



# Bowen State School

## Responsible Behaviour Plan for Students

### 1. Purpose

Bowen 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

Bowen State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2017. A review of school data sets from 2012-2017 also informed the development process.

Our PBL committee has had input into the plan through their respective meetings.

The plan has been endorsed by the Principal and the President of the P&C.

### 3. Learning and behaviour statement

At Bowen State School we provide a learning environment in which each individual is empowered to achieve academic, cultural and social excellence. Our purpose is to motivate and inspire each individual to make sustained, positive contributions to society.

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is School-wide Positive Behaviour Support.

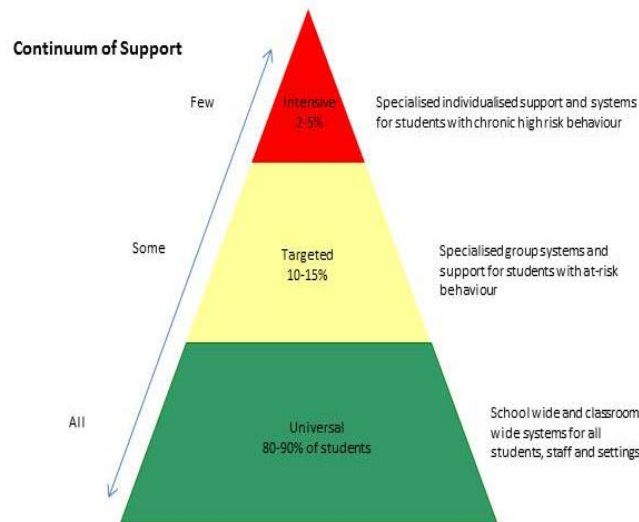
Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are communicated to all, assisting Bowen State School to create and maintain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

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

- Be safe
- Be responsible
- Be respectful
- Be a learner

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

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



Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, schools are able to outline whole school provision of **universal**, **targeted**, and **intensive** supports.

### Universal

In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

### Targeted

In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

### Intensive

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. A Functional Behaviour Assessment (or other checklist/observations etc) may be undertaken to assist with the development of intensive support options. From this information, an individualised plan is created with appropriate stakeholders to support the student.

### Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
  - Proactively manage classroom behaviour using the Essential Skills for Classroom Management
  - Follow the Bowen State School Classroom Steps
  - Positively reinforce behaviours using GOTCHA's, Achievers Award on parade, classroom reward systems and school rewards sessions.
  - Explicitly teach the Bowen State School 'Four Values'.
- the implementation of evidence-based programs;

- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

### Universal behaviour support

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

<b>Learning Sequence</b>				
<b>Lesson Structure</b>				
	<ul style="list-style-type: none"> <li>▪ Introduce the expectation</li> <li>▪ Brainstorm looks like, feels like, sounds like</li> <li>▪ Provide examples &amp; non-examples</li> <li>▪ Discuss importance of expectation and set goals for the week</li> <li>▪ Reward with Gotchas during the week</li> </ul>			
Week	Term 1	Term 2	Term 3	Term 4
1	<b>Introduce School wide Expectations Matrix</b> Respectful Responsible A Learner Safe	<b>Review School Wide Expectations</b> Respectful Responsible A Learner Safe	<b>Review School Wide Expectations</b> Respectful Responsible A Learner Safe	<b>Review School Wide Expectations</b> Respectful Responsible A Learner Safe
2	<b>Respectful</b> ▪ Follow directions and routines ▪ Use appropriate language	<b>Respectful</b> ▪ Wait your turn to speak ▪ Keep area tidy	<b>Respectful</b> ▪ Care for property, keeping it clean ▪ Include others	<b>Respectful</b> ▪ Respect others' right to learn ▪ Respect privacy of others
3	<b>Responsible</b> ▪ Be organised ▪ Follow adult instructions ▪ Promptly arrive at parade	<b>Responsible</b> ▪ Be on time ▪ Place rubbish in the bin	<b>Responsible</b> ▪ Follow established classroom routines Use toilets responsibly	<b>Responsible</b> ▪ Be prepared for school ▪ Play in the right area
4	<b>A Learner</b> ▪ Attempt all learning tasks ▪ Use toilets before class and during break times	<b>A Learner</b> ▪ Whole body listening ▪ Follow the rules of the game	<b>A Learner</b> ▪ Show persistence ▪ Be assessment literate	<b>A Learner</b> ▪ Accept feedback with a positive attitude ▪ Read or select another quiet activity while waiting
5	<b>Safe</b> ▪ Keep hands, feet and objects to yourself ▪ Remain in appropriate areas	<b>Safe</b> ▪ Enter and exit the room in an orderly manner ▪ Wear shoes and a broad brimmed hat	<b>Safe</b> ▪ Follow emergency procedures ▪ Use equipment safely	<b>Safe</b> ▪ Remember hygiene ▪ Hands, feet and objects to yourself while transitioning
6	<b>Respectful</b> ▪ Be a good listener / whole body listening ▪ Encourage others / respect the rights of others to learn	<b>Respectful</b> ▪ Walk quietly through the school ▪ Play fairly, take turns, invite others and follow rules	<b>Respectful</b> ▪ Listen to the speaker ▪ Speak calmly and nicely to others	<b>Respectful</b> ▪ Respect others' opinions and abilities ▪ Chew with your mouth closed
7	<b>Expectation based on data review</b>	<b>Expectation based on data review</b>	<b>Expectation based on data review</b>	<b>Expectation based on data review</b>
8	<b>A Learner</b> ▪ Follow task directions straight away ▪ Eat a balanced and healthy lunch	<b>A Learner</b> ▪ Complete assessment tasks by the due date ▪ Solve conflicts fairly	<b>A Learner</b> ▪ Contribute to classroom discussions ▪ Use words to solve problems	<b>A Learner</b> ▪ Use ICT's appropriately ▪ Try a new game

