Rosella Park School

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

1. Purpose

Rosella Park 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

Rosella Park 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 semester 2, 2011 as part of the QSR. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in November 2012, and will be reviewed on an annual basis..

3. Learning and behaviour statement

All areas of Rosella Park 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.

As a school community we are committed to Schoolwide Positive Behaviour Support, which is comprised of a broad range of systemic and individual strategies for achieving important social and learning outcomes while preventing problem behaviour with all students.

Schoolwide Positive Behaviour Support is:

- A proactive schoolwide system of support for defining, teaching and supporting appropriate student behaviours to create positive school environments
- Creating and sustaining schoolwide, classroom and individual systems of support that improve lifestyle results for all learners
- Building effective environments in which positive behaviour is more effective than problem behaviour so that academic success is achieved
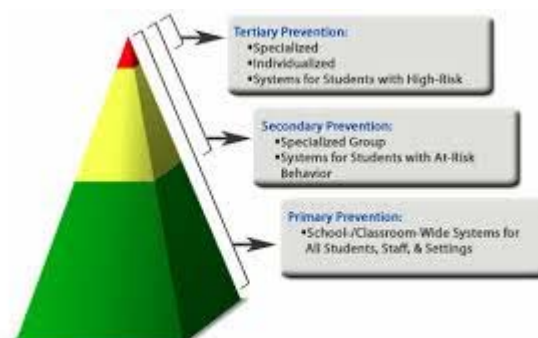
Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Rosella Park School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Show **RESPECT (Respectful Ronald)**
- Be **POSITIVE (Positive Pete)**
- Remain **SAFE (Safe Sally)**

If our students can demonstrate these behaviours we believe that learning outcomes will improve.

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

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

Universal Behaviour Support

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

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

	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**WALKWAYS**	**TOILETS**	**TAXI/BUS**
SCHOOLWIDE EXPECTATIONS TEACHING MATRIX (spanning title)						
SHOW RESPECT	▪ Speak respectfully to others ▪ Only use the three forms of good touch- handshake, high 5, tap on shoulder excuse me ▪ Follow instructions ▪ Be in the right place at the right time ▪ Express frustration without swearing ▪ Wear my school uniform ▪ Refer to people by name ▪ Listen ▪ Respect school property	▪ Respect others' right to learn ▪ Talk in turns ▪ Ask permission to leave the classroom and take a green tag ▪ Follow entry cues ▪ Only enter room when an adult is present	▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Return equipment to the appropriate place ▪ Play by rules you all agree on.	▪ Walk quietly and orderly so that others are not disturbed ▪ Class walks as a group ▪ Hold gate open for others	▪ Respect privacy of others ▪ Use the bins provided ▪ Flush the toilet ▪ Clean up after yourself	▪ Wait in your designated area to be called ▪ Use a quiet voice ▪ Greet and thank the driver
BE POSITIVE	▪ Treat others the way you would like to be treated ▪ Use polite language ▪ Use manners at all times ▪ Pick up rubbish ▪ Only use words to sort out misunderstandings ▪ Follow routines ▪ Be a positive role model ▪ Everybody help tidy up ▪	▪ Try your best ▪ Ask for help as needed ▪ Be organised ▪ Participate in all activities ▪ Be responsible for my learning ▪ Pack away items before going onto the next activity. ▪ Use inside voice	▪ Play fairly – take turns, invite others to join in, accept others to play, follow rules and share equipment ▪ Learn new games/activities ▪ Accepting redirection when angry or walk away	▪ Keep to the left of the walkway ▪ Use manners when passing others	▪ Wait your turn ▪ Use an inside voice	▪ Be on time ▪ Leave school promptly
REMAIN SAFE	▪ Respect others' personal space and property ▪ Use equipment & environment appropriately ▪ Wait your turn ▪ Ask permission to leave an area ▪ Use self-protective strategies ▪ Follow safety/ emergency procedure.	▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner ▪ Use items for their intended purpose ▪ Lock classrooms as you leave ▪ Move around the classroom safely.	▪ Be sun safe; wear a broad brimmed hat and sun safe clothing. ▪ Eat own food/drink ▪ Be in the correct area	▪ Rails are for hands only ▪ Walk ▪ Carry items safely ▪ Keep passage ways clear at all time.	▪ Wash hands ▪ Walk ▪ Use the toilets only for their intended purpose ▪ One person only in cubicle	▪ Wait your turn ▪ Keep your belongings nearby ▪ Follow staff directions ▪ Wear the seat belt ▪ Sit in the seat ▪ Go directly to classroom from the taxi/bus in the mornings.

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

- Behaviour lessons conducted by classroom teachers, where specific skills are explicitly taught;
- Reinforcement of learning from behaviour lessons on parade and during active supervision by staff during classroom and non-classroom activities.

