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

1. Purpose

Gilston State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Gilston State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informs the development process.

The Plan was endorsed by the Principal, the President of the P & C and the Regional Executive Director and constantly monitored and reviewed in as required by legislation.

3. Learning and behaviour statement

All areas of Gilston State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

At all times, Gilston State School seeks to reflect the values and behaviour that are acceptable in our society. It has a clear expectation that, as far as possible, it remains connected to the community that exists outside the school fence and that our students will embrace the appropriate values as their preferred way of behaving.

It is recognised that there are four key stakeholders within the Gilston school community:

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*Students *Teachers *Non-teaching staff members *Parents

Each enjoys certain responsibilities and rights that need to be considered by all those involved in our school community if it is to function effectively and efficiently.

In order for this school in particular to operate effectively and serve the needs of all members of our community, it is understood and accepted that certain kinds of behaviour are expected.

We believe that each person has rights that should be recognised and respected by all those involved in the school community.

Related to these rights are certain responsibilities that must be adopted and fulfilled by each member of the Community.

It must be realised and accepted that certain consequences will occur when these rights are infringed upon or responsibilities are not accepted.

This school believes in the reality of the following pertaining to students and school life, and accepts that we must work with each of them in mind.

◘ Students are all capable of displaying acceptable levels of behaviour.

◘ Students will make wrong choices of behaviour from time to time.

◘ Quality, effective teaching cannot take place without appropriate levels of student behaviour.

◘ Behaviour management must be administered consistently and fairly to be acceptable to all concerned.

RESPONSIBILITIES OF STUDENTS
Students have a responsibility to:

◘ **accept others** regardless of race, religion, etc;
◘ **take full advantage** of all learning opportunities available;
◘ **respect** the property of the school and other community members;
◘ **follow** school rules and learn to accept the consequences of decisions;
◘ **refrain** from harassing or bullying others;
◘ **respect** the rights of teachers to direct actions to occur.

RIGHTS OF STUDENTS
Students have the right to:

◘ **be respected** by all members of the Community;
◘ **work without interference** from others;
◘ learn at a level appropriate to their needs;
◘ express themselves in a **socially acceptable manner;**
◘ **feel safe** at school;
◘ have all property **respected and safe**;
◘ be **free** from verbal and physical abuse;
◘ receive adjustments **appropriate to their learning**.

RIGHTS OF TEACHERS

Teachers have a right to:

◘ **be respected** as individuals and for their expertise;
◘ **teach** free from interruption;
◘ **appropriately** express their opinions;
◘ **manage** students' behaviour;
◘ be treated with **respect** and **courtesy**;
◘ feel **safe** at school;
◘ **expect full support** from Parents, School Administration and Education Queensland;
◘ be allowed to direct their teaching at specific needs of students and **aim to achieve** maximum student potential.

RESPONSIBILITIES OF TEACHERS

Teachers have a responsibility to:

◘ **ensure** the consistent implementation of the Behaviour Management policy throughout the school;
◘ **encourage** acceptable patterns of behaviour in all students;
◘ **accept** and follow school rules and encourage others to do likewise;
◘ **promote** a safe environment which respects individuals and their property;
◘ treat others with **respect** and **courtesy**;
◘ deal with parents and colleagues in a **professional** manner;
◘ be **receptive** to other's opinions;
◘ **periodically review** the Behaviour Management Policy.

RIGHTS OF PARENTS

Parents have the right to:

◘ have their child's needs catered for **reasonably within the parameters of school resourcing;**
◘ **be respected** and treated as the major influence of their child's development;
◘ be able to **express themselves** on matters of school policy, **through appropriate channels;**
◘ be **kept informed** of their child's social and academic development;
◘ have **access** to school personnel at mutually agreed upon and appropriate times;
◘ feel **safe** within the school environment.

