



# *Highland Reserve State School*

## *Responsible Behaviour Plan for Students*

### *based on The Code of School Behaviour*

*(Reviewed October 2017)*

**The Code of  
School  
Behaviour**

**Better Behaviour  
Better Learning**

#### **1. Purpose**

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

At Highland Reserve State School, we create a climate of cooperation, academic excellence, and social-emotional competence. Through explicit modelling of behaviours and expectations, students and staff will be responsible, respectful, safe, and will persevere in all academic and social endeavours.

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**

Highland Reserve State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents from 2014-2016 and the school opinion survey responses also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C Executive and school staff members in October 2016, and will be reviewed when required by legislation.

Highland Reserve State School aims to actively promote and maintain a safe, respectful and orderly learning environment for all students and staff. We will create a climate of cooperation, academic excellence, and social-emotional competence. We will do this through explicit modelling of behaviours and expectations. Students and staff will be responsible, respectful, safe, and will persevere in all academic and social endeavours.

### 3. Learning and behaviour statement

All areas of Highland Reserve 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.

At Highland Reserve State School we are committed to implementing a Positive Behaviour Plan (PBL) approach to the teaching and management of student behaviour. The PBL approach means that we:

- Use data to track progress and identify areas for intervention
- Use school wide **expectations** that are displayed in each classroom and around the school (playground areas). These expectations are identified in fortnightly assemblies through explicit teaching and followed-up in the classroom
- Use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviours

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

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

Our school expectations 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 school expectations to all students. At Highland Reserve State 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 has been outlined in each of our four school behaviour domains. The "**Behaviour Benchmarks**" outlines our agreed behavioural expectations.

## BEHAVIOUR BENCHMARKS

	<b>BEGINNING: RED</b> Student needs <i>constant</i> reminders (needs session reminders)	<b>DEVELOPING: YELLOW</b> Student needs <i>frequent</i> reminder (daily reminders)	<b>SATISFACTORY: GREEN</b> <i>Sometimes</i> needs reminders	<b>COMPETENT: SILVER</b> <i>Most</i> of the time, every now and then, needs a gentle reminder	<b>EXCELLING: GOLD</b> <i>ALL</i> of the time and encourages others to do the right thing
<b>Be a Learner</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>Begins set tasks</li> <li>Completes tasks to the best of their ability.</li> <li>Manages time effectively</li> <li>Contributes to class discussions and activities.</li> <li>Demonstrates interest in subjects.</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>Attempts set tasks.</li> <li>Completes tasks to the best of their ability.</li> <li>Manages time effectively</li> <li>Contributes to class discussions and activities.</li> <li>Demonstrates interest in subjects.</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>Attempts set tasks</li> <li>Completes tasks to the best of their ability.</li> <li>Manages time effectively</li> <li>Contributes to class discussions and activities.</li> <li>Demonstrates interest in subjects.</li> </ul>	<b>Mostly</b> <ul style="list-style-type: none"> <li>Attempts set tasks</li> <li>Completes tasks to the best of their ability.</li> <li>Manages time effectively</li> <li>Contributes to class discussions and activities.</li> <li>Demonstrates interest in subjects.</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>Attempts set tasks</li> <li>Completes tasks to the best of their ability.</li> <li>Manages time effectively</li> <li>Contributes to class discussions and activities.</li> <li>Demonstrates interest in subjects.</li> </ul>
<b>Be Safe</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>Uses playground/classroom equipment safely;</li> <li>Demonstrates awareness of personal space of self and others;</li> <li>Follows school rules and routines;</li> <li>Moves safely through school environment;</li> <li>Resolves conflict without aggression.</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>Uses playground/classroom equipment safely;</li> <li>Demonstrates awareness of personal space of self and others;</li> <li>Follows school rules and routines;</li> <li>Moves safely through school environment</li> <li>Resolves conflict without aggression.</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>Uses playground/classroom equipment safely;</li> <li>Acknowledges and respects personal space of self and others;</li> <li>Follows school rules and routines;</li> <li>Moves safely through school environment</li> <li>Resolves conflict without aggression.</li> </ul>	<b>Mostly</b> <ul style="list-style-type: none"> <li>Uses playground/classroom equipment safely;</li> <li>Acknowledges and respects personal space of self and others;</li> <li>Follows school rules and routines;</li> <li>Moves safely through school environment</li> <li>Resolves conflict without aggression.</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>Uses playground/classroom equipment safely;</li> <li>Acknowledges and respects personal space of self and others;</li> <li>Follows school rules and routines;</li> <li>Moves safely through school environment</li> <li>Resolves conflict without aggression.</li> </ul>
<b>Be Respectful</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>Shows respect for self.</li> <li>Respects belongings of self and others;</li> <li>Demonstrates awareness of rights and feelings of others;</li> <li>Listens attentively;</li> <li>Interacts appropriately;</li> <li>Follows class and school expectations.</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>Shows respect for self.</li> <li>Respects belongings of self and others;</li> <li>Demonstrates awareness of rights and feelings of others;</li> <li>Listens attentively;</li> <li>Interacts appropriately;</li> <li>Follows class and school expectations.</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>Shows respect for self.</li> <li>Respects belongings of self and others;</li> <li>Demonstrates awareness of rights and feelings of others;</li> <li>Listens attentively;</li> <li>Interacts appropriately;</li> <li>Follows class and school expectations.</li> </ul>	<b>Mostly</b> <ul style="list-style-type: none"> <li>Shows respect for self.</li> <li>Respects belongings of self and others;</li> <li>Demonstrates awareness of rights and feelings of others;</li> <li>Listens attentively;</li> <li>Interacts appropriately;</li> <li>Follows class and school expectations.</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>Shows respect for self.</li> <li>Respects belongings of self and others;</li> <li>Demonstrates awareness of rights and feelings of others;</li> <li>Listens attentively;</li> <li>Interacts appropriately;</li> <li>Follows class and school expectations.</li> </ul>
<b>Be Responsible</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>Has appropriate equipment for tasks.</li> <li>Listens to and follows instructions and directions</li> <li>Makes appropriate choices without supervision.</li> <li>Accepts responsibility for own behaviour.</li> <li>Wears the school uniform including footwear.</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>Has appropriate equipment for tasks.</li> <li>Listens to and follows instructions and directions</li> <li>Makes appropriate choices without supervision.</li> <li>Accepts responsibility for own behaviour.</li> <li>Wears the school uniform including footwear.</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>Has appropriate equipment for tasks.</li> <li>Listens to and follows instructions and directions</li> <li>Makes appropriate choices without supervision.</li> <li>Accepts responsibility for own behaviour.</li> <li>Wears the school uniform including footwear.</li> </ul>	<b>Mostly</b> <ul style="list-style-type: none"> <li>Has appropriate equipment for tasks.</li> <li>Listens to and follows instructions and directions</li> <li>Makes appropriate choices without supervision.</li> <li>Accepts responsibility for own behaviour.</li> <li>Wears the school uniform including footwear.</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>Has appropriate equipment for tasks.</li> <li>Listens to and follows instructions and directions</li> <li>Makes appropriate choices without supervision.</li> <li>Accepts responsibility for own behaviour.</li> <li>Wears the school uniform including footwear.</li> </ul>

