Wilston State School
2019 - 2022
Responsible Behaviour Plan for Students

1. Purpose

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

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

2. Consultation and data review

Wilston State School developed this plan in collaboration with our school community. Broad consultation with staff, parents, and students was undertaken through survey distributions, parent meetings held during 2018. A review of school data sets from 2015 – 2018 also informed the developmental process.

The Plan was endorsed by the Principal and the President of the P&C in Semester 1, 2019.

3. Learning and behaviour statement

All areas of Wilston State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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

Our school community has identified the Wilston State School Care 4's framework to teach and promote our high standards of responsible behaviour. They are: -

- Care 4 Learning
- Care 4 Self
- Care 4 Others
- Care 4 School

Wilston State School Care 4's aims to:

- actively encourage responsible behaviour which acknowledges and protects mutual rights.
- respect the dignity and worth of each individual regardless of race, religion, background, abilities or disabilities.
- nurture and develop positive and productive interpersonal relationships.
- foster a safe and healthy environment

We promote a structure of values and consistent rules. Our school values are: –

Wonder: Fostering curiosity for and a love of learning.

Integrity: Doing what's right and being your best self.

Learning: Engaging in learning and striving to improve.

Self-Regulation: Taking responsibility for your learning, behaviour and actions.

Traditions: Honouring our heritage.

Opportunities: Exploring pathways and taking risks.

Nurture: Caring for our community and the environment.

Collaboration: Working together for a brighter future.

Advancement: Improving through contemporary and research-based practices.

Respect: Embracing diversity and treating yourself and others with dignity and worth.

Excellence: Focusing on achieving high standards for academic and social success.
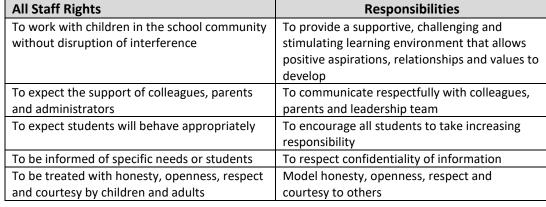
Safety: Providing a safe, supportive and inclusive environment.

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

Responsible behaviour management is based on the principle that everyone has rights and responsibilities in the community and the constancy of these concepts leads to a safe, supportive and productive learning environment. Students are encouraged to make positive choices and take responsibility for their learning and behaviour choices.

At Wilston State School all community members should be aware of their rights and responsibilities.

Rights and Responsibilities

All Staff Rights	Responsibilities
To work with children in the school community without disruption of interference	To provide a supportive, challenging and stimulating learning environment that allows positive aspirations, relationships and values to develop
To expect the support of colleagues, parents and administrators	To communicate respectfully with colleagues, parents and leadership team
To expect students will behave appropriately	To encourage all students to take increasing responsibility
To be informed of specific needs or students	To respect confidentiality of information
To be treated with honesty, openness, respect and courtesy by children and adults	Model honesty, openness, respect and courtesy to others

All Parents Rights	Responsibilities
To be treated with respect and support from the school and community	To support staff in maintaining a safe and respectful learning environment for all students
To receive and offer information about their children's education, wellbeing and behaviour	To show an active interest in their children's progress within the school
To expect the school will provide a quality education for their children	To co=operate with the school to achieve the best outcomes for their children
To expect consistent approaches to the code of behaviour used by staff throughout the school	To set clear expectations for their children which support the goals of the school
To expect the school policies and procedures to be upheld	Contribute positively to behaviour support plans that concern their child
Leadership Team Rights	**Responsibilities**
To be treated with respect and courtesy by all members of the school community	To provide consistency and leadership in developing a supportive school environment
To have the full support of parents, staff and students	To review and monitor the effectiveness of school practices and their impact on student learning
To work in a safe supportive environment	To ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students
To expect staff and students model personal best practices	To communicate high expectations of individual achievement and behaviour and support the development of this
All Students Rights	**Responsibilities**
To learn in a positive, supportive and caring environment	To complete work to the best of their ability and to participate actively without interfering with the learning of others
To be treated with respect	To behave in a way that respects the rights of others, including the right to learn
To be safe and have personal property respected	To act in a manner which ensures the safety of others and their property
To be able to express opinions in an appropriate manner	To listen to others' point of view
To have appropriate access to the schools facilities	To care for equipment and share school resources
To know what is acceptable behaviour and to know the consequences of inappropriate behaviour	To follow the school rules. To accept the consequences of inappropriate behaviour
To learn to make decisions	To accept the consequences of personal decisions and take responsibility for their own behaviour
To feel accepted and valued	To help others feel accepted by not harassing, teasing, bullying, or excluding

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Wilston 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings aligned to each of our Care 4 Wilston areas has been developed and is reviewed by staff. The Wilston State School Behaviour Expectation Teaching Matrix, outlines our agreed rules and specific behavioural expectations in our school setting.