RESPONSIBILITIES OF PARENTS

Parents have a responsibility to:

◘ **encourage** and **expect** good behaviour in children;
◘ **model** fair treatment and appropriate behaviours;
◘ take an **active, positive** and **ongoing interest** in their child's academic and social development;
◘ **provide support** to the school to put this Behavioural Management Policy into place;
◘ **recognise** that the major responsibility for the delivery of a relevant, up to date and robust curriculum rests upon the teaching staff;
◘ **ensure** their child attends school on time, regularly, appropriately dressed, fed and equipped.

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

Gilston has developed a culture in which good behaviour is not just expected but celebrated. It is recognised that student behaviour is based on a sound school and community values system that encourages reasoned discussion and considered outcomes. It is underpinned with classroom and playground practices which model reasonableness, natural justice principles and the principles of inclusivity.

Gilston implements the following proactive and preventative processes and strategies to support student behaviour:
- All teachers implement You Can Do It Scope and Sequence of lessons.
- A dedicated section of the school newsletter, enabling staff 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 Gilston 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

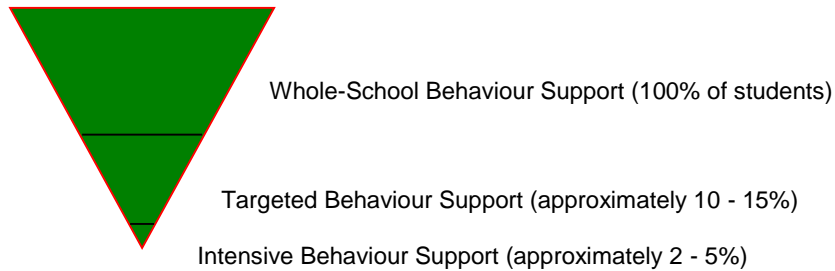Effective behaviour support includes:
- creation of a positive whole school culture;
- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- induction of new students and staff;
- school-wide procedures which recognise the importance of positive reinforcement in the teaching and learning process;
- classes and activities with appropriate adjustments if required;
- supportive and collaboratively developed programs and procedures that provide students with rapid access to assistance;
- managed professional development, education or training for all members of the school community;
- implementation of bullying and cyber bullying programs;
- bullying surveys are completed annually to collect data which is analysed and strategies put in place to address bullying trends;
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices;
- established procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- a continuum from whole school positive preventative action for all students, through to intensive intervention for specific individuals or groups;
- Certificates of celebration handed out at assemblies – YCDI for following the keys to success and GOTCHAS' for positive playground behaviour.
- Use of Teacher Aides for social skill programs eg. Fun Friends, Rock and Water;
- In class rewards for positive behaviours;
- Recording of positive and other incidents in One School.

School structures have been developed on the understanding and expectation that they are pertinent to the whole school campus.

Whole-School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10 - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

The whole school focus aims:

◘ to develop an environment where genuine respect and courtesy exist between all community members;

◘ to promote an awareness of and adherence to standards of behaviour that produce positive educational experiences, either within the school campus or when engaged in any off campus school activity;

◘ to ensure the use of a consistent set of consequences for undesirable behaviour throughout the school community;

◘ to lead students towards the acceptance that they are ultimately responsible for their own actions, and to help them develop appropriate levels of restraint and self-discipline;

◘ to develop an environment where conflict and stress are minimised;

◘ to recognise that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace;

◘ to ensure inclusiveness – providing the opportunity for students, irrespective of their personal circumstances, background and starting-point, to participate fully in the education and social experiences offered by schools and achieve outcomes according to their potential — is guaranteed. *(2010 Queensland State Education)*

These students include:

◘ Students with disabilities;

◘ Students with learning disabilities and difficulties;

◘ Socio-Economically disadvantaged students;

◘ Gifted and Talented students;

◘ Students from a Culturally and Linguistically Diverse background;

◘ Students at risk due to social and personal circumstances;

◘ Students from Aboriginal and Torres Strait Islander background.

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Whole School Behaviour Support
In all areas of school life students are encouraged to display behaviours that follow the 4 school rules.

Be A Learner   Be Respectful   Be Responsible   Be Safe

Each of the following specific points can be related to one of the school rules

All members of the school community treat each other with respect, address each other courteously and display good manners at all times.

Fighting, swearing, bullying and harassment are not acceptable to our school community.

