

Windaroo State
School

Responsible Behaviour Plan

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(June 2013)**



The Code of School Behaviour

Better Behaviour
Better Learning

WINDAROO STATE SCHOOL

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

1. Purpose

Windaroo 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.

As part of our school's fostering of a Supportive School Environment we aim to develop within children increasing levels of self-reliance enabling them to behave appropriately and to problem-solve interpersonal conflicts with minimal/appropriate adult intervention.

The school aims to achieve this through programs which develop:

- Social Skilling of children
- Protective Behaviours
- Sexual Harassment Guidelines
- Anti-discrimination Guidelines
- Self-Esteem Building
- National Framework for Values Education in Australian Schools.

2. Consultation and data review

Windaroo State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2013 to assure informed and collaborative decisions were made. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents were integral elements used basis in the collaborative processes.

The Plan was endorsed by the Principal, [the President of the P&C](#) and [Regional Executive Director](#) in July 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Windaroo 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 Windaroo 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.

Behaviour Management in Windaroo State School's supportive school environment is based on the following beliefs drawn from models of behaviour:

We believe that...

- children in the main choose their behaviours;
- in general, behaviours are learnt and children will need to be taught appropriate behaviours;
- children need to have a clear understanding of appropriate behaviour in a school setting;
- children need limits and consequences for inappropriate behaviour;
- children are responsible for their behaviour and any subsequent consequences;
- children need positive recognition and support of appropriate behaviour; and
- administrative and parental support is an integral part of behaviour management.

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

- Be safe
- Be responsible
- Be respectful (refer Appendix 1)

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 Windaroo State School effective behaviour management programs are characterised, almost universally, by...

- building a relationship of trust, mutual respect and friendship with children
- having a curriculum which is relevant and needs fulfilling for children and teachers
- focusing on and reinforcing positive behaviours
- having behavioural expectations, clear limits and consequences
- involving children in the development of behavioural expectations
- communicating clearly the behavioural expectations, consequences and limits and by ensuring these are understood by children
- having a systematic and organised plan for Behaviour Management
- being consistent
- being persistent
- skilling children to enable them to behave appropriately
- having all members of the school community provide appropriate models of behaviour
- promoting values education

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Windaroo 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 below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> ▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪ Keep passage ways clear at all times 	<ul style="list-style-type: none"> ▪ Respect privacy of others 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate ▪ Wait inside the gate until the bus stops
BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> ▪ Move peacefully in single file 	<ul style="list-style-type: none"> ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Have your name marked on the bus roll ▪ Leave school promptly
BE SAFE	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> ▪ Wash hands ▪ Walk 	<ul style="list-style-type: none"> ▪ Wait your turn ▪ Keep your belongings nearby ▪ Have your bus pass ready

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 Assemblies and during active supervision by staff during classroom and non-classroom activities.

Targeted behaviour support

At Windaroo State School a team approach is utilised to support students who may need more targeted behaviour support. The Domain Administrator is the case manager and monitors specific students at risk. Strategies are implemented utilising all necessary human resources to support identified students. All stakeholders are involved in this process through the classroom teacher. Positive reinforcements, curriculum adjustments, direct human resource support and open communication are the key elements in supporting student's behaviour so that improved outcomes are achieved.

Intensive behaviour support

Students who are considered seriously at risk of significant educational under-achievement or interruption to teaching and learning in any classroom as a result of inappropriate behaviour are supported by implementing an Individual Management Support Plan that is overseen by a case manager usually an administrator consulting with all stakeholders. The class teacher facilitates the referral to Special Needs Action Committee (SNAC). This team collaboratively discusses, collates data, refers on to GO, BAT and external agencies if necessary and the case manager liaises with parents / carers throughout the process.

An Individual Support Plan is designed, implemented, serviced and modified as necessary to support the student at risk.

The Admin Case Manager is attached to the student throughout his/her school years to provide consistency and a relationship for the student at risk.

SUSPENSION GUIDELINES

The principal will consider...

