

# Geebung State School

## Responsible Behaviour Plan

Based on the Code of School Behaviour



Better Behaviour, Better Learning

January 2015

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***'Each and member of our school community believes that each and every student can and will achieve.'***

## **RATIONALE**

Geebung 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 supporting their lifelong wellbeing.

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

## **CONSULTATION AND DATA REVIEW**

Geebung State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through tabling at meetings, on-line surveys and invitations for feedback.

A review of data sets relating to attendance, absences and behaviour incidents was undertaken formulating the actions and responses outlined by this positive behaviour plan.

This plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in (month, year).

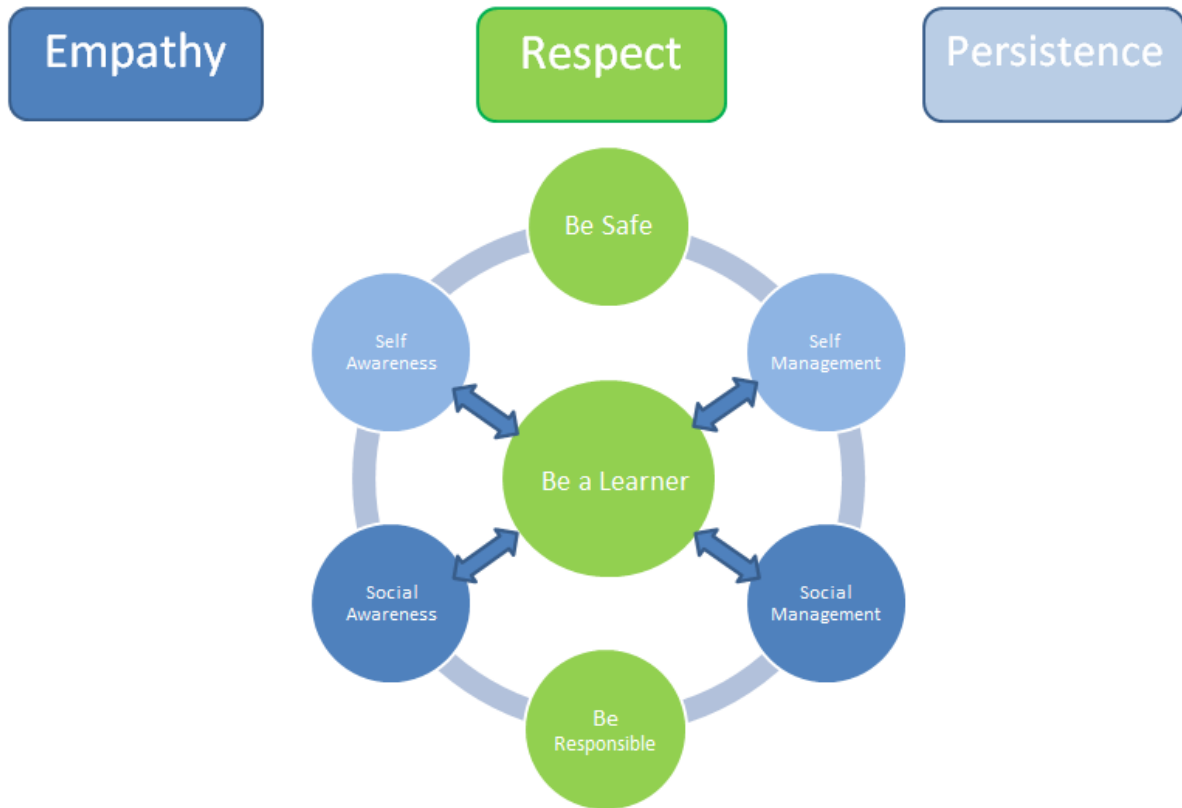
## **OUR LEARNING AND BELIEFS**

At Geebung State School we are committed to excellence in both teaching and learning within a safe, supportive and respectful environment.

We believe that behaviour is a range of observable actions and mannerisms that are influenced by both the physical environment and school culture. The physical environment of a school is a closed and controllable system that can be observed, planned and maintained to produce consistent behavioural outcomes. We recognise student interaction within the physical environment can be explicitly taught, modelled, practiced and subsequently assessed within a planned teaching and learning process.

Our Responsible Behaviour Plan is the umbrella under which social and emotional learning is identified and explicitly enacted upon to optimise student well-being and academic achievement. The plan outlines strategies for fostering positive behaviour and responding to inappropriate and unacceptable behaviours. Shared expectations around exemplary student behaviour are underpinned by our school values and rules which are embedded within the Australian National *Curriculum Social and Emotional Competencies Framework*.

# Geebung State School Positive Behaviour Framework Overview



## FOUR SCHOOL RULES

Our school community has identified four school rules to teach and promote excellence in responsible behaviour. These rules have been agreed upon, endorsed by all staff and the P&C.

- ✓ Be Safe
- ✓ Be a Learner
- ✓ Be Respectful
- ✓ Be Responsible

Clear expectations for these basic rules are reflected in classroom rules and are regularly communicated at an individual, classroom and whole school level.