<b>9</b>	<b>Responsible</b> <ul style="list-style-type: none"> <li>Accept the consequences on your actions</li> <li>Reports problems to an adult</li> </ul>	<b>Responsible</b> <ul style="list-style-type: none"> <li>Complete and return homework on time</li> <li>Stay in designated areas</li> </ul>	<b>Responsible</b> <ul style="list-style-type: none"> <li>Use school resources appropriately</li> <li>Care for the environment</li> </ul>	<b>Responsible</b> <ul style="list-style-type: none"> <li>Be honest</li> <li>Drink water</li> </ul>
<b>10</b>	<b>Safe</b> <ul style="list-style-type: none"> <li>Sit appropriately</li> <li>Walk sensibly through the school</li> </ul>	<b>Safe</b> <ul style="list-style-type: none"> <li>Sit appropriately</li> <li>Walk in two lines or as directed by staff</li> </ul>	<b>Safe</b> <ul style="list-style-type: none"> <li>Wash hands with soap after eating</li> <li>Play safely in the correct areas</li> </ul>	<b>Safe</b> <ul style="list-style-type: none"> <li>Carry equipment with two hands</li> <li>Walk up and down stairways</li> </ul>

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

### PBL (POSITIVE BEHAVIOUR FOR LEARNING)

#### BOWEN STATE SCHOOL EXPECTATIONS MATRIX

	All Areas	Learning Areas	Eating Areas	Playground	Toilets	Bus
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Follow adult instructions</li> <li>Be responsible for behaviour, belongings and learning</li> <li>Accept the consequences for your actions</li> <li>Be on time</li> <li>Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Be organised</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own lunch</li> <li>Put rubbish in the bin</li> <li>Recycle</li> </ul>	<ul style="list-style-type: none"> <li>Play in the right area</li> <li>Pack away equipment</li> </ul>	<ul style="list-style-type: none"> <li>Go during break times</li> <li>Return to your area/class promptly</li> <li>Use the toilets responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Wait quietly</li> <li>Sit in the correct area</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Always treat others with respect</li> <li>Wear school uniform with pride</li> <li>Use appropriate language</li> <li>Care for our school</li> <li>Greet others</li> </ul>	<ul style="list-style-type: none"> <li>Respect the rights of others to learn</li> <li>Whole body listening</li> </ul>	<ul style="list-style-type: none"> <li>Sit quietly until you are dismissed</li> <li>Keep area tidy</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly and by the rules</li> <li>Include others</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Care for property, keeping it clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Follow bus drivers' instructions</li> <li>Greet the bus driver</li> <li>Follow bus rules</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Walk sensibly through the school</li> <li>Keep hands, feet and objects to yourself</li> <li>Remain in appropriate areas</li> <li>Follow emergency procedures and safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit the room in an appropriate manner</li> <li>Use equipment safely</li> <li>Sit appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Sit on a seat in the correct area while eating</li> <li>Wait your turn at the tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment safely</li> <li>Wear closed in shoes and hat at all times</li> <li>Play safely</li> </ul>	<ul style="list-style-type: none"> <li>Remember hygiene</li> <li>Keep the floor dry</li> </ul>	<ul style="list-style-type: none"> <li>Stay and wait quietly on the correct seat</li> <li>Remain seated on the bus</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>Be an active participant</li> <li>Whole body listening</li> </ul>	<ul style="list-style-type: none"> <li>Be assessment literate</li> <li>Complete your work to the best of your ability</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy food choices</li> <li>Drink water</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules of the game</li> <li>Solve conflicts fairly</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets before class and during break times</li> <li>Walk to and from the toilets quickly and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>Know the road rules and be road safe</li> <li>Sit safely on the bus</li> </ul>

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

- Explicit Teaching of behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- PBL team where members meet fortnightly to review current practice and behavioural data. Actions from these meetings are distributed to staff with any relevant information distributed to parents.
- Universal incentive program (GOTCHA'S) including individual, class and whole school incentives.
- Information published in our school newsletter.