- the welfare of the student, teachers and other students;
- immediate suspension where the safety of staff and students is considered at risk; and (*Discussions with student and parents will be held as soon as possible after the student is suspended.*)
- that suspension must be completed in the current year.

If reasonably satisfied that grounds for suspension exist, the principal may suspend a student for...

- not more than 5 school days or
- more than 5 school days but no longer than 20 school days.

If suspension occurs, the principal will give the student a written notice stating...

- that the student is suspended;
- the reason for the suspension; and
- the period of the suspension.

If suspension is for more than 5 school days the notice will also state...

- that the student may make a submission against suspension to the principal's supervisor; and
- the way in which the submission may be made.

Alternate education program

If a student is suspended for more than 5 school days, the principal will coordinate...

- arrangements for placing the student in an alternative educational program; and
- a meeting, including parents and student to discuss an alternative program for the student.

Outcomes for this meeting will be...

- management of the student's suspension;
 - strategies to address the student's behaviour difficulties and learning needs; and
 - strategies to assist the student's re-entry to school.
- following formal suspension:
 - Students who have been on a suspension, their parents and relevant school staff need to attend a re-entry meeting before the student can return to school.
 - At this meeting, a re-entry Individual Management Plan (IMP) will be negotiated to support the student's re-entry into the school.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Windaroo 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.
- Student Specific Big Buddy Programs using senior students in playground and classroom settings to model and display appropriate behaviour and positive choices.
- 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 Windaroo 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.

Positive Acknowledgement

In addition to the Values Tokens, data is tracked, collected and reviewed weekly. Any class/es with **NO RECORDED** detentions for a calendar month are openly acknowledged in the school newsletter and on assembly where a class certificate is issued. Classes with no recorded detentions also receive a whole school reward eg. a healthy iceblock from the school tuckshop. On an individual level students with no detentions or those who have been identified as having significantly demonstrated improved behaviour by the school Administration are rewarded with a certificate at the end of each school term.

Positive Reinforcement Is Important At Windaroo

Strategies For Safe and Effective Schools

The High Five Strategy

Every student has the right to feel safe from bullying at school. At Windaroo State School we implement specific anti-bullying strategies that aim to promote positive student behaviour.

The **High Five strategy** is used to build student's social skills and resilience; it is designed to provide students with five actions they can take when they are solving problems with other students that can be used in the classroom, in the playground and for perceived bullying incidents. These strategies are explicitly taught in the classroom and reinforced by staff on playground duty.

All steps are modelled and taught through role play.

Each class will have a High Five chart showing steps for teaching/modelling problem-solving strategies.

- Ignore
- Walk Away
- Talk Friendly
- Talk Firmly
- Report and Tell



Children need to know the difference between reporting and dobbing.

Reporting is helping/getting yourself out of trouble. If the issue involves **health** or **safety**- children to report straight away to a teacher. They are not to solve problems themselves. e.g. Incidents physical danger - Child running out of school gates

Our School Chaplain (refer to Appendix 8)

A school Chaplain is a safe person for young people to connect with at school, providing a listening ear, caring presence and message of hope.

Our Chaplain cares for students struggling with confusing relationships, peer pressure and self esteem issues, family breakdown, depression, bullying, physical, sexual and emotional abuse.

Our Chaplain runs positive, fun activities for young people both in and out of school, and foster a supportive, caring school community.

This includes support for 'at risk students', support for staff and families from the school and wider community.

The partnership between the school and the Chaplain, supported by local churches, businesses and community organisations, provides a network of local support and assistance.

These positive relationships help young people to face issues, and provide hope, meaning and purpose.

Rewards Room

Students can access the 'Rewards Room' on an individual, small group or whole class level. This room is a positive, supportive environment where students are able to engage in the activities available for a period of time.

This area is also home to the School Chaplain who provides support and guidance to students, families and staff.

The Rewards Room is a non-threatening, safe and supportive environment. It has a homely feel.

