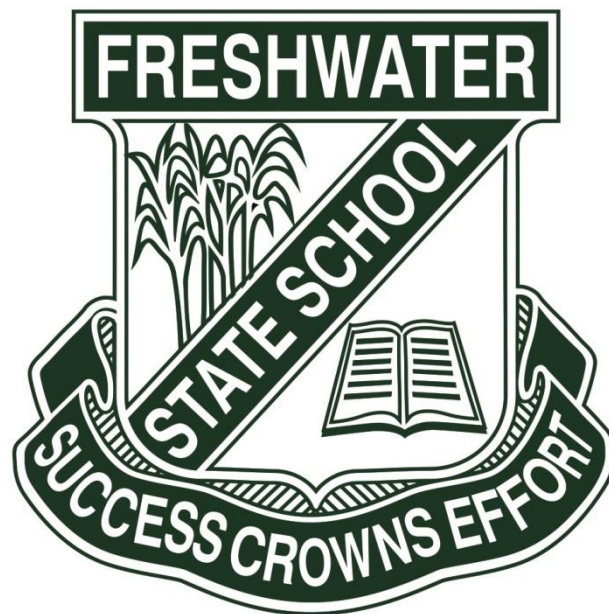


FRESHWATER STATE SCHOOL



RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Responsible Behaviour Plan for Students

Freshwater State School

Based on *The Code of School Behaviour*



1. PURPOSE

Freshwater 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. The school community strives to meet this commitment through the implementation of the features of the regionally endorsed **Positive Behaviour for Learning (PBL)** framework.

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

This plan applies to all students while they are at school or engaged in school related activities, excursions or camps.

2. CONSULTATION AND DATA REVIEW

This Plan has been reviewed and updated in collaboration with our school community. During Semester 2, 2015 and Semester 1, 2016 this consultation took the form of round-table discussion by a representative team, whole-staff collaboration around systems review, and anecdotal student and parent feedback. A review of school data relating to attendance, office discipline referrals and school disciplinary absences from 2015 and 2016 also informed the review process.

The Plan was endorsed by the Principal, the President of the P&C and the relevant Assistant Regional Director in Term 4, 2016.

3. LEARNING AND BEHAVIOUR STATEMENT

The staff at Freshwater State School believe that productive learning and positive behaviour are inextricably linked. Our Responsible Behaviour Plan for Students outlines our system for *facilitating* positive behaviours, *preventing* problem behaviour and *responding* to inappropriate behaviour.

Effective learning takes place when all members of the school community – students, staff, parents and visitors – acknowledge and abide by a set of fundamental expectations.

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

Our school-wide expectations are:

- **Be Safe**

School community members will act in a manner that presents no danger to the physical or emotional security of themselves or others.

- **Be Respectful**

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Respect will be reflected in both action and communication.

- **Be Responsible**

School community members will make appropriate behaviour choices relative to social and learning contexts, and accept accountability for the outcomes of their actions.

An essential component of our PBL framework is the belief that positive learning behaviours need to be explicitly taught. Furthermore, we believe that acknowledging students for meeting our expectations is a crucial factor in reinforcing their use of positive and pro-social behaviours. We acknowledge that for some students, extra support will be required in both teaching and reinforcing such behaviour.

To this end, our school has developed a number of interventions at different levels – these are **Tier 1** (for all students), **Tier 2** (for those requiring extra support) and **Tier 3** (for a small number of students with more challenging or persistent inappropriate behaviour). These levels are described in more detail in the following section.

4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO

INAPPROPRIATE BEHAVIOUR

Tier 1: Support for all Students and Staff

Communicating Behavioural Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to all students. In order to clarify the behaviours we wish to see our students using, we have developed the Matrix of Expectations (Appendix 1). This details what each of our three school-wide expectations looks like or sounds like in specific settings. Some of these behaviours apply to all settings, whereas others may be more specific to a particular routine or area.