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

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

Specific policies have been developed to address:

- *The Use of Personal Technology Devices at School (Appendix 1);*
- *Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and*
- *Appropriate Use of Social Media (Appendix 3).*

### **Targeted Behaviour Support (approx. 15% of students)**

Bowen State School implements the following school and classroom processes, strategies, adjustments and programs to facilitate acceptable standards of behaviour and provide educational support in responding to students demonstrating higher than average rates of problem behaviour.

- Use of behavioural data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with targeted-level behaviour needs (Student Support Team).
- Team approach to supporting students on targeted support programs
  - Rock & Water
  - Restorative Justice Program
  - PCYC Re-engagement Program (Prep)
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students' needs
- A range of research-validated program options for targeted support such as;
  - Adult mentoring
  - Check in / check out
  - Targeted / small group social skilling

### **Intensive Behaviour Support (approx. 5% of students)**

Bowen State School implements the following processes and strategies to respond to complex and challenging behaviour. This support is provided to students who have not responded to the universal **and** targeted behaviour support processes and strategies employed by the school. This intensive support may include;

- Personalised Learning Plans (PLP's) 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.
- In-school referral process for teachers seeking assistance to support students with complex and challenging behaviour (Student Support Team)
- A team-based approach, utilising Complex Case Management (where applicable) for providing intensive individualised support that includes a high frequency of adjustments
- Use of behaviour data to accurately identify students requiring individualised support
- Use of research validated procedures to support students requiring intensive, individualised support ie; functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Use of regional behaviour support options
- Ensure an individualised plans that may involve physical restraint (procedures outlined in Safe, Supportive and Disciplined School Environment and Student Protection) must be followed and communicated to staff

- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland, EVOLVE)

## Reporting on Student Behaviour

On Semester report cards, students receive a behaviour grade and an effort grade for each subject. The below criteria is used by teachers when allocating student grades in behaviour and effort.

	A Excellent	B Very Good	C Satisfactory	D Needs Attention	E Unacceptable
Effort	<ul style="list-style-type: none"> <li>Class and home tasks completed to the best of their ability.</li> <li>Actively participates and listens in all activities.</li> <li>Works effectively in whole class, group and individual learning situations.</li> <li>Uses self-reflection and assessment for improvement.</li> <li>Seeks and uses teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Class and home tasks mostly completed to the best of their ability.</li> <li>Active participant and listener in most activities.</li> <li>Mostly works effectively in whole class, group and individual learning situations</li> <li>Uses self-reflection and assessment for improvement.</li> <li>Mostly seeks and uses teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Class and home tasks mostly completed to satisfaction.</li> <li>Usually participates and listens in activities.</li> <li>Works satisfactorily in whole class, group and individual learning situations.</li> <li>Reflects and Self assess when requested.</li> <li>Uses teacher feedback when requested.</li> </ul>	<ul style="list-style-type: none"> <li>Class and home tasks sometimes completed.</li> <li>Sometimes participates and listens in some activities.</li> <li>Sometimes works effectively in whole class, group and individual learning situations.</li> <li>Sometimes reflects and self-assess, setting goals for improvement.</li> <li>Sometimes seeks and uses teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Class and home tasks rarely completed.</li> <li>Rare participant and listener in activities.</li> <li>Rarely works effectively in whole class, group and individual learning situations.</li> <li>Needs significant guidance to reflect and self-assess.</li> <li>Rarely seeks and uses teacher feedback.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>Student always shows respect for teachers and peers.</li> <li>Always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</li> <li>Displays appropriate behaviour to ensure safety of self and others.</li> <li>Positive behaviour recorded on <u>OneSchool</u> <ul style="list-style-type: none"> <li>Smiley/Silver/Gold Badges</li> <li>Achievers Awards</li> <li>Participation in rewards days</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student <u>almost always</u> shows respect for teachers and peers.</li> <li><u>Almost always</u> listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</li> <li>Displays appropriate behaviour to ensure safety of self and others.</li> <li>Positive behaviour recorded on <u>OneSchool</u> <ul style="list-style-type: none"> <li>Smiley/Silver/Gold Badges</li> <li>Achievers Awards</li> <li>Participation in rewards days</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student regularly shows respect for teachers and peers.</li> <li>Usually listens to, shares, with, and supports the efforts of others.</li> <li>Demonstrates awareness of appropriate behaviour to ensure safety of self and others.</li> <li>Teacher has supported behaviour on few occasions</li> <li>Some minor incidents recorded on <u>Oneschool</u></li> <li>Positive behaviour recorded on One School <ul style="list-style-type: none"> <li>Achievers Awards</li> <li>Participation in rewards days</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student shows limited respect for teachers and peers.</li> <li>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</li> <li>Show awareness of safety of self.</li> <li>Teacher has supported behaviour on few occasions and communicated with parents.</li> <li>Two or more major Incidents recorded on <u>OneSchool</u> per term.</li> <li>Individual behaviour plan in place.</li> <li>Referral to outside agents <ul style="list-style-type: none"> <li>Student services Team</li> <li>Guidance Officer</li> <li>BST</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student is usually disrespectful when interacting with peers and teachers.</li> <li>Rarely listens to, shares with, or supports the efforts of others. Often is not a good team player.</li> <li>Has hurt or injured others</li> <li>Teacher and other staff (BST, TA, DP, P, GQ) consistently supports behaviour and communicates with parents.</li> <li>Major and minor incidents recorded on <u>OneSchool</u>.</li> <li>Individual behaviour plan in place.</li> <li>Referral to outside agents <ul style="list-style-type: none"> <li>Student services Team</li> <li>Guidance Officer</li> <li>BST</li> <li>Police</li> </ul> </li> </ul>