Behaviour Of The Week

Students are made aware of various school issues or safety concerns that occur on a daily or weekly basis through a ***Behaviour of the Week*** where the focus is always around one of the three school rules:

- Be Respectful
- Be Responsible
- Be Safe

Teachers are expected to discuss and where necessary role model the behaviour of the week.

eg,

BE RESPONSIBLE

"Behaviour In and Around Toilets"

- The toilet is not a play area.
- Games and activities must be played away from the toilets.
- Take care when using toilet facilities.
- Report any inappropriate behaviour to the playground duty staff or office.
- Wash your hands after going to the toilet.
- Do not take food and drink into the toilet.

Windaroo State School Values Tokens

Staff members hand out Values Tokens to students they observe displaying our school values and following school rules in and out of the classroom setting. This reinforcement occurs continuously throughout the day. When they observe a student following the rules the staff member can choose to give the student a Values Token. When given a Values Token the student drops the card in the designated P-3, 4-7 collection bins located at the school administration block.

At each fortnightly Phase assembly the Principal draws 5 values tokens from the bins and publicly acknowledges the students who have been drawn. These students are then further identified in the school newsletter. The students are issued with a values wrist band which are in the school colours and can be worn as part of their school uniform. The underlying values are printed on the wrist bands and reflect the ethos principles of the school. Values tokens are never withdrawn as a consequence for problem behaviour.

The First Four Weeks Program – The First Steps to Effective Learning and Teaching.

This program was compiled in the past by staff of Windaroo State School to provide help and guidance with theoretical and practical ideas for teachers and students to develop together at the commencement of each school year a quality classroom built around relationships, respect, rights, responsibilities, roles, rules, routines and results. Staff at Windaroo are expected to implement the ideas in this program within their class settings, as well as discuss within Domains how these ideas can be implemented within year levels to enhance the teachings and learning within the C2C. (refer to Appendix 2)

The Virtues Program

The Five Strategies of the Virtues Program

The Five Strategies of the Virtues Program help us to live more reverent, purposeful lives to raise children of integrity and compassion, develop a culture of character in our schools, and inspire excellence and service in the workplace. These strategies build foundations for safe and caring communities.

The expectation at Windaroo is that twice a term in every classroom a whole school virtue will be discussed and associated activities implemented in the class setting.

Protective Behaviours

Teaching children to know and protect their rights to feel safe and to build trusting relationships is an essential step towards achieving these goals. Students through integrated C2C curriculum learnings are introduced to the key elements of Protective Behaviours. (*refer to: Protective Behaviours A Personal Safety Program for Students – Teachers' Resource Booklet*)

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.

Relating 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 problem behaviour be repeated, staff members do not repeat the discussion/explanation process but simply remind the student of the consequences of their choices.

Working together to keep Windaroo State School safe

We can work together to keep knives out of school. At Windaroo State School:

- Every child has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives.
- Any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Windaroo State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

Ensuring consistent responses to problem behaviour

At Windaroo State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, staff 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.

5. Consequences for unacceptable behaviour

SCHOOL RULES

Our vision of the school is one where children can have fun, learn and interact with their peers in a safe, co-operative environment.

We believe that at Windaroo State School...

- **everyone has the right to...**
 - feel safe, cared for and respected
 - learn and play without disruption
- **everyone is expected to...**
 - be responsible for their own behaviour
 - respect the rights of others

To help ensure a safe, supportive environment, the following school rules which promote and teach our high standards of responsible behaviour are essential both in the classroom and the playground.

- **Be Safe**
- **Be Responsible**
- **Be Respectful** (refer to Appendix 1)

Each week teachers will be required to discuss at length a different school rule to ensure that every child understands fully what each rule means.