To protect and enjoy our school environment:
◘ Litter must be placed in bins provided;
◘ Play occurs in designated areas;
◘ Hats are worn at all times in outdoor play areas;
◘ No chewing or bubble gum may be brought to school;
◘ No food is consumed on the oval.

Areas out of bounds in the interests of student safety include:
◘ Unsupervised classrooms;
◘ Car parks and driveways;
◘ All maintained gardens;
◘ Staffroom/Office area;
◘ Outside school boundaries;
◘ Other areas designated "out of bounds" to be advised via school assemblies, staff and school newsletters and teacher instructions.
◘ At set eating times (i.e. morning tea 11.00-11.10am, lunch 1.40-1.50pm) food is to be eaten only in designated class areas under teacher supervision. Tuckshop food must be ordered prior to this period and will be delivered to the classroom. No purchasing from Tuckshop occurs during this period, only collection of previously ordered items. Purchases from Tuckshop after this initial 10 minutes must be consumed in the undercover area.
◘ Walking is expected at all times on concrete and bitumen surfaces, verandas and all steps.
◘ The only jewellery to be worn at school by students should present no danger to either the wearer or others and includes watches, jewellery of a religious significance, sleepers and studs. A note from the parent giving consent and relinquishing the school of any obligation or liability for loss or damage of items brought to school must be forwarded to the school before the student brings items to school.
◘ Illegal substances, drugs or dangerous items such as knives, pointed or sharp objects or any other item which could be deemed by a reasonable person that that item could cause harm to an individual or be deemed to be a weapon must not be brought either to school or to any school related activity or event. Dangerous games such as 'Mercy' or those that involve choking, or games that can inflict serious injury or death or any other game or activity as deemed by a reasonable person are not allowed. 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.
◘ Parents must go through the office and sign children out. The office staff will then ring and ask for the child to be sent to the front office. If a parent collects a student directly from the classroom, the teachers should notify Administration immediately.
◘ Students must not remain at school following dismissal, other than under the supervision of a teacher. Wait for parents near the school gates or in the drop-off / pick-up zone.

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Targeted behaviour support

Should inappropriate behaviour occur, the school has a process which it follows giving due regard to the principles of natural justice, age appropriateness and contextual matters. It is recognised that some students are learning appropriate behaviours and counselling of these students will form part of the behaviour support afforded all students. However, it is also recognised that some consequence is attached to all inappropriate behaviour and this is non-negotiable.

When responding to inappropriate behaviours, staff members ensure that **students understand the relationship of the problem behaviour to expected school behaviour.** Methods 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 an inappropriate behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their inappropriate behaviour.

Ensuring consistent responses to inappropriate behaviour through the schoolwide Behaviour Expectations Matrix

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

Students also receive training about how to respond 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.

INAPPROPRIATE BEHAVIOUR OCCURS

Teacher evaluates and initiates appropriate Level. Actions under headings are options available to Class Teacher, Teacher Aides and Administration.

OPTIONS
Level 1

LOWER SCHOOL (Prep/1)	UPPER SCHOOL (2-7)
• Ignore, redirect, question. • Use prior knowledge of the child. • Warning- rule reminder • Display on class chart	• Ignore, redirect, question. • Use prior knowledge of the child. • Warning-rule reminder

BEHAVIOUR CONTINUES
Level 2

• Warning- rule reminder • Working in isolation within room • Display on class chart	• Warning-rule reminder. • Working in isolation within room • Display on class chart

BEHAVIOUR CONTINUES
Level 3

• Warning- rule reminder • Time out within room • Display on class chart • Teacher & Parent meeting **Contact Parent by phone/email** **Record in One School CONTACT**	• Warning- rule reminder • Time out within room • Display on class chart • Teacher & Parent meeting **Contact Parent by phone/email** **Record in One School CONTACT**

BEHAVIOUR CONTINUES
Level 4

• Buddy class • Display on class chart **Contact Parent by phone.** **Record in One School NEGATIVE BEHAVIOUR and refer to appropriate staff.**	• Buddy class • Display on class chart **Contact Parent by phone.** **Record in One School NEGATIVE BEHAVIOUR and refer to appropriate staff.**