## Rewarding Positive Behaviour

Bowen State School believes positive and preventative strategies are a priority in managing behaviour in a supportive school environment. For this to happen, each classroom will display the four schoolwide expectations, behaviour expectation matrix, flow chart for managing behaviour, the weekly focus behaviour, strategies to promote and encourage appropriate behaviour, and possible positive and corrective consequences for student behaviour. Classrooms can also display the minor and major behaviour table if there is a need to support teaching of expected behaviours. Each classroom behaviour system will be supported through the "Gotcha" program. Gotcha cards will be distributed to students who follow the weekly focus behaviour and the schoolwide expectations.

### POSITIVE REWARDS FRAMEWORK

*(The content of this table is regularly reviewed at PBL meetings and may change / be updated throughout the year)*

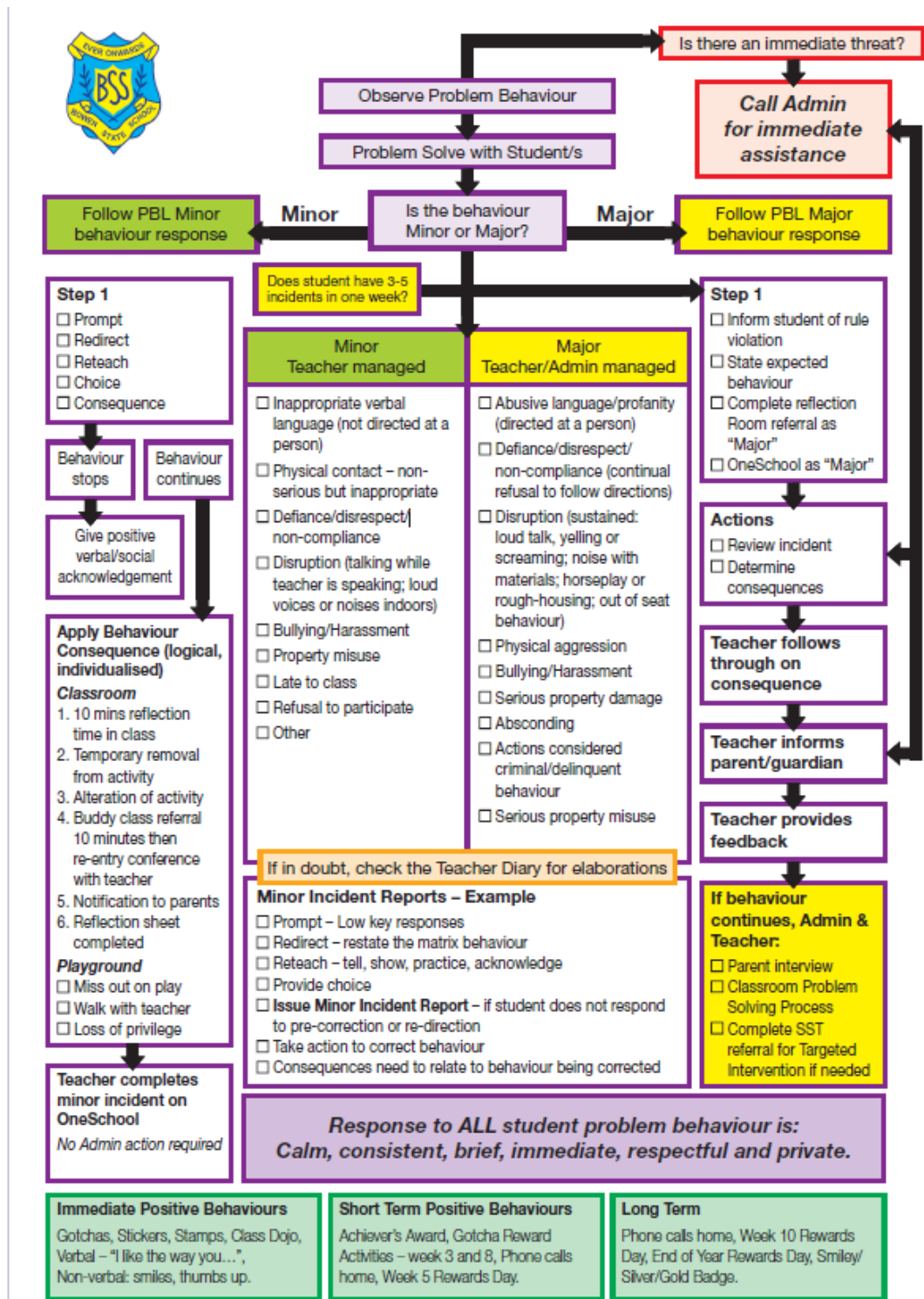
	<b>Name of Reward</b>	<b>Purpose</b>	<b>Criteria</b>	<b>When &amp; Where presented</b>	<b>Tasks to Do</b>
<b>Free and Frequent</b>	<i>Gotcha</i>	<i>Tangible reward</i>	<i>Displaying focus behaviour or behaviour from our matrix</i>	<i>Anywhere – give to student immediately or at end of session</i>  <i>Weekly on parade</i>	<i>Teachers to have a tally sheet for weekly recording of Gotchas.</i>
	<i>Achiever's Award</i>	<i>Certificate for appropriate behaviours</i>		<i>Anywhere – give to student immediately or at end of session</i>	<i>Letter sent home to parent and teacher to record in One School</i>
	<i>Verbals – "I like the way ..."</i>				
	<i>Non-verbals – smile, thumbs up, high five</i>  <i>Stickers</i> <i>Stamps</i> <i>Class Dojo</i>				