CLASSROOM MANAGEMENT PLAN

The school requires that each teacher, taking into account their particular class, develops a classroom management plan which meets the following criteria:

- clear observable behavioural expectations;
- up to 4 or 5 rules framed in a positive manner, (displayed in the classroom)
- a systematic approach to the reinforcement of appropriate behaviour;
- a set of logical, appropriate consequences which progress from least intrusive to most intrusive and are not psychologically and physically harmful. First intervention must be a warning/reminder: e.g. questioning, name, notes. A severe clause must be included which outlines the consequences for extreme behaviour;
- reflection step for students to think about their actions,
- detention as a consequence should only be used in the latter stages of the plan.
- plan is to be submitted to administration for approval; and
- copy of the plan to be sent to every parent/carer to discuss with their children and seek agreement. (See Appendix 8)
- copy of the plan needs to be visible in the classroom

Recommendations

- Involve students in negotiating class behavioural expectations, rules and consequences.
- Ensure that rules, consequences and rewards are clearly understood by students and revised frequently. i.e. display rules in written form, discuss, model and role play them often
- Encourage every child every day and send positive notes/telephone home frequently.

INDIVIDUAL BEHAVIOUR RECORDS

Each day a list of the students who have engaged in unacceptable behaviours during breaks will be placed in each class teacher's pigeon hole in the staff room after school. This information needs to be investigated by the class teacher, consequences issued and the information entered into Education Queensland's 'One School' data program. It is the class teacher's responsibility to enter all behaviour incidences into One School, both positive and negative. The upkeep of these records is vital because all decisions concerning a student's behaviour will be made after initially refer to these records for accurate and current information.

Playground certificates and rewards are contained within the playground duty folder and can be issued to students by the teacher on duty.

SCHOOL PROCEDURES

Arriving at School

- Students arriving before 8.15am will go to the canteen area and be seated until the bell rings at 8.15am.
- Students arriving on bike/scooters/skateboards will walk these inside the school grounds to the bike racks. *Skateboards remain with school bags.

Departing School (Bus, Car or Bike)

- Bus children will go immediately to the bus shelter and remain seated.
- Students waiting for parents will go immediately to front gate and remain inside fence and be seated, when sufficient seats are available. Remaining students stand / sit quietly on paved area *Students are not to wait outside the school grounds.
- Students riding bicycles/scooters will go to bike racks and walk their bikes/scooters from inside the school grounds.

Eating Areas / Tuckshop

The first 10 minutes of morning tea and lunch breaks is set aside as eating time. Teachers are to arrange supervision of classes during this time. A roster needs to be given to the Administrator who manages playground timetables. (Ratio of one teacher per two classes P-3; one teacher per four classes 4-7.)

- Students purchasing morning tea go directly to the canteen and then to designated eating areas until dismissed by supervising teacher at 11.10am.
- At lunch time students will remain seated in their seating area until dismissed by supervising teachers at 1.10pm.
- During eating time students are to eat and not play,
- The tuckshop courtyard area is an 'All' School Zone.

Students are to...

- be in tuckshop area only if and when purchasing food;
- remain quietly in the IN line when purchasing food at the tuckshop and depart the area; immediately food is purchased via the OUT line; (Both lines are clearly marked by yellow arrows.)
- refrain from pushing, or pushing into line;
- refrain from swinging on, or sitting on, the railings which separate the IN and OUT lines;
- refrain from making excessive noise or from playing in front of the canteen.

DETENTION

This involves supervising students in the Detention Room, (located in the PCYC building) who have received a 20 minute detention as a result of unacceptable behaviour in the classroom or the playground. They must present their green Behaviour Management Record Sheet to the supervisor.

Normal school rules apply during this time.

Students are to...

- be at the detention room at 1.10pm sharp with their Behaviour Management Record Sheet
- follow the supervisor's directions
- remain seated whilst in the detention room

- refrain from communicating with other students
- remain until told to leave by the supervisor
- collect their signed detention slip from the supervisor
- take their BM Record Sheet to their class teacher to ensure detention occurred
- take their signed BM Record Sheet home, to be countersigned by their parents/carers
- return their signed detention slip to their classroom teacher on the next school day.

Supervisor is to...