BEHAVIOUR CONTINUES
Level 5

• Sent to Office **Ensure parent contact section is completed in One School NEGATIVE BEHAVIOUR and refer to appropriate staff.** • Parent meeting-Admin, CT, child • Individual behaviour Plan • Letter impending suspension	• Detention **Ensure parent contact section is completed in One School NEGATIVE BEHAVIOUR and refer to appropriate staff.** • Parent meeting-Admin, CT, child • Individual behaviour Plan • Possible letter impending suspension

BEHAVIOUR CONTINUES
Level 6

• Suspension • Exclusion	• Suspension • Exclusion

❖ Prep, Term 1: conversation with parents at discretion of Teacher.

ADMINISTRATION OPTIONS

Interview with parent and student
Monitor subsequent student behaviour
Record in One School updated
Specialist Intervention (Guidance Officer, SEP Teachers/Teacher-in-Charge/HOSES, Children's Services)
Apply level 5 or 6

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Intensive behaviour Support
Gilston 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. Specialised assistance is sought from a variety of personnel and organisations who:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the School Behaviour Leadership Team to achieve continuity and consistency.

Specialised support is sought after discussion with members of the Special Needs Committee which has a simple and quick referral system is in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

These include:

- School Behaviour Leadership Team;
- Deputy Principal;
- Guidance services (school based);
- SEP Teachers,
- Advisory Visiting Teacher Services;
- Department of Child Safety;
- Education Queensland and District Office personnel;
- Child Youth Mental Health Services;
- Child Development and Behaviour Services, Queensland Health;
- Lifeline / Kids Help Line;
- Positive Parenting Programs;
- Nerang Early Years Centre - Benevolent Society.

While there is an understanding that these students will require **long term significant support**, it is also understood that it is **paramount** that the **school is able to function effectively** and that students can attend their **learning environment safely.**

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5. Consequences for unacceptable behaviour

The offences listed below are just a *__sample__* of those that may occur in the school environment. The consequences of these offences are also only examples and may not necessarily be carried out. Teachers and administrative staff will exercise discretion in applying consequences.

OFFENCE	LEVEL
Failure to obey reasonable request from a teacher	1
Squabbling, low level teasing with peers	1
Non-compliance with the Gilston School rules	1
Failure to complete assigned work/tasks	3
Swearing	3
Defacing school/others property	3
Teasing of or towards peers	3
Rudeness, disrespect to teachers, back chatting	4
Failure to comply using mobile devices during school times	5
Refusal to participate in lessons/tasks	5
Persistent teasing/bullying behaviour	5
Persistent, ongoing level 2 behaviours	5
Truancy, high absence rates	5
Verbal abuse of teachers	5
Truancy	6
Theft of property belonging to others	6
Possession of tobacco, alcohol or drugs	6
Possession of pornography	6
Acting in a sexually inappropriate manner contrary to social norms	6
Vandalism	6
Assault of another	6
Physical abuse of a teacher	6

Consequences for unacceptable behaviour

While the school focus is on proactive and preventative whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent step of School Disciplinary Absences. This consequence will be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. Certain types of behaviour are serious enough to warrant the consequence of recommendation for exclusion. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion. The following flow chart outlines the path our school takes to deal with unacceptable behaviour. All consequences conform to legislation and policy as listed in the "related Legislation" and "Related policies" section of this document. These consequences have been discussed and sanctioned by staff and the school parents and citizens body.

Inappropriate Behaviour Strategies
- Selective ignoring   - Firm direction
- Non-verbal gestures   - Acknowledge feelings
- Clear instruction   - Offer choices
- Attention diversions   - Quiet time

Rule Statement/Questioning
- What are you doing?   - What rule did you break?
- What should you be doing?   - Are you acting safely?
- What will you do now?   - Are you being responsible?