### THREE KEY VALUES

In addition to our school rules, our school promotes Three Key Values which assist to develop students' ability to self-regulate.

#### **Empathy**

*We care for self and others*

#### **Respect**

*We treat others and our environment with consideration and regard.*

#### **Persistence**

*We work hard in pursuit of excellence.*

### SOCIAL AND PERSONAL COMPETENCIES

The Three Key Values are taught, assessed and reflected upon as a whole school using the *'Friendly Schools Program'* resources. Developing the social and personal competencies of self-awareness, self-management, social awareness, relationship skills and social decision making are the program focus from Prep to Year 6.

### PROCESSES OF FACILITATING POSITIVE SCHOOL BEHAVIOUR MANAGEMENT

Our responsible behaviour plan outlines our systems for facilitating positive behaviours through the:

- ✓ Building and sustaining positive relationships with students, parents, caregivers and the broader school community.
- ✓ Explicit whole school teaching of the four school rules and associated behaviours as outlined in the *Geebung State School Positive Behaviour Matrix*.
- ✓ Whole school explicit teaching of school based rules through assemblies, newsletters and weekly classroom focus.
- ✓ Clearly displaying and following the Geebung State School Behaviour Flowchart and traffic lights system.
- ✓ Whole school explicit teaching of the Australian National Curriculum Social and Personal Capabilities through the implementation of the *Friendly Schools Program*.
- ✓ Consistent response to all behaviour incidences following the school behaviour management procedures including the school, "Traffic Light" system.
- ✓ Initial stakeholder induction and ongoing education of school based behaviour systems, processes and expectations.
- Communication of ongoing, consistent behaviour expectations to all stakeholders.
- Recognition of school wide positive behaviour excellence with ACE Awards and GOTCHA Awards.
- The implementation of specific policies to address:

- The use of property technology devices at school. **Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.** (Appendix 1A)
- Cybersafety Agreement for Students. (Appendix 1)
- Cyberbullying. (Appendix 1C)
- Procedures for **Preventing and Responding to Incidents of Bullying** (including cyberbullying and recording incidents for data collection. (Appendix 2)
- Procedures regarding **The Use or Possession of Weapons** including knives and any other items that could be considered a weapon in school. (Appendix 3)