- carry school mobile phone while on duty
- check student's BM Record Sheet
- record student's attendance at detention
- ensure students remain seated and refrain from communicating with each other
- provide details to class teacher if information on BM Record Sheet is incorrect
- sign BM Record Sheet and then return them to student, so they can be sighted by their class teacher and then taken home to parents
- conduct verbal discussions with student regarding rule broken and consequences
- follow up with domain administrator if a student does not follow rules while in detention room.

PLAYGROUND DUTY

This involves supervising students during morning tea or lunch breaks in a designated playground duty area.

Normal school rules apply during this time.

Supervisor is to...

- collect or send for the playground/duty folder for the designated area from Reception if taking the first duty period in a break;
- arrive at the duty area on time and if taking over from someone, do so at exchange point; (indicated on playground duty folder map by a dot)
- supervise the whole of the assigned area by roaming throughout the area;
- ensure normal school rules are followed
- investigate any reported problems;
- look for students using valued behaviours and reward with stickers contained in the folder
- write out awards for students using valued behaviours and give to students
- write out Values Tokens to students displaying school values
- record the full name, class and the relevant behaviour rule/level on the playground supervision sheet whenever a student is engaging in an unacceptable behaviour
- write name on each record entered so that it is clear who the supervisor has been
- change playground duty at the exchange point at the end of the allocated time and hand over the folder;
- any students who engage in level 4 behaviours will be escorted by an administrator to the office through the use of the "Red Card" or Administrator to be notified of any Level 4 behaviours
- return the playground duty folder to Reception if completing the final duty period for the break
- report to SEP HOSES any incident involving SEP students

FRONT GATE DUTY

This involves supervising student's departure from the school at 3.00pm, at the double gate in front of the administration block.

Normal school rules apply during this time.

Students are to...

- follow the supervisor's directions;
- remain inside the school grounds;
- remain seated in front of hall;
- minimise noise levels;
- refrain from playing ball games;
- remain in this area until collected by parents/carers or vehicle for collection is packed ready to collect.

Supervisor is to...

- collect the duty folder from reception;
- arrive at the duty area at 3.00pm sharp;
- ensure normal school rules are followed;
- ensure students remain seated and reasonably quiet;
- ensure students remain inside the gate until collected by parents;
- escort students to the office front courtyard after 3.20pm and advise Reception staff who is waiting;
- close the double gate on departing duty area.

BUS DUTY

This involves supervising student's departure from the school at 3.00pm, at the small gate in front of the bus area.

Normal school rules apply during this time.

Students are to...

- follow the supervisor's directions;
- sit in the designated bus lines in bus area at front of Lone Pine Hall;
- minimise noise levels;
- refrain from playing games;
- remain in line in this area until directed to walk to the front of gate by the supervisor.

Supervisor is to...

- collect the playground duty folder from Reception;
- arrive at the duty area at 3.00pm sharp;
- ensure normal school rules are followed;
- ensure students remain seated in designated bus lines and are reasonably quiet;
- walk each bus group to their bus
- report to the office Reception any noted concerns.

THE PLAN IN PRACTICE**PHASE 1****LEVEL 1 BEHAVIOURS**

These behaviours are generally not serious and of a lower level.

In the classroom

The supervisor will initially give a reminder for any first offence involving a Level 1 or 2 behaviour and then apply consequences in accordance with the classroom management plan with each succeeding level 1 or 2 behaviour.

In the playground

The supervisor will speak to the student regarding the breach but recording is not necessary.

In either case, where recording of the behaviour occurs this needs to be transferred to the child's individual behaviour record in OneSchool. No further follow up is required other than normal classroom reminders or discussions concerning school rules particularly where a specific behaviour is being frequently reported.

Class teachers need to ensure students are aware of any breaching of these levels

LEVEL 2 BEHAVIOURS

These behaviours are potentially serious.

In the classroom

These behaviours are acted upon as outlined in Level 1 above.

In the playground

The supervisor on playground duty will record the child's name and the behaviour.

