Julatten State School

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

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

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

2. Consultation and data review
Julatten State School developed this plan in collaboration with our school community, involving consultation with parents, staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in 2012/3 and will be reviewed in 2015 as required in legislation.

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

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be Safe
- Be Respectful
- Be a Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support
At Julatten 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 in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix on the next page outlines our agreed rules and specific behavioural expectations in all school settings.
# Julatten State School: Expectations Matrix

<table>
<thead>
<tr>
<th>I am...</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Walkways</th>
<th>Eating Times</th>
<th>Toilets</th>
<th>Playground</th>
<th>Assemblies/Parade</th>
<th>Bus Duty/Dismissal</th>
<th>Off-Campus Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>- Keep the exits clear.</td>
<td>- Maintain personal space.</td>
<td>- Walk.</td>
<td>- Wash hands with soap and water.</td>
<td>- Use equipment for intended purpose.</td>
<td>- Walk.</td>
<td>- Enter and exit under covered area in an orderly manner.</td>
<td>- Walk.</td>
<td>- Remain seated in bus/car.</td>
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<tr>
<td></td>
<td>- Report any problems.</td>
<td>- Use Furniture properly.</td>
<td>- Line up close to buildings.</td>
<td>- Stay in eating area to eat.</td>
<td>- Mulch is for the garden.</td>
<td>- Enter and exit from school grounds only.</td>
<td>- Watch for traffic.</td>
<td>- Wear seat belt if provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ask permission to leave any setting.</td>
<td>- Enter and exit rooms calmly.</td>
<td>- Sit on chairs/Floor.</td>
<td>- Keep water in the sink.</td>
<td>- Participate in school approved activities only.</td>
<td>- Keep body to self [hands-on feet to yourself].</td>
<td>- Remain inside school grounds until bus has stopped.</td>
<td>- Body parts inside vehicle.</td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>- Treat others the way you want to be treated.</td>
<td>- Be honest.</td>
<td>- Walk quietly so others can continue learning.</td>
<td>- Eat and drink quietly.</td>
<td>- Allow for privacy of others.</td>
<td>- Line up when bell rings.</td>
<td>- Be an active listener.</td>
<td>- Wear appropriate clothing.</td>
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<tr>
<td></td>
<td>- Be an active learner.</td>
<td>- Say please and thank you.</td>
<td>- Use a peaceful voice.</td>
<td>- Respect others personal space.</td>
<td>- Clean up after yourself.</td>
<td>- Invite others who want to join in.</td>
<td>- Applaud appropriately to show appreciation.</td>
<td>- Follow rules.</td>
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<td></td>
<td>- Follow adult direction(s).</td>
<td>- Help keep the school orderly.</td>
<td>- Listen to the resource centre.</td>
<td>- Look after your property and the property of others.</td>
<td>- Keep hands and feet to yourself.</td>
<td>- Take off your hat for the National Anthem.</td>
<td>- Don't litter.</td>
<td>- Respect for all equipment and the environment.</td>
<td></td>
</tr>
<tr>
<td><strong>A Learner</strong></td>
<td>- Be an active participant.</td>
<td>- Be a risk taker - challenge yourself.</td>
<td>- Return to class promptly.</td>
<td>- Use proper manners.</td>
<td>- Be a problem solver.</td>
<td>- Raise your hand to share.</td>
<td>- Be a problem solver.</td>
<td>- Learn new games and activities.</td>
<td></td>
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<td></td>
<td>- Show full effort.</td>
<td>- Be organized.</td>
<td>- Walk directly to intended destination.</td>
<td>- Leave when adult excuses.</td>
<td>- Learn new games and activities.</td>
<td>- Keep comments and questions on topic.</td>
<td>- Report issues.</td>
<td>- Follow school bus rules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Be a team player.</td>
<td>- Make good choices.</td>
<td>- Plan ahead.</td>
<td>- Keep track of your belongings.</td>
<td>- Report issues.</td>
<td>- Be on time.</td>
<td>- Be on time.</td>
<td>- Be on time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Be your job.</td>
<td>- Do your own work.</td>
<td>- Use proper manners.</td>
<td>- Tidy up before you leave... lunch box away before playing.</td>
<td>- Think before acting.</td>
<td>- Be on time.</td>
<td>- Be organized.</td>
<td>- Be organized.</td>
<td></td>
</tr>
</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school parades and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter
- School Principal’s regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Julatten State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students
- 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).

Reinforcing expected school behaviour
At Julatten 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. 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.

**Julatten State School**

**Good Ones – Individual reward**
Staff members hand out ‘good one’ tickets each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a ‘Good One’ card.