## Geebung State School Positive Behaviour Matrix

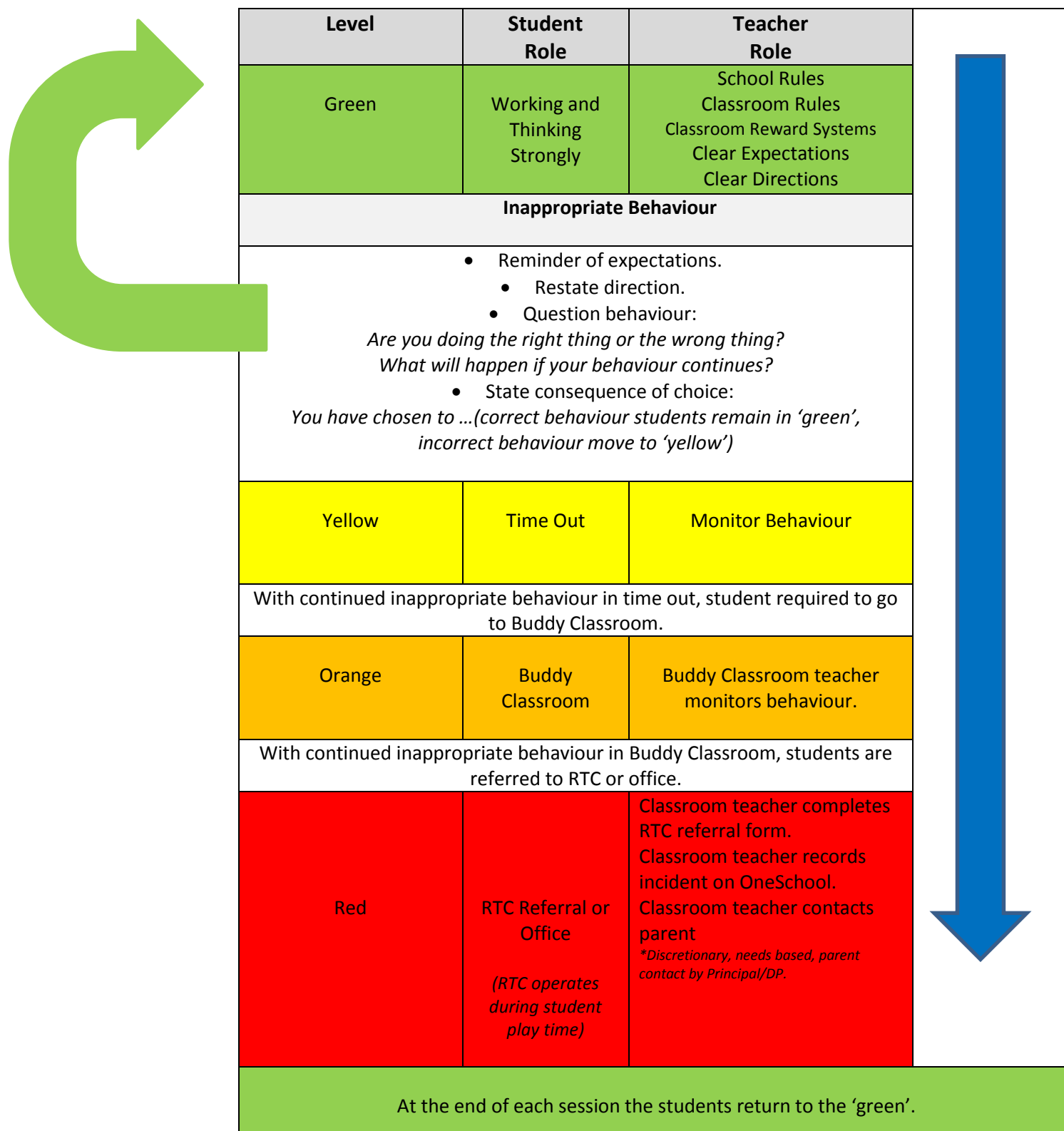
STAFF STUDENTS PARENTS	All Times/ Learning Areas	Eating Time	Toilets	Pick Up/Drop Off Areas	Walkways/ Verandas/ Port Racks	Covered Areas	Playground/ Oval	Tuckshop/ Uniform Shop	OSHC/ Before School	Excursions/ Incursions	Swimming Pool
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>➤ I know to keep my body to myself.</li> <li>➤ I show self-control.</li> <li>➤ I use and handle equipment appropriately and carefully.</li> <li>➤ I wear appropriate footwear/uniform.</li> <li>➤ I know to report any problems.</li> <li>➤ I sit on chairs with four legs on the floor.</li> <li>➤ I know to be in the right place for the right activity.</li> <li>➤ I follow directions.</li> <li>➤ I ask permission to leave the room.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I follow Playground Duty teacher's directions.</li> <li>➤ I eat my own food without sharing.</li> <li>➤ I walk in lunch area.</li> <li>➤ I wash my hands.</li> <li>➤ I sit down when eating.</li> <li>➤ I know spitting is a health hazard.</li> <li>➤ I know to eat my food and put my rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wash my hands.</li> <li>➤ I know to stay with my buddy during class time.</li> <li>➤ I know to inform the office of unsafe incidents.</li> <li>➤ I know to keep the floor dry.</li> <li>➤ I do what I have to and get out.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay off the road.</li> <li>➤ I use walkways.</li> <li>➤ I line up quietly.</li> <li>➤ I follow teacher instructions.</li> <li>➤ I follow road rules.</li> <li>➤ I look where I am going.</li> <li>➤ I know to keep all of my body inside the bus.</li> <li>➤ I know to always walk to the bus.</li> <li>➤ I know that older children are to be good role models and be responsible for younger children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I always walk.</li> <li>➤ I know to move quickly and safely to classes.</li> <li>➤ I keep to the left.</li> <li>➤ I know to stay off the port racks.</li> <li>➤ I know not to interfere with others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I always walk.</li> <li>➤ I play only games appropriate to the area.</li> <li>➤ I know seats/tables are for sitting on/at not standing or jumping on or over.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay within the school grounds at all times.</li> <li>➤ I play in the appropriate area for my year level.</li> <li>➤ I know to use equipment for intended purposes.</li> <li>➤ I know to participate in school approved games only.</li> <li>➤ I know to see the Teacher on duty if I have any problems.</li> <li>➤ I know to be Sunsmart.</li> <li>➤ I stay out of trees and gardens.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wait patiently</li> <li>➤ I line up and keep my body to myself.</li> <li>➤ I line up between the rails with my feet on the ground.</li> <li>➤ I know to move carefully if I have hot food.</li> <li>➤ I know to place rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay in the right areas.</li> <li>➤ I wash my hands before and after eating.</li> <li>➤ I sit while I'm eating</li> <li>➤ I show self-control.</li> <li>➤ I use equipment safely and appropriately.</li> <li>➤ I pack away equipment when asked.</li> <li>➤ I put my bag in the designated area</li> <li>➤ I walk on concrete</li> <li>➤ I am fair to others.</li> <li>➤ I remain seated until the first bell rings.</li> <li>➤ I keep my hands and feet to myself.</li> <li>➤ I stay away on playground equipment before or after school.</li> <li>➤ I may choose to read a book quietly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay in the right areas.</li> <li>➤ I sit while I'm eating</li> <li>➤ I use equipment safely and appropriately.</li> <li>➤ I go to the toilet with a buddy.</li> <li>➤ I wash my hands after the toilet</li> <li>➤ I am fair to others.</li> <li>➤ I stay on the pathways.</li> <li>➤ I stay with my group/leader/ helper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I follow all teacher instructions.</li> <li>➤ I walk on concrete.</li> <li>➤ I use equipment safely.</li> <li>➤ I only dive into the pool when instructed.</li> <li>➤ I know that seats are for sitting on.</li> <li>➤ I follow emergency procedures.</li> </ul>
<b>BE A LEARNER</b>	<ul style="list-style-type: none"> <li>➤ I am prepared.</li> <li>➤ I manage my time.</li> <li>➤ I do my best.</li> <li>➤ I complete all my work.</li> <li>➤ I listen actively.</li> <li>➤ I complete all homework and assignments.</li> <li>➤ I respect others right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can identify healthy foods in my lunch.</li> <li>➤ I recognise foods which are treats.</li> <li>➤ I understand that food gives me energy and helps me with my learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am water wise.</li> <li>➤ I know how germs are spread.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am aware of the road rules.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand the need for safe, sensible movement around the school.</li> <li>➤ I understand that I need to move quietly around the school during class time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am eager to learn and follow the rules of games.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am eager to learn and follow the rules of games.</li> <li>➤ I always play in my correct area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand the need to sit and eat my food.</li> <li>➤ I need to make healthy choices.</li> <li>➤ I wait for my turn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I'm ready to participate.