Responsible Behaviour Plan for Students

Macleay Island State School

A community of Learners

Responsible Behaviour Plan for Students

1. Purpose

Macleay Island 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.

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

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

2. Consultation and data review

Macleay Island 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 from 2018 also informed the development process.

Data collected on One School is another key data set utilised when developing this school plan. The plan was endorsed by the Principal, the President of the school P&C Association and the Assistant Regional Director.

3. Learning and behaviour statement

We, the staff of Macleay Island State School, recognize that effective teaching and learning takes place in a school climate of respect and responsibility. Creating this climate of <u>both academic and behavioural success</u> is a process that involves **all staff** in developing and gaining consensus on student expectations and the procedures to uphold those expectations. **What we believe about student behaviour and discipline is foundational to our success, unifies us, and guides our actions—the decisions we make, the practices we choose, and our interactions with others.**

OUR BELIEFS:

1. Students may not have had the opportunity to <u>learn respectful and responsible behaviour</u>. One must not assume students know the behaviours and social skills that will lead to their success.

2. PBL is a <u>shared community responsibility</u>. At school, teaching students to be socially competent is as much a part of staff responsibilities as is the teaching of academics.

3. <u>Mutual respect</u> is central to all practices at a school. Effective teaching of responsible behaviour requires respect for students and staff at all times.

4. PBL is a collaborative effort. The school community must work together as a team, striving for consensus on procedures and consistent implementation. <u>"I exhaust – We energize!"</u>

5. Respectful and responsible student behaviour occurs when the whole school community holds the same high expectations and maintains consistently low tolerances for inappropriate behaviour.

6. Modelling is a powerful teaching tool. Adults must always model the behaviours of respect and responsibility expected of students.

7. Efforts to help students become self-aware and self-regulated require ongoing explicit teaching, encouragement and correction. PBL is an ongoing process of helping students to be socially and emotionally competent.

8. The school climate we create impacts on student behaviours. PBL is the way we live and treat each other on a daily basis.

9. The school community must all work respectfully and professionally to achieve a positive and constructive climate. The involvement of each and every staff member is essential; full engagement is both a right and a responsibility.

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. We emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to **prevent** problem behaviour and to provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Macleay Island State School: Expectation Matrix

	BE SAFE	BE RESPECTFUL	BE A LEARNER
All areas	- Keep hands and feet to yourself - Walk on concrete and in all buildings - Use all equipment correctly and safely - Be sun safe	- Follow all staff instructions the first time - Treat everyone with respect and be well-mannered / Be honest - Care for all equipment and facilities - Keep the school clean	- Only bring learning equipment to school. Keep all toys at home - Be prepared to learn - Solve conflicts using my High5 strategies
Class-room	- Sit correctly on your chair (four legs on floor) - Move and use equipment with care - Walk in the classroom	- Be on time - Value the rights of others to learn - Ask permission to use other people's equipment	- Follow teachers instructions the first time - Do your work to the best of your ability
Library	- Sit safely - Food and drinks stay outside - Walking feet	- Enter library with permission - Respect library resources – clean, tidy and equipment - Allow others to work (keep noise and textbooks not scrunched)	- Borrow and Return correctly.
Tran-sition	- Walk at all times on the path with hands by your side - When walking in a group, stay in line	- Listen carefully to teachers' instructions - Walk with voices turned down - Walk quietly in the designated waiting areas	- Only have learning equipment with you
U/cover	- Walking feet at all times - Hands and feet to yourself	- Always take turns when playing games & include others - Take care of surrounding gardens and plant life	- Line up quietly and quickly
Play-ground	- Wait for duty teacher before entering play areas - Wear a hat at all times in the playgrounds - Walk to, from & around equipment at all times	- Stop playing when instructed by duty teacher - Ask the duty teacher if you need to leave the area	- Learn how to use all playground equipment appropriately
Oval	- Follow the relevant instructors - Specific sport rules apply	- Play fair - When the bell rings, hand all equipment to the teacher on duty immediately	- Learn the rules of different sporting games
Bath-room	- Flush the toilet - Wash your hands - Leave straight away	- Accept other people's privacy	- Keep food out of the toilet areas
Bl/Club	- Stand eat in assigned eating area – the tables inside the breakfast club	- Be polite and well-mannered when addressing breakfast club staff	
Off-ice	- Walk carefully in/out of the office - Sit down when you're waiting - Hands, feet and objects to yourself	- Use respectful language at all times - Use a quiet voice - Wait until office staff are ready to speak to you	- Bring a first aid certificate from a staff member when sick or injured
Assem-bly	- Sit quietly in class designated areas with legs crossed and hands in your lap - Keep hands and feet to yourself	- Enter the assembly area quietly - Participate by using your 'audience manners' when singing, using an inside voice	- Memorize the Australian anthem and the school song
ICT	- Use your clean log on and password and log off when finished - Be internet safe	- Follow staff direction - Use equipment respectfully	- Memorize your log in details
Bus line	- Walk to designated area and wait quietly for staff on duty	- Listen to the adult supervising - Show respect to other students who are leaving	

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers
- The "Rule of the fortnight" based on collected behaviour data
- Reinforcement of learning from behaviour lessons at whole school assemblies and during active supervision by staff during classroom and non-classroom activities.