<b>Short Term or Intermittent</b>	<i>Gotcha Reward activities</i>	<i>Students to choose which reward they would like to do</i>	<i>Children need to 'buy in' with correct amount of Gotchas.</i>	<i>Week 4 – 40 Gotchas</i> <i>Week 8– 40 Gotchas</i>	<i>Teachers to highlight names of students who are participating and then wristbands will be handed out to those eligible.</i>
	<i>Gotcha trade-in rewards</i>	<i>Students receive reward dependent on how many gotchas traded in</i>	<i>When students trade in, it is recorded. When they reach certain goals, they are rewarded</i>	<i>Rewarded as goal reached. Presented on parade</i>	<i>Laurel to keep record and present on parade. Laurel to record as positive in One School</i>
	<i>Week 5 Rewards</i>	<i>Reward for students showing appropriate behaviour</i>	<i>Students who have 0-1 majors can participate</i>	<i>Week 5</i>	<i>PBL Team to co-ordinate and organise this reward</i>
<b>Strong and Long Term</b>	<i>End of Term Rewards</i>	<i>Reward for students showing appropriate behaviour</i>	<i>Students who have 0-1 majors can participate</i>	<i>Week 10</i>	<i>These rewards will be agreed upon at the beginning of year so students can have something to work towards</i>  <i>½ day Beach / Pool visit</i>
	<i>End of Year Reward</i>	<i>Reward for students showing appropriate behaviour</i>	<i>Students who have 2 majors can participate</i>	<i>Term Four</i> <i>Week 10</i>	
	<i>End of Year Reward</i>	<i>Reward for students showing appropriate behaviour</i>	<i>Students who have 0-1 majors can participate</i>	<i>Term Four</i> <i>Week 10</i>	<i>Water Play, Student vs Teacher Challenge &amp; snacks.</i>
	<i>Smiley/Silver/Gold Badges</i>	<i>Continual model behaviour</i>			<i>Parent letter sent home and presented on parade. Teachers to record in One</i>