These **expectations** are communicated to students, staff and parents via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Behaviour Benchmark chart is displayed in classroom;
- Reinforcement of behaviour discussions on School Assemblies and during active supervision by staff during all activities;
- Aligning participation and leadership processes to the ‘Behaviour Benchmarks’.
  - Students need to be on a silver or gold ‘Behaviour Benchmark’ to be a School Leader
  - Students need to be on a green, silver or gold ‘Behaviour Benchmark’ to be a Sports Leader
- Induction programs in the Highland Reserve State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (**Appendix 1**).
  - Procedures for Preventing and Responding to Incidents of Bullying (**Appendix 2**).

**Recognition of positive behaviours** is communicated through:

#### Classroom Awards

As determined by individual classroom teachers when establishing class expectations and rules.

#### ‘Bee Awards’

Students who demonstrate positive behaviour in the classroom and playground may be awarded with a Bee Award. This reinforcement occurs continuously throughout the week and expectations are taught and promoted through the behaviour lessons conducted fortnightly on assembly. A variety of items and events are provided to recipients to acknowledge their appropriate behaviour as a result of earning Bee Awards (Bee Hive Shop/ PBL Rewards Day).

#### Gold & Silver Awards

Students are presented with their Gold / Silver awards on assembly and a tuckshop voucher to acknowledge their achievements.

### **5. Processes for responding to unacceptable behaviour**

#### **• Re-directing low-level and infrequent problem behaviour**

When students exhibit low-level and infrequent problem behaviours, the first response of school staff members is to remind those students of expected school behaviours, then asking them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

#### **• Targeted behaviour support: Individual Behaviour Plans**

Each year a small number of students at Highland Reserve State School are identified through our data as needing extra 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.

Students identified through this process attend their normal scheduled classes and activities with appropriate adjustments and interventions as required. Such adjustments and interventions may include specific positive reinforcement related to target behaviours, curriculum adjustment, additional communication processes between home and school, additional staff support, "Playground Plans" and participation in additional focussed behaviour support programs.