Rosella Park School implements the following proactive and preventative processes and strategies to support student behaviour:

- Schoolwide Positive Behaviour Support committee members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Rosella Park School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Rosella Park School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. 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.

The form of acknowledgement can be classified into three systems – free and frequent; short term; and long term. Our free and frequent system reflects the individual needs of each student and is to be utilised within all areas of our school environment. Currently our short and long term system is driven by the SWPBS committee but is regularly reviewed for effectiveness and efficiency. These reviews are driven not only by data recorded on One School but also through essential knowledge of the individual student and feedback from classroom staff.

Rosella Park School RPS Awards

Tier 1: **Free and Frequent** acknowledgement is to be used in and out of the classroom environment to promote habitual RPS "green' behaviour.

Tier 2: **Short Term** acknowledgements are given when a student displays behaviours from the matrix without prompt, naturally demonstrating Respectful, Positive and Safe behaviour in a variety of environments.

Tier 3: **Long Term** acknowledgements are highly regarded activities that will act as a motivator and reinforcer of appropriate behaviour throughout the semester.

Free & Frequent	Short Term	Long Term
⇨ Verbal Acknowledgement: *Well done; good job; great work!* ⇨ Non-Verbal Acknowledgement: thumbs up; smile; pat on the back; stickers; stamps; etc	⇨ Green Bands - Individual/Class Super hero of the week: *Respect, Positive, Safe!* ⇨ Individual Merit Certificates ⇨ RPS Postcards	Whole school rewards day activities: *eg. Beach day; Inflatable Fun; Pool Day; Movie Day*

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Response to Inappropriate Behaviour
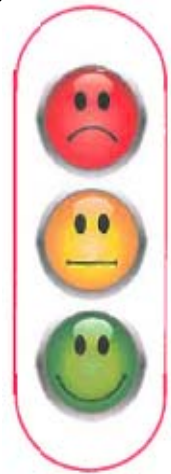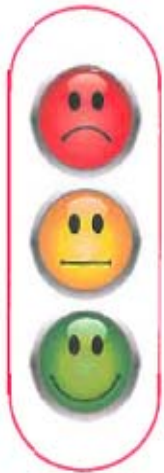
Observe problem behaviour

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Warning/ Conference with Student
(refer to Traffic Light System)

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Behaviour Continues

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Does behaviour require LT intervention?

No

Yes

Issue consequence:
If behaviour occurs in classroom setting, address with classroom system. If behaviour occurs in non-classroom setting link to natural consequence where possible. e.g. 5 mins time out of play for playground misdemeanour; pick-up rubbish for littering; etc.

Managed In-Situ	Support Team/ Admin
Behaviours such as: • Classroom disruption • Refusal to follow reasonable request • Inappropriate use of language • Non-compliance with school routine • Passive avoidance	Behaviours such as: • Physical aggression aimed at hurting someone or damaging property • Bullying • Vandalism • Possess illegal substance/ item

Contact Support Team Member or Member of LT:
Contact as per Emergency Protocols via radio system or phone system and advise of situation.

Behaviour Stops

Behaviour Continues

Acknowledge appropriate behaviour; Record using Minor Behaviour Form

Behaviour may require Support Team or LT Intervention *(Contact as per emergency*

LT to follow up; Behaviour incident to be recorded in One School as a

5. Consequences for unacceptable behaviour

Rosella Park 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. The *OneSchool* Behaviour Incident wizard is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **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
- may 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 (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. asks student to name expected school behaviour,
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.

Responding to Minor Behaviour

Staff utilise the Essential Skills in Classroom Management to address Minor Behaviour. The language of the school Traffic light system is used to respond to inappropriate behaviour.

Continued demonstration of minor behaviour might be an indication that:

- Further teaching may need to occur; or
- An adjustment to the Learning Environment may be required; or
- A holistic review of the student's current status may be required.

Each of these hypothesis can be brainstormed at the Student Support Committee if required.
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 an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. As soon as possible following the incident, the staff member will refer the incident to Administration through via a *OneSchool* incident referral.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office; alternate lunchtime activities; loss of privilege; restitution; loss of break times; warning regarding future consequence for repeated offence; 'community service'

- **Level Two:** Parent contact, referral to Guidance Officer, suspension from school

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Intensive behaviour support: Behaviour Support
Rosella Park School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Each student requiring individualised behaviour support has a case team who:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection, and
- makes adjustments as required for the student.

Once intensive behaviour support has been identified as a need, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

A list of minor and major behaviours can be found in Appendix 3 of this document.

Ensuring consistent responses to problem behaviour
At Rosella Park School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

One of the best ways to teach our students to accept responsibility for their mistakes and behaviour is to use logical consequences instead of punishment. Logical consequences are intended to teach students the hows and whys of good decisions, rather than making them sorry for making a bad choice.