			<i>Children who fulfil criteria</i>	<i>Twice a term on parade</i>	<i>School.</i>
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## 5. Consequences for unacceptable behaviour

The flowchart below is used by all staff to support consistency in the decision making process when dealing with student behaviour. Teachers are able to deal with many of the low level inappropriate behaviours using individual methods within their classroom management plan and behaviour management flow chart. A comprehensive list of minor and major behaviour infringements can be found after the flowchart. **Please note that the individual's characteristics, circumstances, social and emotional state and disability will be carefully taken into consideration during this decision making process.**



**BOWEN STATE SCHOOL – MAJOR AND MINOR BEHAVIOUR**

OneSchool Category	Minor/Major	Definition	Examples (not exhaustive)	Non-Examples (not exhaustive)
<b>Bullying/harassment</b>	Minor	Student delivers isolated disrespectful message* (verbal, cyber, written or gestural) to another person <i>*Disrespectful messages include teasing and put downs</i>	Deliberate name calling, mocking/making fun of others, excluding others, rude gestures, nasty notes/emails to others	Undirected or one off name calling
	Major	Student delivers disrespectful messages* (verbal, cyber, written or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>	Repeated racist comments Continued targeting of another student – physical or verbal, text or email	Accidental swearing when injured One off comment
<b>Defiant/threat/s to adults</b>	Minor	Student engages in initial refusal to follow directions, or talks back and/or uses non directed swearing when given direction.	Non directed swearing eg This is shit. Refusal to do work despite scaffolding/support/equipment but eventually completes work	Student does not complete work because doesn't know what to do
	Major	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions or delivers verbal or physical threat, including use of proximity	Continual refusal to do work despite scaffolding/support/equipment Swearing/talking back directed at adults Student gets in adult's face/steps up to challenge authority Yelling at teacher	Lack of understanding of personal space
<b>Disruptive</b>	Minor	Student engages in behaviour causing short interruptions to a class or activity. Disruption includes calling out, talking, noise with materials; horseplay; and/or out-of-seat behaviour.	Inappropriate, non-related comments Talking to friends Touching other people or their property Repeated noise – tapping pencils Throwing objects without intent (e.g. wads of paper) Playing with objects Calling out Leaving chair without permission Tapping on the classroom window/door Arriving at class unprepared – no materials, unprepared to work	Unintentional dislocation of objects – dropping pencils, rubbers on the floor Not arriving with materials due to factors outside their control
	Major	Student engages in behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay; and/or sustained out-of-seat behaviour.	Yelling/persistent calling out Turning over furniture Sustained loud talking Sustained out of seat behaviour Student does not respond to "Essential Skills" strategies	Making loud noises which are disability related (e.g. tics) Calling out answers to questions through enthusiasm

OneSchool Category	Minor/Major	Definition	Examples (not exhaustive)	Non-Examples (not exhaustive)
<b>IT misconduct</b>	Minor	Student engages in inappropriate (as defined by school) use of mobile phone, music/video players, camera, and/or computer.	Not taking phone/device to office Internet games during work time on computers Internet browsing Opening/changing/moving other's work or files	Forgot to hand it in  Accidentally accessing inappropriate site
	Major	Student engages in inappropriate (as defined by school) use of mobile phone, music/video players, camera, and/or computer. Either illegal or harassment offence or repeated minor offences.	3 minor offences Cyber bullying using email, text, Facebook, Instagram, etc Inappropriate photos eg of private parts Videos/photos uploaded to social media without consent	
<b>Misconduct involving object</b>	Minor	Student engages in actions using an object (e.g. stick, school equipment) with potential to distract or interrupt.	Tapping of a ruler Poking with pencil Deliberately taking and hiding hats/lunches/bags	Unintentional/nervous tap or knock table with leg
	Major	Student engages in actions using an object (e.g. stick, school equipment) with potential to harm self or others.	Threatening/chasing others with stick or object Stabbing with a pencil Throwing chairs Pushing over desks Kicking/using sports equipment to deliberately harm others	Throw rock away from play area Throw bat when going for the base
<b>Non compliant with routine</b>	Minor	Student engages in failure to respond to adult requests in relation to school rules and routines 3 times in one week.	Not lining up before entering classroom, refusal to answer name during roll call, refusing to work with certain other students when directed	Refusing to work with others because of family dispute/issues/cultural differences
	Major	Student engages in repeated failure to respond to adult requests in relation to school rules and routines. (3 minor referrals)	Persistently doing behaviours listed above. (3 minor referrals)	
<b>Other conduct prejudicial to the good order and management of school</b>	Minor	Student engages in actions which disrupt school programming and/or occasions.	Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else	Child distraught and upset because of an incident at school/ from home
	Major	Student engages in actions which interfere with or seriously disrupt school programming and/or occasions.	Dangerous behaviour on school grounds. Conduct that damages the school's good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform	Tourettes
<b>Physical misconduct</b>	Minor	Student engages in actions involving physical contact where unintentional injury may occur (e.g., play fighting, horseplay, running, rough play etc.).	Incident in playground eg letting go of bat, tackling, pushing in chasey, tripping	
	Major	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Fight between students	