Systematically and Explicitly Teaching Behavioural Expectations

We use the following process to identify and teach what Be Safe, Be Respectful and Be Responsible look like, sound like and feel like:

1. The PBL team meets fortnightly to analyse data (office referrals, anecdotal observations, records of minor behaviour).
2. The team decides on the next school-wide focus, using the data and the Matrix of Expectations.
3. Teachers explicitly teach the focus in their classes on Monday after second break.
4. The Principal or Deputy Principal revisits and reiterates the focus on assembly on Monday afternoon.
5. The current focus is communicated to the wider school community via the School Newsletter.
6. Teachers have access to a bank of resources to support the explicit teaching of expected learning behaviours. This bank includes vignettes, lesson plans, posters and support from coaching staff.
7. Students are provided with opportunities throughout every school day to practise and receive feedback on their use of the behavioural skills taught in the focus lessons.

Explicitly taught lessons in 2016 have included:

- Eating area expectations and routines
- Responsible play
- Using the toilets responsibly
- Whole body listening (assembly/classroom/specialist lessons/guest speakers)
- Following instructions
- Respecting the school environment
- Solving problems using the Friendly Five
- Road safety coming to and leaving school
- Diversity
- Bullying
- Being a helpful bystander

Recognising and Reinforcing Positive Behaviours

The most effective way to change behaviour, in anyone, is to point out what they are doing right and tell them about it. A crucial component of Positive Behaviour for Learning is the acknowledgment and reinforcement of students' positive behaviours. The form that frequent acknowledgement takes will vary from classroom to classroom, although all staff will ensure that this is age appropriate and is achievable for all students. Freshwater State School also has a number of school-wide strategies to ensure students are acknowledged for their efforts and behaviour both individually and as a cohort. Strategies used at Freshwater State School include:

FREQUENCY	STRATEGY
All day, every day	Staff behaviour is consistent, firm and fair, in order to facilitate positive relationships.
	Greeting and Farewell: "Great to see you here"; "Looking forward to seeing you at school tomorrow."
	Positive messages: Communicated home via informal conversation, note, email, phone call, etc.
	Descriptive encouragers and non-verbal feedback on behaviour and learning.
	Busted Being Awesome Awards, Happy Mails and Cookie Credits
	Stickers and incentive charts
Weekly	Newsletter Item: Positive messages around student achievements and goals reached.
	Displays in classrooms, office foyer and library areas.
	Principal / Assembly Awards – Tough Cookie and Merit Certificates.
	Awarding particular responsibilities to students.
	Positive feedback given at school assemblies.
	Freshie Mail.
Each term	Inter-house Behaviour Shield and celebration afternoon.
Each semester	Semester report card.

School-wide Acknowledgement Systems

The Merit Certificate is for students who have demonstrated a **personal achievement** in:

- Classroom learning (academic)
- Behaviour
- Music
- Sport
- Citizenship

Personal success will look different for different people.

The Tough Cookie Award is for students who have demonstrated **persistent effort** in:

- Classroom learning (academic)
- Behaviour
- Music
- Sport
- Citizenship

Persistent effort means 'Working Tough'. These students will put effort into their work, no matter how long it takes to get it right or how difficult the work becomes.

Freshie Mail

Postcards are sent home to parents as a way of acknowledging student achievement, success, effort and hard work.

Interhouse Behaviour Shield and celebration afternoon is a culminating event at the end of each term. Throughout each day, staff members award 'happy mail' points to students who are demonstrating appropriate behaviours. These points are added to a sporting house tally. Students and teachers in the winning house take part in an afternoon of alternative activities.

Please note, it is at the discretion of staff as to whether a student is or is not included in the afternoon, based on their individual behaviour record for the term.

