name):
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).

Benaraby State School

"Do Your Best"

Telephone: (07) 4970 4333
Address: 17 O'Connor Road
Benaraby, 4680
Principal: Mr James Morley

___/___/___

Dear Parents / Carers

Today _____ had a reflection session as they reached Step 3 of our behaviour management steps. The reason he/she had a reflection session was for

_____

_____

_____

_____

Whilst in the reflection session your child filled out the following behaviour reflection form. Please go through this behaviour reflection form with your child and reinforce the importance of appropriate behaviours at school. Your support in managing your child's behaviour at school is essential and is very much appreciated. Please sign and return the attached reflection form as an acknowledgment that you have spoken with your child about their behaviour.

If you would like to discuss the behaviour incident or if you have any other concerns please contact your child's teacher _____ and we can arrange a time for a meeting.

James Morley
Principal

Behaviour reflection

Name: _____   Date: _____

1. What did I do and why?

_____

_____

_____

_____

2. What choices did I have in this situation?

_____

_____

_____

_____

3. Which school expectations is this behaviour linked to?

_____

_____

_____

_____

4. What choice will I make next time, and what outcome will that result in?

_____

_____

_____

_____

Teacher signature: Parent signature:

5W SHEET

Dear …………………………………

I am writing this letter to let you know that my behaviour at school today was

❏ unsatisfactory   ❏ very poor   ❏ unacceptable

because I had to visit _____.

WHAT I DID? ....

....

....

....

WHAT RULE (Safety, Responsibility, Respectful) DID I BREAK? ....

....

WHAT IS MY SIDE OF THE STORY? …………………………………………………………………………

……………………………………………………………………………………………………....................………

……………………………………………………………………………………………………....................………

WHAT I THINK I SHOULD DO TO FIX IT UP? ....

....

WHAT CAN I DO SO IT DOESN'T HAPPEN AGAIN? ....

....

....

THE CONSEQUENCE/S OF MY BEHAVIOUR ARE:

❏   ……

❏   ……

…………………………………   …………………………………..   …………………………………

STUDENT   PARENT   TEACHER/ PRINCIPAL

Please return this form signed tomorrow to confirm that you have discussed your child's behaviour with them.

5W Sheet

Dear _____

I am writing because today my behaviour at school was :

What did I do?

What rule did I forget?

Be Safe   Be Respectful   Be A Learner

What else happened?

What should I do to fix things?
(Optional - Space on reverse for child to draw a picture of what this will look like.)

What should I do next time?

Please return this form signed tomorrow to confirm you have discussed your child's behavior with them.

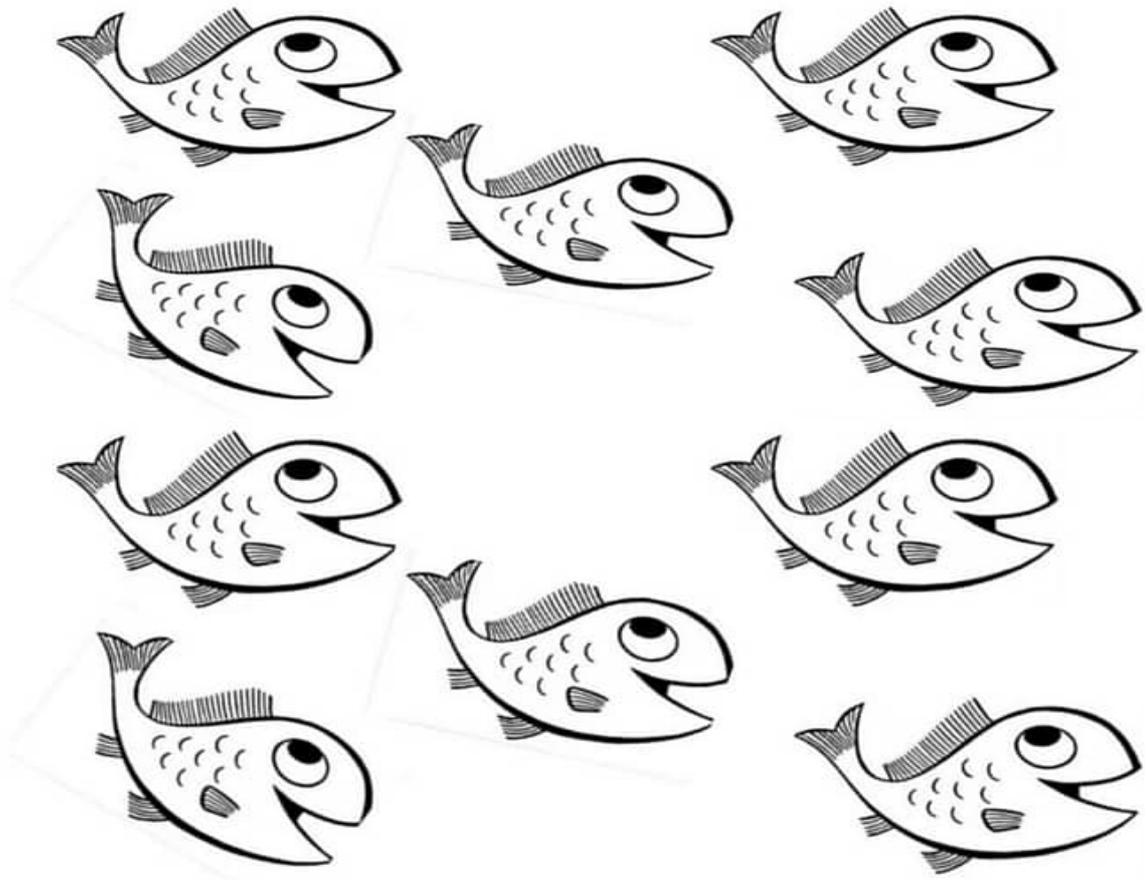_____   _____   _____
STUDENT   PARENT   TEACHER/PRINCIPAL

My Classroom Behaviour Tracker

Behaviour Goal:

Behaviour Goal:

I will celebrate when I complete my goal by

My Daily Monitoring Card

Behaviour Goal:

Day 1	Day 2	Day 3

Day 4	Day 5	Day 6

Day 7	Day 8	Day 9