On parade each Friday, 6 students are drawn out and acknowledged on parade with a reward of an icy cup or time using the Wii. Cards are never removed as a consequence for problem behaviour.

**Marble Jar – Whole class reward**
Classes also are working towards a term reward by filling their “marble jar”. Students need to earn 100 marbles in their ‘jar’ in order to have a reward during the end of the term. This reward is negotiated with the students and their teacher. Students can earn a marble by showing that they work well together following the rules – Be Safe, Be a Learner and Be Respectful. Marbles are not removed as a consequence for problem behaviour.
At Julatten State School we believe that students should be acknowledged and recognised for displaying positive behaviours.

As a whole school we have "Good Ones"

These can be handed out both during class and at lunchtimes.

As a whole class, students are working towards filling their class "Marble Jar" with 100 marbles by the end of the term to earn a class reward (to be brainstormed by the class).

The reward will be in the last week of each term.
Responding to unacceptable behaviour

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

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.

Our preferred way of re-directing low-level problem behaviour is to ask them 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.

Across the school we have a consistent classroom approach to dealing with disruptive behaviour. The process in the classroom is as follows:
Julatten State Schools

Behaviour Flow chart

Negative Behaviours

First step: Rule Reminder

Second step: Name on Board

Third step: Time out
4-7: 10-15 minutes
P-3: 5-10 minutes
Reflection sheet and after class follow up

Fourth step: Buddy Class
P-1 – 4-5
2-3 – 6-7
Students to take work to complete.
Follow up with student during lunch break or after school.

Fifth step: Office

Individual behaviour strategies may be put in place by the teacher.

Students have the opportunity to correct their behaviour up to and including Step 4

Physical Violence is an Automatic Office Referral
Julatten State School
Behaviour Flowchart

Negative Behaviours at Play Time

No Hat No Play – Sitting at the tables on the Red Cement

Step 1: Rule reminder

Step 2: Sitting at the tables on the Red Cement

Step 3: Office Referral (student to sit on chair outside Miss Leiter’s office while waiting)

Physical Violence is an Automatic Office Referral
These posters are displayed in every classroom and require teachers to follow the process in their own classroom.

**Targeted behaviour support**
Some students from Julatten State School may require targeted behavioural support at various times throughout the year. 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 requiring targeted behavioural support 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 the Principal and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

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

**Intensive behaviour support: Team approach**
Julatten State 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. The Principal:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student

The Principal has a simple and quick referral system is in place. Following an office referral, the Principal will contact parents 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 external behaviour support staff.

**5. Consequences for unacceptable behaviour**
Julatten 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
- **Major** problem behaviour is referred directly to the school Principal

**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 Principal.

**Minor** problem behaviours may result in the following consequences:
- 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.
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.

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 parent contact.
  AND/OR
- Parent contact, referral to Guidance Officer, 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 to be recommended for exclusion from school following an immediate period of suspension.

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
Each classroom has a set of behaviour steps and consequences consistent with our school Responsible Behaviour Plan for both positive and negative behaviours. All teachers follow the steps for the negative behaviour before students are referred to the office.

Students are also taught 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.