</li> <li>➤ I have my books, equipment and lunch on arrival at school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I'm ready to participate in activities.</li> <li>➤ I use my manners when responding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I'm ready to try my best.</li> <li>➤ I understand and respect that the pool is a learning area.</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>➤ I use my manners.</li> <li>➤ I use appropriate language.</li> <li>➤ I move in appropriate ways.</li> <li>➤ I wear my school uniform with pride.</li> <li>➤ I respect others right to learn.</li> <li>➤ I respect other people's property.</li> <li>➤ I will speak respectfully to adults and other students.</li> <li>➤ I will answer respectfully to all staff, parents and students when spoken to.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I listen to the person on duty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I look after the school's property.</li> <li>➤ I keep the area clean and tidy.</li> <li>➤ I recognise other people's privacy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I sit/stand quietly while waiting for my bus, car or person to collect me.</li> <li>➤ I walk quickly when my transport arrives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I keep to the left when walking.</li> <li>➤ I walk quickly and in an orderly fashion.</li> <li>➤ I keep out of gardens.</li> <li>➤ I keep my hands in my own space.</li> <li>➤ I use the correct pathways to move to and from the oval.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I keep the area free of any litter.</li> <li>➤ I understand that seats are for sitting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I respond politely to adults' requests.</li> <li>➤ I speak politely to all students.</li> <li>➤ I share the space.</li> <li>➤ I respect the environments eg. Plants in gardens, wildlife around the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I quietly wait in line for my turn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I listen to the carer.</li> <li>➤ I look after all property.</li> <li>➤ I use nice words when speaking to others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wait for my turn.</li> <li>➤ I listen to the presenter</li> </ul>	<ul style="list-style-type: none"> <li>➤ I enter the area quietly.</li> <li>➤ I listen to all teacher instructions.</li> <li>➤ I respect other people's privacy.</li> <li>➤ I respect swimming equipment.</li> <li>➤ I quietly wait for my turn.</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>➤ I use self-control.</li> <li>➤ I report any problems</li> <li>➤ I follow directions and instructions.</li> <li>➤ I keep my body to myself.</li> <li>➤ I am on time.</li> <li>➤ I will line up quietly outside the classroom when the second bell rings.</li> <li>➤ Teachers will be at their class rooms by the 2<sup>nd</sup> bell.</li> <li>➤ I am aware of school start times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I eat my own food.</li> <li>➤ I put my rubbish and scraps in the bin.</li> <li>➤ I clean up any mess I make.</li> <li>➤ I sit in my year level area.</li> <li>➤ I ask for permission to leave the area for a drink or toilet break.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wash my hands.</li> <li>➤ I understand that toilets are not play areas.</li> <li>➤ I report damage or problems.</li> <li>➤ I use the soap, toilet paper and hand towels responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wait in the correct area until the bus comes or I am collected.</li> <li>➤ I am looking for my parents.</li> <li>➤ I remain seated on the bus.</li> <li>➤ I walk to the correct bus, transport or person.</li> <li>➤ I walk my bike/scooter until I am outside the school grounds.</li> <li>➤ I arrive promptly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I keep my bag closed.</li> <li>➤ I stay away from verandas and port racks at playtime.</li> <li>➤ I use the pathways when walking around the school.</li> <li>➤ As a class, we walk in two straight, quiet lines, walking directly behind the child in front of us.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I move sensibly on the concrete.</li> <li>➤ I play quiet games, e.g. skipping, hopscotch, and colouring-in.</li> <li>➤ I use good sportsmanship in games.</li> <li>➤ I follow the game rules.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wear a sunsafe hat, shoes and socks for outside play.</li> <li>➤ I return any equipment at the first bell.</li> <li>➤ I keep the area free of any litter.</li> <li>➤ I understand that dangerous objects must remain on the ground.</li> <li>➤ I play safely.</li> <li>➤ I am a good sport.</li> <li>➤ I report to the adult on duty anything that may cause harm.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know what I want to buy.</li> <li>➤ I have my money ready to give to the tuckshop workers.</li> <li>➤ I sit and eat my food.</li> <li>➤ I will sit and eat my food that is purchased in the tuckshop area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I look after my belongings</li> <li>➤ I'm responsible for my own actions</li> <li>➤ I'm helpful to other carers and children.</li> <li>➤ I will hand in my mobile phone to the office on arrival.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I look after my belongings.</li> <li>➤ I'm responsible for my own actions.</li> <li>➤ I'm helpful to others.</li> <li>➤ I keep my hands away from animals, plant or displays unless invited to.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand that the change room is not a play area.</li> <li>➤ I look after my belongings.</li> <li>➤ I wear sun safe swimwear.</li> <li>➤ I follow all instructions promptly.</li> </ul>