Level 1 or 2 Infringements
- Consequence applied and followed through by staff member noting incident
- Student Behaviour record sheet completed

Continued Level I and 2 and 3 infringements
- Parent contacted by phone or email then record in OneSchool under **parent contact** and refer to administration and SEP
- Referred to Deputy Principal / Principal / SEP

Level 4 infringements
- Inform parents by phone
- Record in OneSchool Negative Behaviour and refer to appropriate staff as required (Deputy Principal / Principal / SEP

RepeatedInfringrements
- Involvement of specialist intervention (G.O. Special Ed)

Level 5 infringements
- Detention
- Referred to Deputy Principal/Principal
- Parent meeting – admin, class teacher, student
- Individual behaviour plan developed and implemented
- Involvement of community personnel (e.g. CYMHS, Paediatricians, Chaplain, Indigenous elders, Psychologists) where necessary
- Possible letter of impending suspension sent home

Level 6 Suspension
- Student suspended from 1-5 days
- Student suspended from 6-20 days
- Negotiated program developed
- Nominated officer to act as school contact
- On returning, student and parent to attend meeting with Deputy Principal/Principal and class teacher
- Return to school plan developed

Level 6 Exclusion
- Student suspended with recommendation for exclusion
- District office involvement
- Removal from school until decision made
- Program developed and school contact nominated
- Negotiated placement at another school
- Before applying for suspension with the recommendation of exclusion the Principal **may** consider using a Behaviour Improvement Condition

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Basic defusing strategies

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

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

- *Approach the student in a non-threatening manner*
  Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

- *Follow through*
  If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

- *Debrief*
  Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

6. Emergency responses or critical incidents

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.

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 Gilston'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.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented in One School.

7. Network of student support

A range of personnel exist to support student behaviour. Quality teaching and student engagement remain the preferred methods of ensuring appropriate student behaviour both within and outside the classroom. However, should students indicate that they are unable to demonstrate the behaviours and actions that Gilston School community expects, the full range of support personnel will be mobilised to address individual student needs.

Students at Gilston are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by personnel able to be accessed through school resources including referral with school Special Needs Committee and outside agencies as previously listed.

8. Consideration of individual circumstances

It is considered that, while technically students may have been considered to have exhibited inappropriate behaviours, in some instances, individual actions should be judged on their merits. Where it is clear that actions, though inappropriate, were accidental, were in self-defence or were the result of previous appropriate actions, consideration will be given to the full application of the code of behaviour. Individual circumstances pertaining to students with special needs will be considered in light of the potential for danger to others, disruption to learning and classroom respite.

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*

Related departmental 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*

Some related resources

- *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

_____	_____	_____
Principal	**P & C President**	**Regional Executive Director or Executive Director (Schools)**

Date effective:

November 2014

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.

Mobile Phones
All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment.

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

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

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

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

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

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

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

Purpose

- Gilston 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 Gilston. 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 Gilston 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 Gilston 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 Gilston 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. 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 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 school rules and have been taught the expected behaviours attached to each of the 4C's 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.

- Bullying Surveys conducted twice yearly and strategies taken from this data may include;

  - Classroom units of work
  - Police visits
  - Targeted group behaviour management strategies
  - Guest speakers

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

Gilston also uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can 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.

A.   ANTI-BULLYING POLICY

**Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber-bullying)**

Purpose:

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

- There is no place for bullying in Gilston 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 Gilston 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:
    - o race, religion or culture
    - o disability
    - o appearance or health conditions
    - o sexual orientation
    - o sexist or sexual language
    - o young carers or children in care.

- At Gilston 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 Gilston 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. 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - o Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - o All students know the school beliefs of Care, Courtesy, Cooperation, and Consideration and have been taught the expected behaviours attached to each belief in all areas of the school
  - o 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
  - o 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
  - o 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 social skills program includes lessons on the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

- Teachers have taught students the procedures for dealing with being bullied. 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 Gilston State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

- Gilston State School uses behavioural data for decision-making. This data is entered into our database 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.

STATEMENT:
Bullying is seen as a threat to the rights of the members of Gilston State School Community and is unacceptable behaviour. To ensure Bullying is monitored, a whole school approach to the issue is required.