The following tables illustrate some examples of behaviours that are minor and generally managed by teachers, and those that are major and generally result in an office referral to the Principal.
<table>
<thead>
<tr>
<th>Violation</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive or aggressive Language</td>
<td>Using vulgar gestures or language</td>
<td>Repeated gestures or words directed toward others in a demeaning or</td>
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<td></td>
<td></td>
<td>provoking manner [including any sexual or</td>
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<td></td>
<td></td>
<td>racial or religious slurs]</td>
</tr>
<tr>
<td>Disrespect / Defiance</td>
<td>&quot;I'm not going to!&quot;</td>
<td>Persistently refusing to obey staff. Yelling at teacher, leaving class</td>
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<tr>
<td></td>
<td>&quot;You can't make me!&quot;</td>
<td>without permission, verbal defiance</td>
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<td></td>
<td>Refusal to go to the office</td>
<td></td>
</tr>
<tr>
<td>Disruptive Class Behavior</td>
<td>Yelling, turning over furniture</td>
<td>Any major disturbance or interference that severely disrupts the learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>environment causing potential harm to one's self or others</td>
</tr>
<tr>
<td>Fighting / Physical aggression [including self</td>
<td>Punching, hitting, kicking, spitting, biting</td>
<td>Physical contact with the intent or</td>
</tr>
<tr>
<td>harm]</td>
<td></td>
<td>outcome of causing injury or harm to others or self</td>
</tr>
<tr>
<td>Theft</td>
<td>Taking valuable property that belongs to someone else</td>
<td>Stealing school, teacher, or student property</td>
</tr>
<tr>
<td>Harassment / Threats / Touching Others / Self</td>
<td>Touching others on the bottom or other private areas,</td>
<td>Bullying, repeated verbal abuse, inappropriate touching, threatening</td>
</tr>
<tr>
<td>Harm</td>
<td>Threatening physical violence</td>
<td>others or self with physical harm</td>
</tr>
<tr>
<td>Property Damage</td>
<td>Breaking classroom materials, throwing desks, chairs,</td>
<td>Intentional destruction of property belonging to the school or the teacher</td>
</tr>
<tr>
<td></td>
<td>computers, destroying textbooks</td>
<td>through misuse or aggressive behavior</td>
</tr>
<tr>
<td>Persistent Violations of Minor Offenses</td>
<td>Violating minor offences repeatedly</td>
<td>Any problem behaviours that are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>considered to be persistent violations</td>
</tr>
<tr>
<td>Weapons / Threats of Weapons</td>
<td>Knives or guns or other objects (or threats of</td>
<td>Having possession of a weapon or weapon</td>
</tr>
<tr>
<td></td>
<td>causing bodily harm)</td>
<td>lookalike capable of causing bodily harm; Threatening to bring a weapon</td>
</tr>
<tr>
<td>Drugs and Alcohol</td>
<td>Alcohol, cigarettes, or drugs found in a student's</td>
<td>Having possession of any substance</td>
</tr>
<tr>
<td></td>
<td>possession or in their belongings</td>
<td>deemed to be a drug, including cigarettes</td>
</tr>
<tr>
<td>Violation</td>
<td>Example</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Inappropriate Verbal Language</td>
<td>&quot;Shut - up&quot; &quot;This Sucks!&quot;</td>
<td>Unsuitable use of words; Calling names; Use of inappropriate tones</td>
</tr>
<tr>
<td>including calling out and put downs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touching [hands off policy]</td>
<td>Pushing, shoving, horseplay, public displays of affection</td>
<td>Inappropriate touching with the hands or feet which does not result in injury</td>
</tr>
<tr>
<td>Defiance</td>
<td>Talking back, not following directions, not completing homework, sleeping, late to class</td>
<td>Resisting authority; engaging in power struggles</td>
</tr>
<tr>
<td>Disruptive Class Behaviour</td>
<td>Talking, tapping pencils, repeated noise, playing with toys, electronic devices i.e. cell phones, iPods, Gameboys, C.D. players...</td>
<td>Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Not being at class on time, not having correct materials for class [including hat for sport]</td>
<td>Not being organized for class, refusing to follow class/teacher expectations</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Kicking furniture, breaking pencils, crayons, etc.</td>
<td>Use of property in a way which it was not designed that does not cause physical harm or injury to one's self or others</td>
</tr>
<tr>
<td>Disrespect (Teasing / Taunting)</td>
<td>Making faces, calling other students names, making fun of other students</td>
<td>Inappropriate comments and / or unwanted verbal, physical, or emotional advances</td>
</tr>
<tr>
<td>Lying / Cheating</td>
<td>Cheating on tests, copying work, plagiarism, lying to an adult</td>
<td>Lying - making a statement which one knows to be untrue Cheating - using dishonest methods to gain academic advantage</td>
</tr>
</tbody>
</table>

**Please remember that persistent violations of any of the above teacher managed behaviours are referred to the office**

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

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 Julatten 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
• 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. This information is entered onto OneSchool.

7. Network of student support
Students at Julatten State 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 (including the Flexible Learning Centre)

Support is also available through the following government and community agencies:
• Queensland Health
• Disability Services Queensland
• Child and Youth Mental Health
• Department of Communities (Child Safety Services)
• Police

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.

Julatten 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 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:
  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
  o receive adjustments appropriate to their learning and/or impairment needs,
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: 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

Effective Date: 1 January 2019 – 31 December 2019

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

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

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

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

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

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\(^1\) *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberry®, 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.*
Appendix 2

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

Purpose
1. **Julatten 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 **Julatten 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 **Julatten 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 **Julatten 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 **Julatten State School** are part of 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.
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 anti-bullying process includes lessons taught by all teachers in all classrooms. This focuses on the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

10. 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 opportunities to practice. The anti-bullying process at Julatten State School takes care to combine knowledge with practice in a process of active learning.

11. Julatten State School uses behavioural data for decision-making. This data is entered into our OneSchool database and can be recalled as summary reports. 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 by our staff.
Appendix 3

Incident Report
To be used to record behaviour incidents when OneSchool access is unavailable
(information to be imputed to OneSchool at the earliest opportunity)

Name:                                      Date:

Person Completing Form:

<table>
<thead>
<tr>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>
Appendix 5
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.