LEVEL 3 BEHAVIOURS

These are serious behaviours and will result in the supervisor, both in the classroom and in the playground, recording the name of the student and the behaviour. These behaviours must be investigated before a detention is issued. The student will later be issued a BM Record Sheet by their classroom teacher, once the teacher receives notification, and have 20 minutes detention the next day. Parents will be notified via the BM Record Sheet. When students repeatedly use the same Level 1 or 2 behaviours, despite reminders, this is to be treated as continual disobedience. (R1 L3).

IMPORTANT

If the BM Record Sheet is not returned within 2 school days, the classroom teacher must ring the parents to ensure that they are aware of the detention issued.

It is the class teachers' responsibility to complete the BM Record Sheet. The incident details need to be written on the Sheet so that the parents/carers get a clear picture of what the incident entailed.

LEVEL 4 or SEVERE CLAUSE BEHAVIOURS

These are very serious behaviours and will result in the supervisor, both in the classroom and in the playground, recording the name of the student and the behaviour. The student will complete a 20 minute detention with the domain administrator in his/her office. If required, an action plan will be devised and implemented involving all stakeholders. The domain administrator will be notified by way of red card so that the student can be escorted to the office. The domain administrator is to investigate the incident and contact the parents/carers. The class teacher or domain administrator is to complete the BM Record Sheet.

RECOGNITION OF APPROPRIATE BEHAVIOURS

In managing student's behaviour, it is essential that a balanced approach be followed. The crucial factor in managing behaviour is what we do, when children exhibit appropriate behaviour. An over-reliance on limit setting / undesirable consequences is adopting a hostile approach to students and is in no one's best interest and is likely to result in ineffective behaviour management.

Therefore it is ***strongly recommended*** that recognition of appropriate behaviours occur frequently.

Some suggested approaches are...

- verbal recognition i.e. giving feedback on specific behaviours with every student receiving praise every day, where possible;
- issuing of positive slips and certificates;
- whole school recognition e.g. certificates given on assembly, celebrating in School Newsletter, positive notes home to parents with every student receiving this kind of recognition every week, where possible.

- positive recognition from domain administrator.

BEHAVIOUR MANAGEMENT PLAN – PHASES

PHASE 1

These steps are undertaken in the classroom with consequences ranging from a reminder to 20 minutes detention. At all steps students are reminded of the consequences that will follow further misbehaviour.

PHASE 2

Students are placed in this phase if they have been to detention 4 or more times in one calendar month or if they have a severe clause behaviour and their parents will be notified by the domain administrator.

PHASE 2 CONSEQUENCES

The consequences for this phase are discussed with all stakeholders and the domain administrator shares with the student, actions to be taken.

STEP 1

- one full session in supervised withdrawal within the class
- one day of lunch time detention
- a behaviour contract is drawn up for 2 days and is to be signed by teacher, parent/carer and administrator

Progression beyond Step 1 is subject to review by administration and is not necessarily step by step.

Students in Phase 2 are monitored for 1 month by the class teacher and domain administrator. Individual Management Plan (IMP) strategies are put into place to support students in Phase 2 during the monitoring month.

If students enter Phase 2 on three separate occasions during the school year suspension may result.

Suspension will be determined on each individual student case. All stakeholders will be kept informed of progress of students in Phase 2 by the domain administrator.

BEHAVIOUR MANAGEMENT RECORD SHEET (refer to Appendix 3)

Whenever a Level 3 or 4 behavioural consequence is applied, whether as a result of classroom incidents or due to a playground infringement, a BM Record Sheet (see opposite) is issued by the class teacher to the student involved. The sheet must record the student's name, the class, the date, the teacher's name, referring teacher's name, the reason for the detention and whether the incident occurred in the classroom or the playground. All detentions are of 20 minutes duration. Detentions are supervised in the PCYC building from 1:10 – 1:40 daily.

A 20 minute detention can result from any...

- Level 3 or Level 4 behaviour in the playground or in the classroom;
- four Level 1 or 2 behaviours in a day in the classroom; or
- three occurrences of the same Level 1 or 2 behaviour in the playground or the classroom.