Positive Classroom Environments

To facilitate the development and maintenance of positive learning behaviours in classrooms, each classroom teacher will be responsible for:

- Developing, with their students, a set of classroom rules in relation to expected learning behaviours. Although the language and phrasing of these rules will vary according to year level, each set will be consistent with the values expressed by the school-wide expectations of Be Safe, Be Respectful and Be Responsible. Each classroom at Freshwater State School has rules that:
 - Reflect expectations that all staff, students and visitors to the classroom will demonstrate safety, respect and responsibility so all students are able to learn
 - Are formulated with students to promote ownership
 - Are applicable at all times
 - Are visually displayed
 - Are frequently referred to and reinforced
 - Are reviewed as necessary
- Developing environmental and curricula measures to increase the likelihood of positive behaviour and successful learning outcomes
- Developing procedures for reinforcing this positive behaviour and responding effectively to inappropriate behaviour (in line with school-wide procedures)
- Documenting the above in an individualised Classroom Environment Plan (CEP).

Responding to unacceptable behaviour

If a student at Freshwater State School uses minor and infrequent problem behaviour, staff members (teachers, teacher-aides and support staff) will remind or question the student regarding 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 problem behaviour is to use a least-to-most-intrusive approach, therefore using low-level strategies (such as non-verbal redirections) for responding to minor problem behaviour, and more 'intrusive' strategies (such as time-out) for more serious infringements.

Staff will also utilise a range of consequences if these strategies prove ineffective in modifying the student's behaviour (See section 5 – Correcting Inappropriate Behaviour).

Support for Staff

Staff at Freshwater State School are supported in the implementation of effective classroom management. Those supports include, but are not limited to:

- Peer support through staff meetings
- Peer support offered through formal mentoring partnerships with teaching staff
- Individual support offered through mentoring meetings with Principal and/or Leadership members with expertise
- Professional development team days
- Classroom Profiling opportunities provided by a trained classroom profiler
- Regional Professional Development opportunities

TIER 2: Targeted Support

Each year a small number of students at Freshwater State School are identified through our data as needing a little extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Freshwater State School responds to students requiring additional support through the following processes:

- In-school referral process to seek assistance in supporting students with targeted-level needs.
- Team approach to supporting students on targeted programs (e.g. involvement of parents/carers, teachers, the school's allocated Guidance Officer, the Principal, and other relevant stakeholders as required).
- Making adjustments to address individual students' needs e.g. curriculum tasks, routines, etc.
- Accessing appropriate support strategies such as: behaviour tracking, adult mentoring, targeted/small group social skilling
- Use of data for evaluation and exit from targeted support programs.
- Documenting support in an Individual Behaviour Support Plan (IBSP) and sharing this with all relevant staff. The IBSP is developed collaboratively, using the teacher's CEP and student data to identify the areas in which support should be provided.

TIER 3: Intensive Intervention

When a student continues to have difficulty meeting behavioural expectations, despite the support offered in Tiers 1 and 2, they are considered to be 'at risk' of (a) significant educational underachievement and/or (b) significantly disrupting the educational outcomes of others. These more serious behaviours include:

- Consistent breaches of the Code of School Behaviour despite support offered by school-based staff
- Serious acts of aggressions towards peers and/or staff
- Serious and persistent bullying
- Use of drugs

Teachers (after consultation with parents/carers) may submit a referral to request more comprehensive systems of support for these students. Stakeholder involvement and consultation is a necessary component in the provision and development of this level of support. Priority will be determined by a number of factors, principally the perceived impact on educational and social/emotional outcomes of the referred student.

In addition to the support processes implemented in Tiers 1 and 2, each student receiving Tier 3 Intensive Intervention is appointed a Case Manager. This Case Manager works collaboratively with all major stakeholders (student, classroom teacher, parents/carers, administration staff and any relevant external agency personnel) to inform the development of the strategies and supports as documented in the student's Individual Behaviour Support Plan.

Intensive Intervention may include one or more of the following:

<u>Classroom Environment</u> ▪ Modification to classroom practices (including curriculum and reteaching of expectations) ▪ Support for the teacher to implement modified/revised Classroom Environment Plan	<u>Student-Centred</u> ▪ Formal assessment ▪ Counselling support ▪ Individualised social-skilling ▪ Alternative/modified timetable
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5. CORRECTING INAPPROPRIATE BEHAVIOUR

The staff at Freshwater State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours as noted above. When students use inappropriate behaviour, our staff seeks to ensure that responses to this behaviour are consistent, logical and proportionate to the nature of the behaviour.