OneSchool Category	Minor/ Major	Definition	Examples (not exhaustive)	Non-Examples (not exhaustive)
Possess prohibited items	Minor	Student is in possession of toys, cards, games etc. not allowed in school (3 or more times in 2 weeks)	Possession of marbles, balls, trading cards that are not allowed	Prize from prize box
	Major	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	Knife brought to school	Bullet brought in for show and tell
Prohibited items	Minor	Student is an accessory to possession of toys, cards, games etc. not allowed in school (3 or more times in 2 weeks)	Knows his friend has, and plays with toys not allowed at school	
	Major	Student is an accessory to possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	Knows student has prohibited dangerous object and does not inform a staff member	
Property misconduct	Minor	Student participates in an activity that results in minor damage to property	Tearing up test/school work Drawing or scribbling in book	Accidental ripping due to falling over, rubbing out, etc
	Major	Student participates in an activity that results in destruction or disfigurement of property	Holes in tidy trays Graffiti in toilets/on buildings Using toilet paper/faeces to deliberately dirty toilets	Child didn't make it to the toilet and had an accident
Refusal to participate in program of instruction	Minor	Student refuses to participate in an activity that forms part of the school curriculum 2 or more times in 2 weeks.	Delayed compliance, reluctance to begin a set task. Is slow to respond but eventually does what was asked Saying, "This is stupid"; "I'm not doing it"; "You can't make me"; "I don't care"	Students who have difficulty maintain focus due to medical or educational needs (auditory processing difficulties) Not completing work due to a skill deficit which would impair completing of work.
	Major	Student continually refuses to participate in an activity that forms part of the school curriculum when the activity is at an appropriate level and support has been provided.	Persistently not attempting or completing a set task	Not having requisite literacy/ numeracy or other skills to attempt or complete a task, complaining about work being boring or stupid.
Substance misconduct involving illicit substances	Minor	MAJOR only		
	Major	Student is in possession of or is using illegal drugs/substances, alcohol or imitations.	At school or while in school uniform	Substance was left in bag by parent Substance found in playground and given to teacher

OneSchool Category	Minor/ Major	Definition	Examples (not exhaustive)	Non-Examples (not exhaustive)
Substance misconduct involving tobacco and other legal substances	Minor	Student is in company of others using tobacco and/or associated objects.	Hanging out with those using Being a lookout Failure to disclose that someone has substance	Being coerced
	Major	Student is in possession of or is using tobacco and/or associated objects.	Cigarettes in bag/lighter/prescription medication Smoking/drinking alcohol at school Smoking/drinking alcohol in school uniform	Parent has put medication in bag Cough lollies
Third minor referral	Minor	MAJOR only		
	Major	Student has received 3 minor referrals for similar misdemeanours in a 1 week time period.		
Threat/s to others	Minor	MAJOR only		
	Major	Student delivers verbal, written or physical threat, including use of proximity, to another student.	"I'm going to bash you" Notes/pictures threatening violence with intent Standing over a student in a threatening manner Threatening an action from a family member eg I'll get my brother to bash you.	Swearing at others
Truant/skip class	Minor	Student leaves or misses class without permission or student is in an area that is out of bounds.	Late back after lunch/other activity Leave class/activity without permission Repeatedly in wrong area	Appointment where school has been notified Going to toilet without permission
	Major	Student leaves or misses class without permission or student is in an area that is outside of school boundaries (as defined by school) on more than 3 occasions after home contact and problem-solving has taken place.	Leaves school premises without the intent to return Walking out of class and out of school grounds 3 times in 2 weeks – late back after class	
Verbal misconduct	Minor	Student delivers inappropriate verbal messages or swears aloud (not directed at a specific person)	Swearing at an activity or object Back chat/answering back	Unintentional swearing eg hurting self, getting a fright
	Major	Student delivers verbal messages directed at another person that includes swearing, name calling or use of words in an inappropriate way.	Repeated minor incident Swearing at someone with intent Personal insults Yelling with intent and close proximity	Misuse of words which are culturally accepted
Other	Minor	Student engages in minor problem behaviour not listed.	Lying	
	Major	Student engages in problem behaviour not listed.	Lying when consequences could be harmful/dangerous	

## Re-entry to School Following Suspension

If a student has exhibited a major behaviour, this may result in a suspension. To ensure the appropriate supports are in place for the student, a re-entry meeting is to occur with key stakeholders prior to the child returning to school.