Why do logical consequences work so well? When the consequence is related, reasonable and delivered respectfully, the child is able to make the connection with his or her own behaviour and is less likely to resist or deny responsibility. The goal of logical consequences is to help children develop internal understanding, self-control and a desire to follow the rules. The challenge is how to have the right responses at the ready in the active and busy world of the classroom!

Time-Out
Time-out should not be used as a punishment. You are not banishing the child for misbehaviour. Instead, you are asking him or her to take a few minutes to regain self-control and to think over what just occurred. **Eg. A student in Adventureland continues to walk up the slide against explicit directions. The traffic light system is used and the student continues the inappropriate behaviour. An appropriate consequence would be a short 'time out' of play time.**

You Break It, You Fix It
Use this type of logical consequence when you see an opportunity for a student to solve a problem he or she caused. When something has been broken, feelings have been hurt, or a mess has been made—whether accidentally or intentionally, the consequence is that the one responsible for the problem takes responsibility for fixing it. **Eg. A student when angry rips plants out of the garden. The student may be asked to work with the groundsman to replant the plants.**

Loss of Privilege

Use this type of logical consequence when a child does not follow rules or expectations that have been clearly set and explained. When the jump ropes are used as lassoes, or the paint is on the walls instead of the paper, the consequence is that the privilege of using those materials is lost for a brief time, usually a day or two. What's taken away must be directly related to the misbehaviour. Use this type of logical consequence when children defy, test or simply forget the rules. **Eg. A student purposefully kicks footballs over the fence at break time. The traffic light system is used and the inappropriate behaviour continues. An appropriate consequence may be that the student loses the privilege of playing with sports equipment during break time for a day or two.**

Every one of our students will sometimes make mistakes or do the wrong thing at the wrong time. The core message you send by using logical consequences is that you believe that all your students are learners, and mistakes are just another thing we can learn from, and do better.

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, or for another breach of school discipline/rules. A period of detention must not be more than 30 minutes during lunch breaks. If the detention is completed after school, a parent/carer must be informed prior. This period of detention must not interfere with the student's ability to access their food intake.

Suspension – a principal may suspend a student from the school under the following circumstances:
   a) Disobedience by a student
   b) Misconduct by the student
   c) Other conduct that is prejudicial to the good order and management of the school

Recommendations for Exclusion - a principal may recommend exclusion of a student from the school under the following circumstances:
   a) Disobedience by a student
   b) Misconduct by the student
   c) 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.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies (refer to Nonviolent Crisis Intervention Training/Procedures)
Avoid escalating the problem behaviour
>   (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

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

Approach the student in a non-threatening manner
>   (Move slowly and deliberately toward the problem situation, speak privately to the student/s

where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Rosella Park 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
- the underlying function of the behaviour.

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

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

Physical Restraint
Principal and School Staff:
Use physical restraint:
- as an immediate or emergency response
- when other options have been considered, such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering the welfare of student, staff and other students
- with such force as is reasonable under the circumstances
- in conjunction with teaching and reinforcement of alternative appropriate behaviour

When developing strategies to deal with situations involving use of physical restraint:
- Use risk management procedures
- Follow procedures in accordance with Code of Conduct
- Follow procedures in accordance with the Student Protection module within the departments Policy and Procedure Register
- Consider any issues that might exacerbate the situation, such as:
  - Body language, tone of voice or facial expressions
  - Student's sensitivity to sounds or touch
  - Student's method of communication
- Assume calm demeanour to avoid escalating student's behaviour
- Maintain appropriate observation or monitoring of student during and after incident of physical restraint

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report on *OneSchool.*
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support
Students at Rosella Park School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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

Rosella Park 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 nonviolent 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

The implementation of any strategies to support student behaviour, whether whole school, targeted, intensive behaviour support or applying consequences, will be done taking into account factors such as the student's age, cognition, background, emotional state and the particular

context.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- 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 Interviews and Police or Staff Searches at State Educational Institutions
- Using the Department's Corporate ICT Network
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

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

The Use of Personal Technology Devices* at School

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

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

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 Rosella Park 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[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

Purpose

1. Rosella Park 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.

2. There is no place for bullying in Rosella Park 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 Rosella Park 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 Rosella Park 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 Rosella Park 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.

<u>Prevention</u>

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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
    - All students have been or are being taught the specific routines in the nonclassroom 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 nonclassroom areas of the school
    - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. 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.

10. 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.

11. 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.

12. 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 Rosella Park 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'.

13. Rosella Park 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 3
MINOR & MAJOR BEHAVIOURS EXPLORED

Guide for staff to use when recording behaviour incidents on *OneSchool*

Name PROBLEM BEHAVIOUR
Date of incident   Time incident started   Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Debriefing Report

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**
- **Address organisational problems and make appropriate changes**

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).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- 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 you 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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