Defining Minor and Major Behavioural Incidents

The tables in Appendix 5 define a number of behaviours which staff have designated as either minor or major.

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

Minor problem behaviour is handled by staff members at the time it happens. These behaviours are those that:

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

Major problem behaviour is referred to the school Administration team, in order to provide follow-up support to previous staff actions or in some cases to provide more immediate assistance. These behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of specialist support staff or Administration.

Crisis behaviours are those that require an immediate response from administration, crisis team, entire team or community support (see section 6 – Responding to Emergency or Critical Incidents).

Consequences for Minor and Major Behavioural Incidents

Minor problem behaviours may result in the following actions:

- A redirection. For example:
 - Asks student to name expected school behaviour
 - States and reteaches expected school behaviour if necessary
 - Gives low level positive verbal acknowledgement for return to expected behaviour
- A consequence, logically connected to the problem behaviour. For example:
 - Removal from an activity or event for a specified period of time
 - Individual meeting with the student
 - Apology or restitution
 - Detention for work completion

Major and **crisis** behaviours may result in the following actions:

- The Deputy Principal or Head of Student Services may refer the student to Rethink. The student may spend one or more play breaks with a teacher, discussing their actions and what they could have done differently, and writing and delivering an apology. A copy of the written reflection, along with a letter of explanation, is posted home to the parent.
- The Principal may implement a school disciplinary absence (short or long term suspension) after due consideration has been given to all other responses and interventions.
- A student may be suspended with a proposal/recommendation to exclude, if the student's actions are so serious that the suspension of the student is considered inadequate to deal with the behaviour.

6. RESPONDING TO EMERGENCY OR CRITICAL INCIDENTS

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. This may involve behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to follow staff instructions and school protocols. It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. As such, evacuation and

lockdown procedures are documented, visible and regularly practised, and staff are familiar with the following guidelines.

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 Freshwater 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 may 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. Incident reports in One School must be maintained.

- Health and Safety incident record
- Debriefing Report, for students and staff (Appendix 7)

7. THE NETWORK OF STUDENT SUPPORT

Students at Freshwater State School are supported by a system of universal, targeted and intensive supports by:

<u>Freshwater State School</u>	<u>Cluster and Regional Services</u>	<u>Community Services</u>
Parents	PBL Regional Coordinator	Department of Communities (Child Safety)
Teachers	Students with Disabilities Teacher	Queensland Health Services
Support Staff	Senior Guidance Officer	Police Liaison Officer
Administration Staff	Positive Learning Centre	Neighbourhood Centre
Guidance Officer		Child and Youth Mental Health Service
PBL Team		Police
Student Support Team		Local Council
Learning Support Teachers		

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Freshwater State School endorse the need for applying logical, fair, and equitable consequences for infringement of our expectations of Be Safe, Be Respectful and Be Responsible. Consequences range from least intrusive interventions to the most stringent (school disciplinary absences). 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 the school community members are considered at all times.

This consideration entails:

- Providing a school-wide system of support for all
- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and emotional state
- Recognising and taking into account the function of a student's behaviour

This process also entails recognising the rights of *all students* to:

- Express opinions in an appropriate manner
- To work and learn in a safe and respectful environment, regardless of their age, gender, disability, cultural background or socio-economic situation
- To receive adjustments appropriate to their learning and/or social 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 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. RELATED POLICIES AND PROCEDURES

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. SOME RELATED RESOURCES

- [Safe, Supportive and Disciplined Schools](#)
- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