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

**BEHAVIOUR MANAGEMENT PROCEDURES**

Student behaviour is monitored and feedback provided to students using the whole school “Traffic Light” system. Students begin each learning session working in the ‘green’. Teachers work with students through the ‘traffic light’ flow chart responding to inappropriate behaviours to ensure consistency and maintain high behaviour standards. The flow chart is used to determine consistent responses to inappropriate student behaviour.

**Daily Behaviour Management Flow Chart**






## TEACHING AND REINFORCING EXPECTED SCHOOL BEHAVIOUR

Formal and informal recognition of positive student behaviour is consistently acknowledged by all staff, in multiple forms, throughout the school year. Recognition of positive behaviour within the classroom is acknowledged through:

- ✓ Knowledge of the Geebungs State School School-wide Behaviour Expectations Matrix, flowchart and Traffic Lights system by all stakeholders.
- ✓ Individual class reward systems.
- ✓ Class Awards presently weekly at assembly (selected by classroom teacher).
- ✓ Weekly 'Strong Decision' tickets for exemplary behaviour both inside and outside the classroom. These tickets are placed into a classroom box for assembly. A random draw of four tickets each week is made by student leaders with a tuckshop voucher to the value of \$2 presented to the winning students.
- ✓ ACE Awards each term for exemplary student behaviour and attendance. Awards and badges are presented on the final assembly each term. Record of progression recorded on OneSchool.
- ✓ The Years 4-7 Awards Assembly at the end of the year recognises student's positive academic achievement and social behaviours throughout the year.

### Whole School Awards

Geebung Flyer Level	Student Requirements	Awarded
100% Positive behaviour record current term. 95% term attendance. <i>(Oneschool data as recorded Week 9 of each term)</i>		
<b>SOARING ACE Medallion</b>	Term 4 100% behaviour and 100% attendance Terms 1-4.	Term 4
White ACE Badge	FOUR terms 100% behaviour and 95% attendance.	Term 4
Blue ACE Badge	THREE terms 100% positive behaviour and 100% attendance.	Terms 3 & 4
Green ACE Badge	TWO terms 100% positive behaviour and 95% attendance.	Terms 2, 3 & 4
ACE Certificate	ONE term 100% positive behaviour and 95% attendance.	Terms 1, 2, 3 & 4



Level	Student Requirements	Awarded	Responsibility
Strong Decision Awards	Displaying exemplary school and classroom behaviour in a specific context.	Weekly Assembly <i>(Random draw)</i>	All school staff.

## CONSEQUENCES FOR INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

Systematic efforts are implemented to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours. When inappropriate behaviours occur, it is important that consequences are consistent and fair and that the Geebung State School school-wide Behaviour Expectations Matrix, Behaviour Flowchart and Traffic Lights System is adhered to.

Responding to unacceptable behaviours provides an important learning opportunity to reinforce appropriate school behavioural expectations. Students choosing inappropriate behaviour, following the behaviour flowchart are referred to the Responsible Thinking Classroom (RTC) which operates from a classroom in the administration block at morning tea (11:00-11:30) and lunch (1:00-1:45) daily.

An RTC Referral Form (Appendix 4) is used to record all inappropriate minor and major behaviour leading to RTC referral. Behaviour incidents are recorded on OneSchool to for behaviour monitoring and follow-up.

## RESPONSIBILITIES FOR HANDLING MAJOR AND MINOR BEHAVIOURS

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

- **Minor** behaviour incidents are handled by staff members at the time it happens using the Geebung State School behaviour flowchart and traffic lights system. Staff may provide a rule reminder. If behaviour continues, staff will issue a Time Out. If additional repeat minor behaviour continues, staff can make a referral to the RTC. The referring teacher is responsible for logging of the student behaviour incident information of OneSchool in a timely manner. The classroom teacher, or by administration (in cases determined by the administration as appropriate), makes contact with parents. **Three RTC referrals for minor behaviours within a term require a referral to the Special Needs Committee for review.**
- **Major** behaviour incidents are referred directly to the school Administration Team.