## **6. Consequences for unacceptable behaviour**

Highland Reserve 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. Unacceptable behaviours are classified as:

### **1. Minor Behaviours**

Minor behaviours are those that are managed in the situation by a staff member or teacher. These behaviours are addressed through the following system:

**Step 1:** Warning/ Redirection

**Step 2:** Time out in class

**Step 3:** Buddy Class

**Step 4:** Reflection Room

### **2. Major Behaviours**

These behaviours are more serious than breaches of the class rules and are usually managed by the Administration. Consequences **may** include:

- Parent/Guardian contact/meeting
- Individual Behaviour Plan
- Suspension
- Exclusion

## **7. Bullying**

### **Definition of Bullying**

Bullying has certain features which make it different from other types of violence or abuse. According to Dr Ken Rigby, an expert in studying bullying:

*Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:*

- *dominating or hurting someone;*
- *unfair action by the perpetrator(s);*
- *an imbalance of power;*
- *a lack of adequate defence by the target; and*
- *feelings of oppression and humiliation.*

Bullying can take many forms. The *National Centre Against Bullying* identifies five types of bullying:

1. **Physical bullying:** This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying:** Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse. This is the most common form of bullying.
3. **Social (covert) bullying:** Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying:** For example, threatening, manipulating or stalking someone.
5. **Cyber bullying:** This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

### **School Processes for Managing Bullying**

**Physical/supervisory responses:** altering the physical environment where possible to reduce places where bullying can happen and to enhance teachers' ability to supervise students throughout the day, or arranging increased supervision of students at certain times or in certain locations.

**Managing access to technology at school:** schools work with students and parents to establish acceptable use of technology, focusing on the use of mobile phone, social networking sites and websites. Unless administration, students and their families have agreed to special circumstances, all mobile devices including phones are handed in to the office on arrival at school and collected on departure.

**Teaching and learning programs:** these promote personal development and address all forms of bullying through the teaching of communication skills, social skills, assertiveness, coping strategies, group behaviour, understanding the motives for bullying and being effective bystanders. These may be additional programs or an ongoing part of the curriculum.

**Disciplinary measures:** action and consequences for the behaviour to impress on children who bully others that what they have done is unacceptable; deter them from repeating that behaviour, and signal to other students that the behaviour is unacceptable.

**Mediation:** students in conflict are invited to work with a trained teacher or peer-mediator to find a mutually acceptable way of resolving their problem.

### **Education Queensland Bullying Resources**

<http://education.qld.gov.au/studentservices/learning/disability/parentguide/other-support/bullying.html>

## 8. 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**

#### *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 Highland Reserve State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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**

Major incidents that occur at Highland Reserve State School are recorded through OneSchool.

## **9. Network of student support**

To further support staff and students with regards to issues relating to school behaviour, Highland Reserve State School is able to access support both within the school and wider community. An outline of some of these include:

<b>Internal Support</b>	<b>External Support</b>
<b>School Based</b>	<b>Community Services</b>
<ul style="list-style-type: none"> <li>▪School teaching &amp; support staff</li> <li>▪School administration</li> <li>▪School Student Services Team</li> <li>▪Guidance Officer</li> <li>▪Special Education staff</li> <li>▪School Chaplain</li> <li>▪Parents</li> </ul>	<ul style="list-style-type: none"> <li>▪Department of Child Safety</li> <li>▪QPS</li> <li>▪Adopt-a-Cop</li> <li>▪Child and Youth Mental Health Service</li> <li>▪Counselling Services (Lifeline, St Vincent de Paul's)</li> </ul>

The various levels of support generally reflect the needs of individual students. In most cases, support for a student demonstrating inappropriate behaviours is usually managed through consultation with the student's teachers, a member of the administration team (Principal, Deputy Principal or Guidance Officer) and depending on the circumstance, the student's parents/caregivers. In cases where a student demonstrates severe inappropriate behaviours, as soon as practical, a meeting will be called involving parents/caregivers, Administration representative and/or teacher/s.



In instances where initial proactive strategies have not been successful or where the student is demonstrating ongoing inappropriate behaviour, then a referral will usually be made to the school's Student Services Team. The Student Services Team will then make a recommendation on the best support agency to refer the student to.

## 10. 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.

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

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

## 11. 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](#)

## 12. Related policies

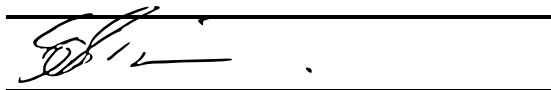
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police Interviews and 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](#)
- [Temporary Removal of Student Property by School Staff](#)

### 13. Some related resources

- [Bullying. No Way!](#)
- [Take a Stand Together](#)
- [National Safe Schools Framework Resource Manual](#)

#### Endorsement



Stephen O'Brien  
Principal



Emily Ritchie  
P&C President

Effective 1 January 2017

### Appendix 1

#### **The Use of Personal Technology Devices at School**

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

#### **Certain Personal Technology Devices Banned From School**

Students are only allowed to bring personal technology devices to school that have been given prior consent. Families who are participating in our iLearn@HRSS 1 to 1 iPad program must have signed the HRSS Acceptable Use and Participation Agreement form (both parent and student to sign). Other devices brought to school without consent are banned, they will be confiscated by school staff and the device may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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.

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

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

Recording of events in class is not permitted unless 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<sup>1</sup> 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**

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

Personal technology devices may not be taken into or used by students at exams or during class assessment unless 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.



## Appendix 2

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

#### Purpose

1. Highland Reserve State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Highland Reserve 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 Highland Reserve 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 Highland Reserve 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 Highland Reserve 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 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 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. 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 Highland Reserve 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'.
13. Highland Reserve 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.