APPENDIX 1

FRESHWATER STATE SCHOOL MATRIX OF EXPECTATIONS

	All Settings	Teaching Areas	Play Areas	Outside Classrooms	Toilets	Eating Areas and Tuckshop	Bus	ICT
Be Safe	- Follow directions - Keep hands and feet to self - Report any problems to staff - Use equipment for its intended purpose - Ask permission to leave	- Enter and exit in an orderly manner - Walk	- Play school approved games - Wear hat and shoes	Concrete - walk - face forward - keep left	Wash hands	Sit while eating	Keep everything inside the bus	- Keep personal information/ password private - Save evidence of inappropriate use of ICT
Be Respectful	- Use polite language - Look after property - mine - theirs - ours - Look after the environment - Consider the morals and values of others	- Use whole body listening - Allow others to learn (hand up; inside voice; etc.)	- Include others - Share equipment - Take turns	- Line up / sit quietly - Transition quietly	- One person per cubicle - Allow others privacy	- Line up - Wait patiently - Eat only own food	Use inside voices	Allow others privacy
Be Responsible	- Be in the right place, at the right time, with the right equipment - Put rubbish in the bin	- Actively Participate - Attempt all tasks - Ask for help	- Learn the rules - Play by the rules	- Transition promptly - between classes - from play - to and from toilet	- Use, flush and go - Use correct toilets - Be water-wise	- Put tuckshop order in before school - Eat in correct areas	- Sit - Face forward	Leave devices at home/with teacher/at office

APPENDIX 2

FRESHWATER STATE SCHOOL POLICY ON BULLYING PREVENTION AND INTERVENTION

Definition

Bullying is intentional repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It involves the use of power in relationships.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, ethnicity, religion, culture, disability, sexual orientation or transgender. Bullying can occur between adults, between students, and between students and adults in the setting of a school.

Bullying behaviour can be:

- Verbal (e.g. name calling, teasing, threats, being rude)
- Physical (e.g. hitting, spitting, tripping, making rude gestures)
- Social or psychological (e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages)

Conflicts or fights between equals, or single incidents of disagreement between friends are not defined as bullying.

Purpose

There is no place for bullying in Freshwater State School. Every member of the Freshwater State School community, both adults and students, has the right to expect that he or she will spend the school day free from bullying and intimidation.

Our aim as a school community is:

- To promote positive conversations and collaboration around the issue of bullying
- To provide opportunities for students, parents, caregivers and staff members to develop the skills to deal with bullying behaviour
- To promote respectful relationships within the whole school community

Rationale

Research indicates that those who are bullied are more likely to experience impaired social and emotional adjustment, poor academic/work achievement, anxiety, depression, poorer physical health, higher absenteeism, increased loneliness and low self-esteem. Those who repeatedly bully others often have the same symptoms as those experiencing the bullying.

These outcomes are in direct contradiction to our goals and efforts to support all students and adults in our school community.

Research also 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 (or reporting) to help the person being bullied.

Whilst our school would never encourage anyone to place themselves at risk, our anti-bullying procedures, which form part of our research-validated Positive Behaviour for Learning processes, involve explicitly teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Students, staff, parents and caregivers all have a shared responsibility to refrain from, respond to and prevent bullying behaviour.

Prevention

Freshwater State School Positive Behaviour for Learning processes will always remain the primary strategy for preventing problem behaviour, including bullying behaviour. That is:

- All students and adults know and understand the expectations of Be Safe, Be Respectful and Be Responsible
- All teachers have explicitly taught the behaviours attached to each expectation in all areas of the school
- All teachers have explicitly taught specific routines in non-classroom areas (e.g. exiting the classroom, appropriate playground behaviour, re-entering classrooms, transitions)
- All students are receiving high levels of positive reinforcement, from all staff, for demonstrating expected behaviours
- Staff exhibit a high level of quality active supervision in all areas at all times.

Freshwater 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.