*Teachers are expected to contact parents in relation to ongoing minor or major inappropriate behaviours in the classroom or playground after the event. Staff members are to record on OneSchool, the details of incidents where significant consequences or regular intervention necessary and the actions or consequences applied*

### Minor Behaviours are those that:

- are minor breaches of 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Student	Responsibility	Support
3 x RTC referrals in any one term.	Classroom teacher referral to special needs committee.	Individual targeted behaviour support provided based on team analysis of student need. <i>*refer to GSS support provisions model.</i>
Student	Responsibility	Support
3 x RTC referrals in any one term.	Classroom teacher referral to special needs committee.	Individual targeted behaviour support provided based on team analysis of student need. <i>*refer to GSS support provisions model.</i>

### Major Behaviours are those that:

- are major breaches of school rules
- significantly violate the rights of others
- puts others/self at risk or harm
- require the involvement of school administration

**Major behaviours** result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members state the expected behaviour and remind students of expected school behaviour. The staff member then escorts the student to Administration or requests support from the Administration Staff by phoning or sending a message to the office. A report of the student's behaviour is recorded on OneSchool by the teacher making the referral.

**Major unacceptable behaviours may result in the following consequences:**

- Time out – 'Buddy Classroom'
- RTC
- working in the office
- loss of privilege,
- restitution
- Warning regarding future consequences for repeated or persistent inappropriate behaviour (e.g. Internal or External Suspension).

**AND/OR**

- Parent Contact
- Referral to Guidance Officer
- Referral to specialist behaviour services
- Suspension from school
- Behaviour improvement conditions

**AND/OR**

- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence.

## **ENSURING CONSISTENT RESPONSES TO INAPPROPRIATE BEHAVIOUR**

Staff members at Geebung State School are authorised to issue consequences for behaviour incidents and are supported with ongoing appropriate training and professional development. Through ongoing training we work to ensure consistent responses to behaviour incidents across the school. Students also receive training about how to respond when other students display inappropriate behaviour.

## **STUDENT DISCIPLINARY ABSENCES**

Student disciplinary absences (suspension – Internal or External – and exclusion) may be considered:

- In the event of a serious behaviour incident **OR**
- After consideration has been given to all other responses

## **EMERGENCY SITUATION OR CRITICAL INCIDENT RESPONSES AND FOLLOW UP STRATEGIES**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. The consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

### **Immediate Strategies**

#### **Avoid escalating the unacceptable behaviour**

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

#### **Maintain calmness, respect and detachment**

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

#### **Approach the student in a non-threatening manner**

- Move slowly and deliberately towards the situation or incident, 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.

### **Reinforcement and Correction Strategies**

- If the student responds by displaying more positive behaviour, acknowledge their choice and cooperation and re-direct the other students' attention to the work or activity.
- If the student continues with the problem behaviours, remind them of the process for dealing with their concerns – being calm before discussing the incident, consequences of the continued unacceptable behaviour. Take steps to ensure the safety of others.

### **Maintain a safe environment for self and students**

- Be aware of options for obtaining assistance to ensure the safety of other students and exiting students from the classroom.
- Seek help if you feel you do not have the skills to deal with the situation or attempts to calm the situation or the student is not responding.
- Exit yourself and other students from the situation.
- Monitor or have a support person monitor the student's location or movements and seek assistance from administration.

### **Follow Up Strategies**

Restore normal school operations as soon as possible.

Provide post incident opportunities that include:

- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence events, evaluate decisions made, and identify acceptable decision options for future situations.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **Physical Intervention**

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

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

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

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

It is important that all staff understand:

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

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 reduce the risk of harm to self and others
- take into account the age, stature, disability, understanding and gender of the student

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

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

### **Record Keeping**

Each instance involving the use of physical intervention must be formally documented on OneSchool.

### **Consideration of individual circumstances**

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

Geebung 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 least intrusive sanctions to the most stringent.
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan) and
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner and at the appropriate time
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - Receive adjustments appropriate to their learning needs
  - Provide written or verbal statements that will be taken into consideration in the decision making processes
  - Ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

**Network of Student Support**

Students at Geebung State School are supported through positive reinforcement and a system of school-wide, targeted, and intensive behaviour support programs and responses. In addition, the following adults may form part of group and individual students' support networks.

- Parents
- Teachers
- Specialist Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School related Police Officer - Adoptacop
- School Based Youth Health Nurse

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

#### **RELATED LEGISLATION**

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

#### **RELATED PROCEDURES**

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

#### **RELATED RESOURCES**

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

#### **ENDORSEMENT**

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Principal

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P&C President

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Assistant Regional Director

Effective Date:

2015

to

2017.

## **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.

#### ***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 disciplinary consequences.

#### ***Confiscation***

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

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

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

#### ***Personal Technology Device Etiquette***

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

#### ***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 Geebung State School incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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<sup>1</sup>, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

#### ***Text Communication***

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

#### ***Assumption of Cheating***

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

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

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

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

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



***Special Circumstances Arrangement***

Students who require the use of a personal assistive 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.

***Inappropriate Behaviour Outside of School Hours***

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

**CYBER-SAFETY USER AGREEMENT FOR STUDENTS**

Dear Parent/Caregiver,

The measures to ensure the cyber-safety at Geebung State School are based on our key virtues. To assist us to enhance learning through the safe use of information and communication technologies (ICTs), we ask you to read this document and sign the attached Cyber-safety ICT User Agreement Form.

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at our school and to the effective operation of the school. All ICT equipment on school premises is for educational purposes appropriate to this environment, whether it is used on or off the site.