In addition to a 20 minute detention, a behaviour contract can result from any...

- Level 4 or severe clause behaviour in the playground or the classroom;
- four occurrences in a month of the same Level 3 behaviour in the playground
- or the classroom.

BULLYING POLICY

See **BULLYING NO WAY!** School Policy Brochure (refer to Appendix 4)

BULLYING RECORD SHEET

If a student is involved in any type of bullying towards another student /s, the class teacher must complete the Bullying Recording Sheet – pink copy (Appendix 5) and refer to the Domain Administrator to investigate.

(Domain Administrator to provide verbal/written feedback to referring teacher by way of Administrator's Bullying Feedback Sheet – blue copy.)

1st Referral:-

Student to discuss incident with Domain Administrator and the student will complete a 20 minute detention in the detention room.

Further Referrals:

- Class teacher or Domain Administrator will proceed with '*The Method of Shared Concern*' (Behaviour Management Program (refer to Appendix 5)) through a joint interview. Parent informed of actions.
- Class teacher monitors progress, completes interview stages and reports on the progress to Domain Administrator.
- Formal stakeholders meeting involving Principal. Guidance Officer and/or Chaplain notified if necessary.

(refer to Appendix 10)

The network of student support

Windaroo State School Special Needs Committee (SNAC) meets weekly to consider student needs and coordinate support services listed below:-

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ Guidance Officer ▪ Parents ▪ Teachers ▪ Support Staff ▪ Administration ▪ Student Support Services 	<ul style="list-style-type: none"> ▪ Behaviour Advisory Teacher ▪ AVT-ASD ▪ District Behaviour Advisory Services ▪ Senior Guidance Officer ▪ Access to Behaviour Management Funding ▪ ELAPSE Program ▪ Alternative Schooling Provisions 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ St Vincent De Paul Communities Program ▪ St Vincent De Paul Lifeline ▪ Qld Health Services (Nurse) ▪ Disability Services Qld

PLAYGROUND RECREATION PLAN

With 900 students (Prep – 7) wishing to access space for before, after school activities and morning tea and lunchtime pursuits, there is a need to identify appropriate play zones, activities and equipment to maximise student outcomes in a safe and supportive environment.

These coloured play zones have been identified where students in each sector (P-2, 3/4, 5/6/7) can play using a variety of play equipment which is located in individual classrooms. This play equipment is managed by the class teacher and students of each class, so students can have access to available resources. HPE Specialist oversee the purchase of new resources to maintain class equipment.

Each play zone has an open area, covered areas, multipurpose court and adventure playground. Sufficient seating is also available for students.

All School Zoned areas have also been identified so that siblings and friends across sectors can catch up during playtime. All School Zoned areas are not suitable for team games, instead it provides a safe place where students can talk or play quiet board games, cards, read etc.

The Computer Lab, Info Centre, Music Room and Quiet Rooms are locations where extra Curriculum lunch time activities operate. The Quiet Rooms provide students with a place to go to if they wish to chat to a teacher or engage in quiet inside activities. Quiet Rooms are provided for students in each play zone.

The Rewards Room is a positive support area where student can access support or drop in for a chat , or play with a small group.

THE CONCEPT

- Students will be encouraged to pre-plan recreation time, access classroom based resources and utilise the most appropriate play location within their zone for the equipment/game selected.
- Class teachers will encourage ongoing “discussions” around the concepts of activity identification, sharing, choice of location, sun safety, conflict resolution, bullying strategies, games rules and school rules.
- Teachers will consult with the HPE Specialist to identify and introduce new game skills to assist with lunchtime play.
- Students will also be challenged regularly in class and via school assemblies and school newsletters to develop and maintain attitudes and behaviours that value care, cooperation, sharing of resources, and personal responsibility for equipment loaned from the classroom. Incentives can be introduced to promote responsibility.

The Recreation Plan is reviewed regularly, so that proactive strategies can be included to continue to improve outcomes for students during playtime.