Responsibilities

The Principal has a responsibility to:

- Maintain a positive climate of respectful relationships where bullying is less likely to occur
- Develop and implement programs for bullying prevention
- Embed anti-bullying messages into each curriculum area and in every year level
- Develop and implement early intervention support for students identified by the school as being at risk of developing long term difficulties with social relationships
- Develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- Empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- Develop and publish clear procedures for reporting incidents of bullying to the school
- Respond to incidents of bullying that have been reported to the school quickly and effectively
- Match a planned combination of interventions to the particular incident of bullying
- Provide support to any student or adult who has been affected by, engaged in or witnessed bullying behaviour
- Provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- Identify patterns of bullying behaviour and respond to such patterns
- Monitor and evaluate the effectiveness of the Plan
- Report annually to the school community on the effectiveness of the Plan

School staff have a responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-Bullying Plan
- Behave as responsible bystanders – be Upstanders
- Report incidents of bullying according to their school Anti-Bullying Plan

Parents and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Support their children to take responsibility for their own behaviour
- Be aware of the school Anti-Bullying Plan and assist their children to understand bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the schools Anti-Bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur

All members of the school community have the responsibility to:

- Model and promote positive relationships that respect and accept individual differences and diversity in the school community
- Support the school's Anti-Bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur

APPENDIX 3

FRESHWATER STATE SCHOOL ANTI-BULLYING PLAN

IDENTIFY

Is it bullying? Refer to definition in bullying policy.

Signs that *may* identify students who have been bullied, or those who bully others, include:

- Does not want to go to school
- Suddenly unable to sleep
- Becomes moody
- Frequently sick with vague symptoms
- Unexplained bruises
- School performance falls

REPORT

All cases of bullying, which are reported, will be followed up. Members of the School community are encouraged to report bullying.

- Students – report to teachers, Principal, other students/friends, parents
- Parents – report to class teacher and/or Principal
- Bystanders – report to teachers, Principal, other students/friends, parents

RESPOND

Reported cases can be dealt with in several ways. We recognised that each case is different and may require a special approach. In all cases it is important to ensure that:

1. Those being bullied are believed and made safe
2. All reports are investigated and documented – who; what; when; where; how often
3. Agreed-upon lines of communication are established between stakeholders (e.g. team meetings)
4. Those identified by others as demonstrating bullying behaviours are informed of the allegations
5. Both those bullying, and those being bullied, are offered support

MONITOR AND EVALUATE

- Keep accurate records of incidents and their management
- Record all contacts and conversations with students and adults involved
- Monitor bullying incidents on OneSchool, Rethink and class behaviour records
- Evaluate responses based on data
- Evaluate anti-bullying plan in conjunction with RBPS yearly review
- Survey school community regularly to monitor bullying and cyberbullying rates

REVIEW STRATEGIES AND INTERVENTIONS

- Staff training and development
- Explicit teaching
 - Being an Upstander
 - Defining Bullying
 - Friendly Five
 - Diversity and Inclusivity
- Information sessions for staff and students (e.g. QPS talks around cyber-bullying)
- Sports Leaders (e.g. playground mentoring; promoting teamwork and peer support)
- Student Council
- Guidance Officer
- Student Support Services Team
- Individual Student Support Teams

APPENDIX 4

FRESHWATER STATE SCHOOL POLICY FOR USE OF PERSONAL TECHNOLOGY DEVICES

'Personal Technology Devices' includes, but is not limited to, portable gaming devices, laptop computers, cameras, voice recording devices (including those integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

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

Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices such as cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Children found with these devices at school will be required to deliver them to the office for safe keeping. Parents will also be contacted to discuss this.

Process for Students Who Require a Mobile Phone at School

The school is aware that parents, at times, will need children to have access to a mobile phone out of school hours for routine or emergent contact. To support students and parents in this regard, children who NEED to bring a phone to school, for out of hours use, must deliver it to the main office when they arrive at school, sign it in and get it back at the end of the school day before leaving. These phones will be stored securely and safely by office staff.

Children found with phones at school will be required to deliver them to the office for safe keeping. Parents will also be contacted to discuss this. Any contact required during the school day can be managed via our school landlines – messages taken to children or children given access to phones when necessary.

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 a period of time deemed necessary by the Principal.

Recording Images and Voice

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

We uphold the value of trust and the right to privacy at Freshwater 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 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 that is in 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.

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.