At Macleay Island State School, we implement 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 school's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

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

Reinforcing expected school behaviour
At Macleay Island State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Students need clear specific feedback on their performance of classroom social and academic expectations. **Specific positive feedback should be delivered at a ratio of at least 4:1, that is, give at least four positive comments to every one negative comment**. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Gotchas
Staff members hand out Gotchas to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day (free and frequent). When Students have collected 5 Gotchas, they can trade them with a "Green Ticket". All students who earned 5 Green Tickets are rewarded a Gold Certificate at assembly and are invited to the Macleay Café for an icecream. All classrooms count their Gotchas at the end of the week and can earn "pizza slices" at the weekly assembly. Individual Gotchas also go into a draw.

Reward Cards
When students present their Gotchas to the classroom teacher, they also receive stamps on their individual reward cards. Once all sheets of the reward cards are full, they receive a price from the principal. The achievement will be recorded on OneSchool.

Weekly certificates and awards at the school assembly
Students who display outstanding efforts and / or behaviour during the week will receive a certificate at the school assembly. Classroom teachers can nominate 3 students each week. The achievement will be recorded on OneSchool.

Responding to unacceptable behaviour
Our response to students who exhibit problem behaviour is based on the **1-2-3 Magic** behaviour management program. All staff receive regular training in the program.

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

Should the student continue to exhibit the problem behaviour, staff will follow the process described below. All staff are expected to keep instructions brief and to keep their emotions to a minimum. Reminders 4 & 5 will have to be filed on the yellow (reminder 4) or red (reminder 5) slip. In both incidences, the behaviour will be recorded on OneSchool.

The following outlines the processes all staff follow when dealing with minor negative behaviour choices:

123 - Magic	
1st	1st reminder "That's 1" – No consequence
2nd	2nd reminder "That's 2" – No consequence
3rd	5 minutes time-out in the classroom "That's 3, take 5"
4th	Buddy Class (10 minutes) "That's 4, buddy class" Yellow slip
5th	Class Detention – "That's 5, detention" Red slip
Severe Cause	Refer to administration & Contact Home – Red slip

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

These students attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

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

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

3. Intensive behaviour support
At Macleay Island State School, we are committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *school based Special Needs Action Committee (SNAC)*:

- Develops and develops adjustments as required for the student
- Facilitates a Functional Behaviour Assessment for appropriate students
- Works with staff members to develop appropriate behaviour support strategies
- Initiates contact with out of school agencies
- Monitors the impact of support for individual students through ongoing data collection

The *SNAC team* has a simple and quick referral system in place. Before the referral, the classroom teacher contacts parents / carers and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family and regional behavioural support staff.

4. Consequences for unacceptable behaviour

Macleay Island State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens (based on 123 – Magic program)
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:
- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences:
- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion
- Consequences based on the 123 magic process

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

Major behaviours result in a referral to Administration because of their seriousness.

Major problem behaviours may result in the following consequences:

- Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
AND/OR
- Parent contact, referral to Guidance Officer, referral to Special Needs Action Team (SNAC), suspension from school

- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect proposal for exclusion from school.

Exclusion from Selected School Events - Macleay Island State School reserves the right to exclude students with ongoing or severe behaviour issues and/or Students who are considered a safety risk (to themselves, other students or staff) from school events such as camps, sporting events, excursions and incursions. Students will be given notification, and parents contacted prior to exclusion from any event. This decision will be made as early as possible, but may be made at any time before excursion/incursion commences.

Suspension – the principal may suspend a student from the school under the following circumstances:
- Disobedience by the student
- Misconduct by the student
- Conduct that is prejudicial to the good order and management of the following school.

Recommendations for Exclusion – the principal may recommend exclusion of a student from the school under the following circumstances:
- disobedience by the student
- misconduct by the student
- repeat offenders of non-compliant or dangerous behaviour
- other conduct that is prejudicial to the good order and management of the school;
- if the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A full breakdown of all major and minor behaviour incidents can be found in *Appendix E*

5. 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 the 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.

6. Network of student support

Students at Macleay Island State School are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:
- Parents
- Teachers(including SEP teacher)
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Special Needs Action committee
- Principal
- External support agencies as required

The coordination of student support and intervention is managed by the Special Needs Action Committee, and comprises personnel from the above list. These teams oversee the case management of students in need of support.

7. 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.