A child will not be placed back into the classroom until the following process occurs:

- Parent/Guardian must accompany child to school on the day of a scheduled re-entry meeting
- At the meeting;
  - The Principal/Deputy re-states and explains the reasons for the suspension
  - The child is counselled as to the behaviour that is required in the school
  - All parties discuss behaviours that need to be corrected
- Discipline Improvement Plan (example below) is agreed upon and signed by all parties

### Discipline improvement plan for **Student Name**

#### Student problem behaviour/incident

Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.

#### School support

Insert description of support, resources, program/ strategies to assist the student's improvement.

#### Expected behaviour

##### Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will meet with the guidance officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other children.
- You will check in and check out daily with (staff member name) every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.
- 

#### Consequences for non-compliance

Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed)

- 

#### People who can support you

- Include name of school support people
- 

#### Agreement

I/We agree to **Student Name's** plan outlined above and understand that this plan will begin on **day month year** and be reviewed on **day month year**.

Signatures:

Student  
Date

Principal  
Date

Parent/s  
Date

Other  
Date

Review date:

## 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.

### Basic defusing strategies

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

### Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

### **Record keeping**

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

### **7. Network of student support**

External support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre
- Whitsunday Crisis and Counselling (WCCS)
- Relationships Australia Counselling Services (RACS)
- Therapy Services (Psychologist, Occupational Therapist, Speech Language Pathologist)

### **8. Consideration of individual circumstances**

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

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

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

## 9. Related legislation

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

## 10. Related policies and procedures

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

## 11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

## Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

*Date effective: from February 2018 to February 2020*

## Appendix 1

### **The use of personal technology devices at school**

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

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

### **Certain personal technology devices banned from school**

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

### **Confiscation**

Permitted personal technology devices (personal communication devices used by Students with a Disability) 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 handed in to the Office Staff.

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

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



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

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

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

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording private conversations and the *Invasion of Privacy Act 1971***

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

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

### **Special circumstances arrangement**

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

## Appendix 2

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

#### Purpose

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

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

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

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

Bullying may be related to:

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

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

#### Rationale

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

The anti-bullying procedures at Bowen State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the four (4) 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.

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 Bowen 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'.

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

## Appendix 3

### Appropriate use of social media

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

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

Bowen State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Bowen State School will face disciplinary action for simply having an account on Facebook or other social media site.

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

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

### Role of social media

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

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

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

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

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

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

## **Appropriate use of social media**

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

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

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

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

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

## **Laws and consequences of inappropriate online behaviour and cyberbullying**

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

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

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

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

There are significant penalties for these offences.

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

## Appendix 4

### Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

The principles of Restorative Justice underpin the debriefing process at Bowen State School.

## Appendix 5

### Reflection Room Process

**PURPOSE: The Reflection Room is one consequence for students who have exhibited a major behaviour. Students are there to reflect on their actions and try to formulate a plan so this behaviour does not occur again.**

1. Student has exhibited a major classroom or playground behaviour
2. Teacher completes referral sheet (collected from Staff Room / G:Drive / email)
3. Referral sheet is submitted to the basket in Admin by 10:30am on the day the student is to attend Reflection Room
4. Duty Teacher is responsible for sending a student to collect Reflection Rom folder from the office prior to duty
5. Classroom Teacher to escort student/s to Reflection Room at play time (G Block)
6. Student engages in reflection conversation with Teacher on duty (guiding questions)
  - ∞ Why are you attending reflection room?
  - ∞ Who did your actions impact?
  - ∞ How has this affected you?
  - ∞ What has been the hardest thing for you?
  - ∞ What actions can you take to make sure this doesn't happen again?
  - ∞ What can you do to fix the relationship between to other people/people this has affected?
7. Teacher on duty completes applicable items on referral form and places it in appropriate classroom teacher pigeon hole in staff room at end of duty
8. Teacher on duty completes attendance book and returns it to Admin
9. Classroom Teacher to have 1:1 conversation with student post break to ensure they attended Reflection Room
  - *If student has not attended, Classroom Teacher is responsible for sending them the following day.*
10. Classroom Teacher to make contact with parents/carer of students who have been referred to Reflection Room within 24 hours