Text communication

A student involved in the sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment and/or stalking, will be subject to disciplinary action, 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.

Special Circumstances Arrangement

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

APPENDIX 5

FRESHWATER STATE SCHOOL DEFINITIONS OF MINOR, MAJOR AND CRISIS BEHAVIOUR

MINOR: Discipline incidents that can be handled by the teacher/supervising adult and do not warrant a discipline referral to the office or third party.

Minor Behaviour	Definition	Examples
Disrespect	Student responds to teacher instruction inappropriately. Uses words and tone of voice that show contempt. Does not show care for the environment.	Rolls eyes Sulks Raises voice Turns away Lies Litters
Refusal to participate in program of instruction	Student engages in behaviours that avoid the task or activity.	Off task (drawing, reading, sharpening pencil, toilet breaks, drink breaks) Fails to complete set work
Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests or directions.	Says “no” Says “I’m not doing that” Doesn’t begin task or stop activity when asked
Disruption	Student engages in low-intensity but inappropriate disruption, interrupting learning of self or others.	Talks out of turn Interrupts others Makes unnecessary noise
Verbal misconduct	Student engages in low-intensity instance of inappropriate language.	Calls other students names (low level teasing/ribbing) Swears, but not directed at others.
Physical misconduct	Student engages in non-serious but inappropriate physical contact (without intent of harm), and causes no harm to others.	Touches Pushes Bumps Pulls shirt
Property misuse	Student engages in low-intensity misuse of property.	Breaks pencils Tears paper Drops books Drops or throws equipment (without intent of hurting others).
Inappropriate Games	Student engages in games/rules that are restricted at school for their potential to cause harm.	Tackles Climbs trees Playing in toilets
Tardy (attendance)	Student is persistently late to class.	Student is not in the classroom or with the class when the bell rings. <i>*Teacher discretion required*</i>
Tardy (school work)	Student is persistently late submitting class work or assignments.	Homework is not handed in on time. <i>*Teacher discretion required*</i>

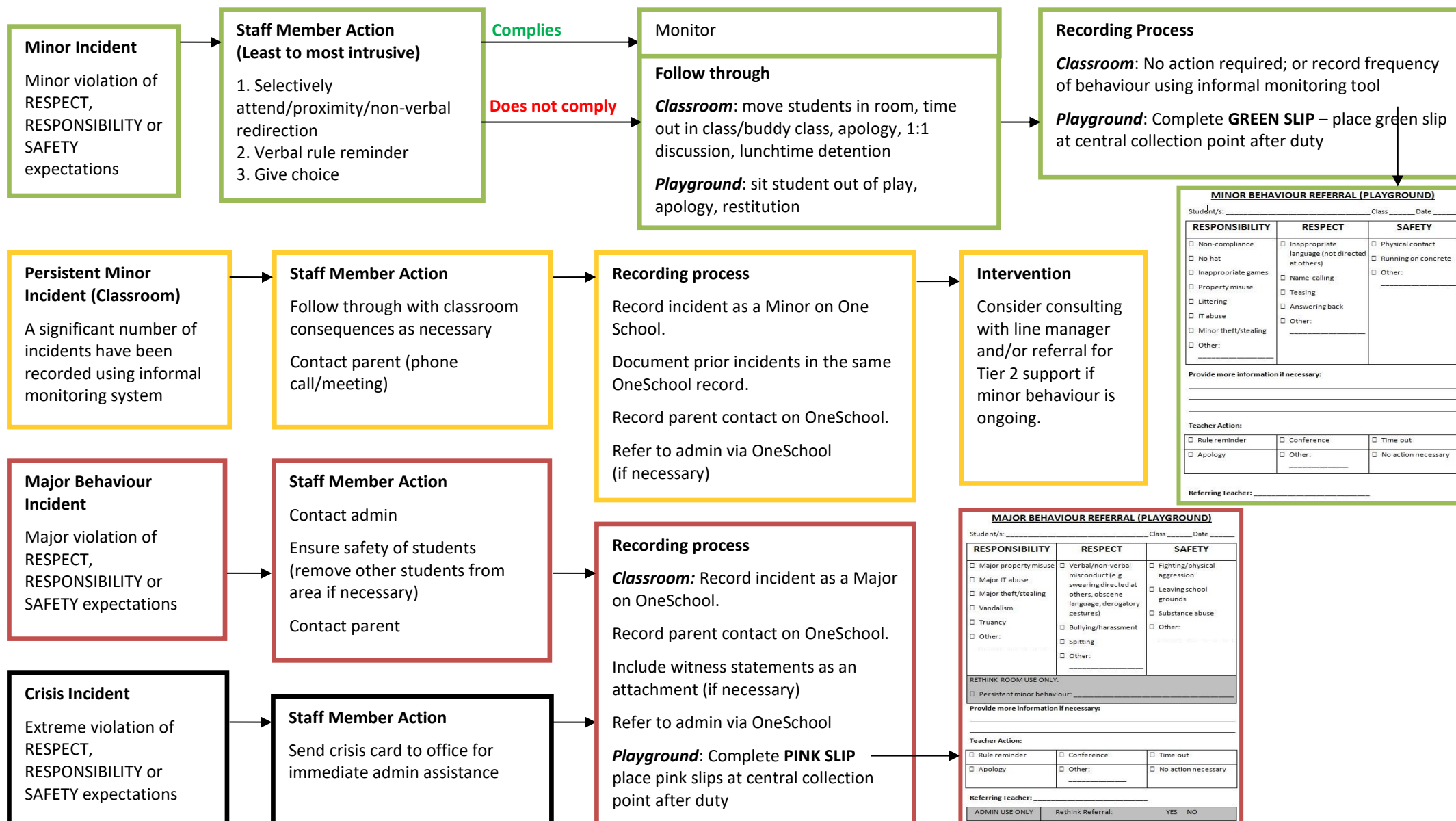
MAJOR: Discipline incidents of severity that warrant administrative intervention, either immediate or follow-up.