Big Buddies (Years Prep – 2)

- A group of senior students (Years 6 & 7) will be trained in peer mediation/conflict resolution as part of the Big Buddies Program each year. (Terms 2 & 4)
- These students will be rostered on in the junior playground and provide support and friendship to junior school children, helping them to deal with conflict and other issues arising during playtimes.
- These students provide excellent role modelling to younger children facilitating effective communication, listening, assertiveness and problem solving.

- The Big Buddies Program also provides a means for awareness raising and reducing bullying in the school culture.

Imaginative Play Lunchtime Program (Years Prep/1 and Years 2/3)

This program provides play opportunities for children to encourage interaction, generate conversation and develop group and social skills.

- Students in the Junior School can borrow out toys to be played with in Area A, on the grass or sand areas.
- The toys are inexpensive figurines, sand toys, soldiers, firemen, policemen, farm sets etc. These are kept in plastic boxes (no lids) that are borrowed and packed up quickly at the end of playtime.
- Students who are by themselves can borrow and play. This usually attracts other students encouraging friendships to evolve.
- Teachers on duty can direct students to the play area and encourage positive play.
- Year 5 students are trained and encouraged to mentor and support the younger students if necessary

Quiet Drop In Rooms

Within each play zone, Quiet Drop In Rooms are available for students to go to for quiet lunchtime play or to speak to a teacher regarding any issues they may wish to discuss.

Ex-Curricular Activities

Activities are available for students to participate in during playtime.

- Science Centre
- AFL
- Rugby League
- Soccer
- Netball
- Computer Lab
- Info Centre
- Supervised play area
- Choir
- Instrumental Music
- Windaroo Idol
- School Musical

Consideration of individual circumstances

It is vital that individual differences are taken into account when supporting students. Life experiences, family background, culture, academic and physical abilities, emotional wellbeing, gender, race, socio-economic situation and impairment.

At Windaroo State School 'Caring and Learning Together' is paramount within our school community – we aim at promoting good quality education so that excellent student outcomes are achieved to prepare our students in becoming valued members of our wider community. When supporting students at risk with behaviour the needs and wishes of our school community are considered before individual student support is implemented.

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 Windaroo 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. The following records must be maintained:

- incident report (Appendix 6)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff - refer to Appendix 6).

7. Network of student support

Students at Windaroo State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- | | |
|------------------------------|-----------------------------|
| • Parents | • Alternative Setting Staff |
| • Teachers | • Senior Guidance Officer |
| • Support Staff | • School Chaplain |
| • Head of Department | • Adopt – A – Cop |
| • Administration Staff | • Visiting Nurse |
| • Guidance Officer | • Special Education Staff |
| • 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/PCYC

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.

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

- promoting an environment which is responsive to the diverse needs of its students

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- 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](#)

Endorsement

Principal	P&C President	Regional Executive Director or Executive Director (Schools)
Date		

Appendix 1

School Rules Class Charts

Appendix 2

First Four Weeks Program

Appendix 3

Behaviour Management Record Sheet (green slip)

Appendix 4

Bullying No Way! (School Policy)

Appendix 5A

Bullying Referral Sheets

(Pink Slip – Class teacher copy
Blue slip - Admin copy)

Appendix 5B

How to Respond to Bullying by Sharp, Cowie and Smith

“The Method of Shared Concern” document

Appendix 6

Critical Incident Report

Name:

Date:

Person Completing Form:

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).		

Appendix 7

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 your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- 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 be modified to accommodate their specific receptive and expressive needs.

Chaplaincy Proformas

- **School Chaplain Referral Slip (lilac)**
- **A message from the Chaplain (lilac)**

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 Windaroo 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 bullying¹ 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

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

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.*

Appendix 10

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

Purpose

1. Windaroo 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 Windaroo 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 Windaroo 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 Windaroo 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 Windaroo State School are an addition to our already research-validated school wide 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 school wide 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 school wide 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 Windaroo 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. Windaroo 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.