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

8. 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*
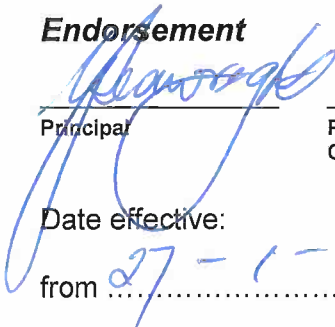- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

9. 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*

10. Some related resources

- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cyber safety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

Endorsement

Principal	P&C President or Chair, School Council	Principal's Supervisor

Date effective:

from 27 - 1 - 21 to 25 - 2 - 22 .

11

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly. Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Macleay Island State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony. Students must not record images or videos anywhere without prior permission by a staff member. Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1],

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

including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

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

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school. * *Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose

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

   - Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - Raising achievement and attendance
   - Promoting equality and diversity and
   - Ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Macleay Island 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.

3. Bullying behaviours that will not be tolerated at Macleay Island 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.

4. 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.

5. At Macleay Island 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

6. 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.

7. The anti-bullying procedures at Macleay Island State School are an addition to our already research-validated 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

8. 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 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.

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

   - Not to respond to messages but keep them to report to parents and/or teachers immediately

   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include

instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. 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 Macleay Island 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'.

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

Appendix C

Appropriate use of social media

At Macleay Island State School, we embrace 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.

We are committed to promoting the responsible and positive use of social media sites and apps.

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 the school grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Macleay Island 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 Macleay Island 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 the school, we 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.

Macleay Island 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.
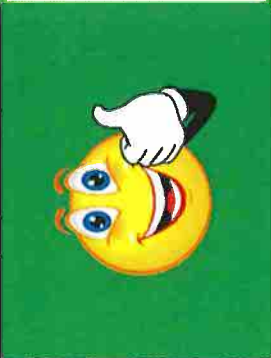
There are significant penalties for these offences.

Macleay Island 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, we expect all students to engage in positive online behaviours.

Appendix E –Behaviour Continua – Majors and Minors

MACLEAY ISLAND STATE SCHOOL

CLASSROOM BEHAVIOUR CONTINUA

Green Behaviour: Safe, Respectful, Learner

Helping others
Solving problems calmly
Following rules
Being tolerant
Voluntarily cleaning room
Using manners

Trying hard
Consistent effort
Improvement in a tough area
Bouncing back from disappointments
Taking turns
Assisting staff or peer

Accepting myself
Taking risks—trying something new
Having—a-go
Advocating appropriately for others
Caring for the classroom and

Consequence Sequence:
Praise,
stickers, reward,
certificate, visit office

Yellow Behavior (Minor): Breach of any classroom or school rules

Moving around classroom without cause
Calling out
Inappropriate use of equipment
Leaving room without permission
Insolence
Back chatting—answering back

Not following instructions
Not being in the right place at the right time.
Annoying / teasing
Verbal abuse/ inappropriate language/tone
Vandalism/graffiti of school property

Talking without cause
Attention seeking
Inappropriate language (minor)
Refusing to follow directions safely)

Consequence Sequence:
Redirection
Rule Reminder
Warnings 1&2
5min time out in class
5-10 min buddy class
Classroom detention

Red Behaviour (Major): Significant violation of other's rights / risk of harm

5 minors in a day (no admin referral)
Leaving the school grounds without permission
Swearing at staff
Ongoing refusal to attend detention/s

Harming others — e.g. hitting,
kicking, punching,
strangling, spitting,
throwing objects at someone

Consequence Sequence:
Referral to Admin
Call to parent
Office detention
Monitoring Sheet
Significant Offences –
Suspension
Exclusion

MACLEAY ISLAND STATE SCHOOL

PLAYGROUND BEHAVIOUR CONTINUA

Green Behaviour: Safe, Respectful, Learner

Helping others
Solving problems calmly
Following rules
Being tolerant
Voluntarily picking up rubbish

Trying hard
Consistent effort
Improvement in a tough area
Bouncing back from disappointments
Taking turns
Assisting staff or

Accepting myself
Taking risks—trying something new
Having-a-go
Advocating appropriately for others
Caring for the grounds and equipment

Consequence Sequence:

Praise
Gotcha

Yellow Behaviour:

Running on concrete
Not unsafe
Out of bounds
Insolence
Inappropriate use of equipment and objects

Not following instructions immediately
Not being in the right place at the right time
Rough play

Exclusion—leaving people out
Teasing
Inappropriate language
Vandalism/graffiti of school property

Consequence Sequence:

Rule Reminder 1&2
Walk with duty staff
Time out (Red bench)

Red Behaviour:

Harming others — hitting, kicking, punching, strangling, spitting on people,
Hurting others with sticks/stones
Swearing at Staff

Leaving the school grounds without permission
Ongoing refusal to follow directions

Consequence Sequence:

Referral to Admin
Monitoring Sheet
Supervised Play
Significant Offences -
Detention/Red Room
Suspension / exclusion