CRISIS: Discipline incidents that require immediate response from administration, crisis team, entire staff and/or community support.

Major Behaviour	Definition	Example
Non-compliance	Student repeatedly engages in a failure to respond to adult requests or directions.	Says “no, you can’t make me” Continues to engage in alternative activity Walks away
Disruption	Repeated behaviour causing an interruption to teaching and learning.	Sustained loud talk, yelling, making unnecessary noise (with or without materials) Continued out-of-seat behaviour
Verbal misconduct	Engages in high level or aggressive swearing directed at others.	Swears at peer or teacher Calls others names
Physical misconduct	Student engages in actions (including fighting) involving serious physical contact where injury may occur with or without an object.	Hits Punches Kicks Trips Spits Inappropriate touching
Property misuse	Student participates in an activity that results in theft, loss, destruction or disfigurement of property.	Graffiti Steals Breaks a window Throws objects (e.g. chairs or other equipment)
Misuse of IT equipment or systems	Student engages in inappropriate use of mobile phone, music/video players, camera and/or computer.	Sends an inappropriate text or digital photo
Truancy	Student leaves class/school without teacher’s knowledge or permission.	Student leaves the area of instruction or school grounds
Bullying / harassment	Teasing, physical and/or verbal intimidation of a student, especially where there is an imbalance of power between students.	Calls someone names Uses derogatory language Threatens someone with gestures, words or actions Cyber bullying (see IT policy)
Possess prohibited items Substance misconduct	Student is in possession of items that may cause bodily harm and/or property damage.	Knives Guns (real or look-alike) Alcohol Drugs Tobacco Illicit imagery
CRISIS	Any behaviour that immediately threatens the safety of the student or others	Threatens with a weapon Extreme physical violence Arson Student on roof Intruder

APPENDIX 6

FRESHWATER STATE SCHOOL PROCESS FOR RESPONDING TO INAPPROPRIATE BEHAVIOUR



APPENDIX 7

FRESHWATER STATE SCHOOL 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.