The overall goal of Geebung State School is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Cyber-Safety ICT User Agreement Guidelines include information about student's and staff obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

Material sent and received using the network may be monitored and filtering and monitoring software are in place to restrict access to certain sites and data, including e-mail.

Attempts to access inappropriate sites by conducting searches based on inappropriate words or topics and emails containing unacceptable language are identified electronically and referred to the Systems Administrator for follow up. As identification relates to student logon information, password security is an important safeguard for all students and staff.

All students will be issued with a copy of the Cyber-safety ICT User Agreement Guidelines and once the Cyber-safety ICT User Agreement Form has been signed and returned to school, students will be able to use the school ICT equipment.

Please contact our school if you have any concerns about your child's safety in using the Internet and ICT equipment/devices.

**TERMINOLOGY**

**Cyber-safety** refers to the safe use of the Internet and ICT equipment and devices, including mobile phones.

**School ICT** refers to the school's computer network, Internet access facilities, computers, and other ICT equipment and devices as outlined below.

**ICT equipment and devices** include computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar technologies.

**Inappropriate material** means material that deals with matters such as sexual behaviour, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a nurturing school environment.

**E-crime** occurs when computers or other electronic communication equipment/devices (e.g. Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence.

Principal

## **CYBER-BULLYING**

**Cyber-bullying** is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies such as e-mail, chat room discussion groups, instant messaging, web pages or text messaging with the intention of tormenting, threatening, harassing, humiliating or otherwise targeting another person.

**No-one has the right to bully another person.** At its most serious, cyber bullying is illegal and can be investigated by the police.

**Staff members** have the responsibility to ensure that:

- students are informed and educated about safe and appropriate cyber communication and usage in particular the Cyber-safety ICT User Agreement Guidelines for at our school
- students and staff are aware of the nature of cyber bullying and its potential impacts on both the victim and the perpetrator
- students are aware of the consequences of cyber bullying
- all cases of cyber bullying are reported and responded to promptly
- there is supervision of technology use that is effective for monitoring and deterring cyber bullying

**Students** have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other ICT equipment or devices without authorisation by the principal or a teacher or to record audio and visual material that is not authorised as part of the school curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff or trusted adult

## **CYBER-SAFETY ICT USER AGREEMENT GUIDELINES**

**Parents/caregivers** play a critical role in developing knowledge, understanding and ethics around their child's safety and safe practices regardless of the time of day. Being cyber-safe is no exception and we invite you to discuss with your child the following guidelines and expectations to help them be responsible and stay safe when using ICT at school and after formal school hours.

- I will use the computers and other ICT equipment only for my learning.
- I will go online or use the Internet at school only when a teacher gives permission and an adult is present.
- If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
- If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my name.
- I will keep my password private.
- I will use the Internet, e-mail, or other ICT equipment or devices only for positive purposes, not to be mean, rude or offensive, or to bully, harass, or in any way harm anyone else, or the school itself, even if it is intended as a joke.
- While at school, I will not attempt to search for things online that I know are unacceptable such as anything that is rude or violent or uses unacceptable language such as swearing.
- If I find anything that upsets me, is mean or rude, or that I know is not acceptable at our school, I will:
  - not show others students
  - turn off the screen
  - get a teacher straight away.
- I will not bring any ICT equipment/devices to school without written permission from home and the school. This includes things like mobile phones, iPods, electronic games, and cameras. If these items are brought to school, they are to remain in school bags on entry to the school grounds and given into the safe keeping of the class teacher or our office during school hours and collected at the end of the school day unless permission has been granted otherwise.
- I will not connect any ICT device to school ICT, or run any software without teacher permission e.g. a USB/portable drive, camera or iPod. The school cyber-safety strategies apply to any ICTs brought to school.
- To ensure my compliance with copyright laws, I will not download or copy any files such as music, videos, games or programs without the permission of a teacher or the owner of the original material.

- I will not put any personal identifying information about myself or others online without checking with a trusted adult. Personal identifying information includes any of the following:
  - my full name
  - my address
  - my e-mail address
  - my phone numbers
  - photos of me and/or people close to me.
  
- I will respect all school ICTs and will treat all ICT equipment/devices with care. This includes:
  - not intentionally disrupting the smooth running of any school ICT systems
  - not eating or drinking in close proximity to ICT equipment/devices
  - not attempting to hack or gain unauthorised access to any system
  - not attempting to use another student's login or password
  - following all school cyber-safety strategies, and not joining in if other students choose to be irresponsible with ICTs
  - reporting any breakages/damage to a staff member.

*If I do not follow cyber-safety practices, the school may inform my parents/caregivers. In serious cases, the school may take disciplinary action against me. My family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to inform the police.*

**CYBER-SAFETY ICT USER AGREEMENT FORM**

**To the parent/caregiver/legal guardian:**

Please read this page carefully to check that you understand the guidelines and your responsibilities under this agreement.

**I understand that Geebung State School will:**

- do its best to enhance learning through the safe use of ICTs. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or on ICT equipment/devices at school or at school-related activities
- work with children and their families to encourage and develop an understanding of the importance of cyber-safety through education designed to complement and support the ICT Use Agreement initiative. This includes providing children with strategies to keep themselves safe in a connected online world
- respond to any breaches in an appropriate manner
- welcome enquiries at any time from parents/caregivers/legal guardians or children about cyber-safety issues.