What is Bullying?
Bullying involves a series of hurtful actions by the bully to the victim over a period of time. Those actions may be verbal (such as name-calling, teasing), physical (punching), psychological (sending to Coventry, spreading rumours) and threats (extorting money) and usually the victim has difficulty in coping with such attacks (Finger, 1993).

Bullying can be conceived as containing seven elements or components. These are as follows:
1. An initial desire to hurt
2. The desire is expressed in action
3. The action is hurtful
4. It is directed by a powerful person or group against someone less powerful
5. It is without justification
6. Typically repeated
7. With evident enjoyment by the bully. (Rigby, 1993)

Responsibility of the School
- Implementing the School's **Responsible Behaviour Plan for Students**
- Active class and playground supervision by staff
- Class discussions to deal with problems
- Individual discussion with staff or Behaviour Management Support Teacher or counselling with the Guidance Officer
- Teaching of the anti-bullying elements of the Social Skills Program
- Teaching strategies to students to help them deal with bullying

Responsibility of Parents
- What Can Parents Do?
    - **WATCH FOR SIGNS** that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.
    - **ENCOURAGE** the child to talk it through as much as possible so you get the basic fact
    - **KEEP AN OPEN MIND**, remembering you are getting one side of the story only
    - **ASK** questions gently
    - **HELP** the child reflect on what has been done so far
    - **HELP** the child work out the best way of solving the problem

- Some Important Next Steps to Consider:
    - **NEVER** try to sort out the bullies yourself – it rarely works and can make the situation worse
    - **WHEN YOU ARE CLEAR** on the facts contact your child's teacher for an interview
    - **PRESENT** your information as calmly as possible
    - **REMEMBER,** the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
    - **ASK** your child's teacher about the school's policy on bullying and how they deal with it in their classroom
    - **GIVE** the teacher some time to investigate the problem and arrange a follow up time

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- The Next Steps May Then Include:
  - **ENCOURAGE** your child to develop friendships
  - **SUPPORT** your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment
  - **WORK** at improving your child's self esteem
  - **SEEK** counselling to enable the child to learn to be more assertive and resilient and less likely to be bullied
  - **IF SEVERE ABUSE** is evident, you may wish to consider police action

Responsibilities of the Teacher in regards to Bullying
- Make yourself available
- Treat incidents confidentially where necessary
- Treat incidents seriously
- Thoroughly investigate each incident
- Follow-up where necessary
- Proactively educate the children using Social Skills Programs

Rights of Children with Respect to Bullying at School
1. To know that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously.
2. To know that help is available.
3. To be confident that follow-up action will occur after reporting the bullying.
4. That assistance will be given to help them deal successfully with any further bullying.

Responsibilities of Students
1. **Ignore** or **Walk Away** or **Confront**

2. **Confront by**: 3 step approach
   1. Say Stop It, I don't like that and then walk away
      - Be Assertive – If you have to face the bully, stay calm, talk sensibly and avoid any violence
      - Stand Up Straight – Look and sound confident
   2. Stop it, or I will tell the teacher, walk away
   3. Tell the teacher

3. **Report**
   - Reporting is not dobbing if you have followed the above steps
   - Reporting is your responsibility

4. **Strategies to deal with bullying**
   - Play in safe areas
   - Play with others
     1. Ask yourself – have you been taking away other's rights to be respected and feel happy. Do you need to change your behaviour too?
     2. Talk to a Friend – they might help you talk to an adult
     3. Listen – to the advice of your parents, teacher and Guidance Officer
     4. Use Positive Self Talk – tell yourself you are OK and the bully is the one with the problem

Responsibilities of Children Who Witness Incidents of Bullying
As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be witnesses of bullying.

Students can -
- Inform teachers of places in the school grounds (eg behind the toilets) where bullying occurs
- Inform the classroom teacher or playground duty teacher where children are being bullied
- Witness incidents of bullying and report:
    1. Who was bullying
    2. Who was being bullied
    3. What happened
    4. Where the incident took place
- Offer support and friendship to the child who has been bullied

Understand that telling the teachers is not dobbing.

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