**My responsibilities include:**

- discussing the information about cyber-safety with my child and explaining why it is important
- supporting the school’s cyber-safety program by emphasising to my child the need to follow the cyber-safety strategies
- contacting the principal or nominee to discuss any questions I may have about cyber-safety and/or this ICT Use Agreement.



**CYBER-SAFETY ICT USER AGREEMENT**

I have read and understood this Cyber-safety Use Agreement and I am aware of the school’s initiatives to maintain a cyber-safe learning environment.

Name of child.....

Group/Class .....

Name of parent/caregiver/legal guardian.....

Signature of parent/caregiver/legal guardian.....

Date.....

*Please note: This agreement will remain in force as long as your child is enrolled at this school.*

*If it becomes necessary to add/amend any information or rule, you will be advised in writing.*

**PLEASE RETURN THIS SECTION TO SCHOOL AND KEEP A COPY FOR YOUR OWN REFERENCE.**

## APPENDIX 1C

### CYBER-BULLYING

**Cyber-bullying** is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies such as e-mail, chat room discussion groups, instant messaging, web pages or text messaging with the intention of tormenting, threatening, harassing, humiliating or otherwise targeting another person.

**No-one has the right to bully another person.** At its most serious, cyber bullying is illegal and can be investigated by the police.

At the time of enrolment or upon the updating of relevant school documents, all parents and students will be requested to read and sign the Geebung State School Cyber-safety ICT User Agreement. This document will be retained as part of student records and indicates the parent and student's commitment to our school's guidelines on appropriate ICT use including cyber communication.

**Staff members** have the responsibility to ensure that:

- students are informed and educated about safe and appropriate cyber communication and usage in particular the Cyber-safety ICT User Agreement Guidelines for at our school
- students and staff are aware of the nature of cyber bullying and its potential impacts on both the victim and the perpetrator
- students are aware of the consequences of cyber bullying
- all cases of cyber bullying are reported and responded to promptly
- there is supervision of technology use that is effective for monitoring and deterring cyber bullying

**Students** have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other ICT equipment or devices without authorisation by the principal or a teacher or to record audio and visual material that is not authorised as part of the school curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff or trusted adult

Parents are encouraged to have an awareness of their children's use of computer technologies at home in particular cyber communication and social networking activities to reinforce important safety messages and positive attitudes to the appropriate use of these technologies.

See Appendices for the **CYBER-SAFETY USER AGREEMENT FOR STUDENTS**

## **APPENDIX 2**

### **PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)**

#### **Purpose**

Geebung State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 at Geebung State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Geebung 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
- young carers or children in care.

At Geebung 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***

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

The anti-bullying procedures at Geebung State School are an addition to our already research-validated school-wide 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. Lessons on bullying using the 'Friendly Schools' program 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 school-wide 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 four 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.

Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety e.g. how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including e.g:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Geebung State School will then investigate and respond to any incident of cyberbullying.

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



### WORKING TOGETHER TO KEEP GEEBUNG STATE SCHOOL SAFE

We can work together to keep knives out of school. At Geebung State School:

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

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

#### **What kinds of knife are banned?**

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

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

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

#### ***How can parents help to keep Geebung State School safe?***

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact the school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the school principal on 07 3623 8777.

### APPENDIX 3

Definitions related to positive school-wide behaviours.

Definition of Consequences*	
Time Out- Thinking Chair, Buddy Classroom	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the students to calm down. During time out the student is to be supervised and given an opportunity to re-join their class following time out of a negotiated length of time.
RTC Referral	A staff member (Principal, Deputy Principal, Teacher, Teacher Aide) may use an RTC Referral as a consequence for disobedience, misconduct, or other breaches or school expectations. An RTC referral is undertaken during Morning Tea (30 minutes) or Lunch Break (45 minutes). Staff members decide on the consequences to match the inappropriate behaviour and referral to the RTC may be for one break or more.
Temporary Removal of Property	A principal or staff member of Geebung State School has the power to temporarily remove property from a student, as per the procedure: <i>Temporary Removal of Student Property by School Staff</i> .
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>• A disobedience by the students</li> <li>• Misconduct by the student</li> <li>• Other conduct that is prejudicial to the good order and management of the school</li> </ul>
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engage in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from the school is inadequate to deal with the behaviour.  A behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> <li>• Reasonably appropriate to the challenging behaviour</li> <li>• Conducted by an appropriate qualified person</li> <li>• Designed to help the student not to re-engage in the challenging behaviour</li> <li>• No longer than three months</li> </ul>
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>• disobedience</li> <li>• misconduct</li> <li>• other conduct that is prejudicial to the good order and management of the school, or</li> <li>• breach of Behaviour Improvement Conditions</li> </ul>
Cancellation of enrolment	The enrolment of a post compulsory school aged student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

\*Refer to the departmental procedure Safe, Supportive and Disciplined School Environment for further details.