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

- Lessons conducted by class teachers
- Reinforcement of Wilston State School Care 4's on school assemblies and during active supervision by staff.

Reinforcing expected school behaviour

At Wilston State School, communication of the Wilston Care 4's and other 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.

Wilston State School implements the following proactive and preventative processes and strategies to support student behaviour.
- Regular articles in school newsletter to enable parents to be actively and positively involved in the school behaviour expectations.
- School Behaviour Committee gives regular sharing of information to staff and parents and support to others in sharing successful practices.
- Implementation of a school wide behaviour program.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School – *Appendix 1*
- Procedures for Preventing and Responding to Incidents of Bullying – *Appendix 2*
- Appropriate Use of Social Media. - *Appendix 3*
- Working Together to Keep Wilston Safe - *Appendix 4*

At Wilston State School we have:

- Class Behaviour Management Plans developed by teachers, aligned to the Wilston Care 4's, in consultation with the students to establish acknowledgement, correction, restitution and support plans.
- The provision of activities including choirs, lunch time games, library, intra-school sports competitions, training and clubs.
- Playground Duty Policy and Procedures encompassing playground duty rosters and duty bags assigned to:
    - Provide school-specific behaviour information to staff
    - Provide emergency cards, health information, individual behaviour management plans and Tracker Cards.
- Students are sometimes given responsibilities including , bell ringers, play equipment disbursement, library monitoring.
- Wilston Kids' Care (OSHC) provides before and after school supervision. Communication between the school and this facility ensures consistency of school rules is maintained.

- Time Out – Students are referred to Administrators in response to repeated offences in the classroom or playground. Behaviour tracking from the playground (Tracker Cards) monitors students who demonstrate repeated inappropriate behaviours. When attending Time Out, students reflect on their behaviour with the support of the teacher. This is sent home to the parent along with an explanatory letter. A detachable section is signed and returned by the parent/s acknowledging receipt of the paperwork and discussion of the behaviour with the child.
- Buddy System – Junior classes can be partnered with senior classes to establish and maintain relationships, role models and support between students.
- Behaviour Program – There is a focus regularly on one social area or skill. This is highlighted within the classroom and addressed in the school newsletter.
- Student Leadership Opportunities – Students in Year Five, who are interested in becoming a Student Leader/Captain in Year Six complete an Accreditation Process to be considered for these roles.

School-based Awards

School-based awards recognise positive behaviours in the 'Care 4 Wilston' framework. These include:
- **Wilston Well Done Awards** – determined by the teacher and presented on the relevant assembly. These recipients are recognised in the Wilston Weekly (newsletter).
- **Wilston Star Awards** – determined by the class teacher to acknowledge two students per term who consistently demonstrate the 'Care 4s'. Students are presented with a certificate and badge on a whole school assembly.

Student Council

A representative from each class in Years Four to Six attends weekly lunchtime meetings. These student representatives provide a "voice" for the student body to bring issues and ideas to administration and teaching staff. Social activities are organised for the whole school e.g. skate nights and community fund-raising events.

Responding to unacceptable behaviour

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 how they might be able to act to better care for their learning, themselves, others or the school. 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.

Harassment and Bullying

Harassment can be defined as any non-verbal, verbal or physical behaviour that is uninvited, often repeated, intentional and also unprovoked. They can be physical, intellectual, verbal, social, gender, racial or sexual. At our school, this behaviour is not tolerated as students, staff and volunteers have the right to learn and work in an environment free of harassment.

The management of sexual harassment is an Education Queensland priority. In its policy and procedures statement (Workplace Harassment, Sexual Harassment, Violence Policy V2.0), the Department clearly states the responsibilities of the Principal, staff and students and outlines internal grievance procedures.

Within our school we define bullying as repeated, intentional oppression; verbal (including cyber bullying), physical or psychological action (mental or emotional) by a more powerful individual or group toward a less powerful individual. (If very serious it is not necessarily repetitive in nature). For students, we define a bully as a person who intentionally makes others feel unhappy, hurt or frightened, and who keeps on doing it. A bully might try to make his or her victim too scared to tell an adult about what has happened.

We make it clear to students that any form of bullying is not tolerated. Bullying may include: name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging or emails, sending offensive or degrading images by phone or internet, using social media platforms to vilify, objectify or degrade others, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful or untruthful rumours.

We suggest to students that if they feel bullied they should use some of the following strategies to develop resilience and self-coping mechanisms:
1. Ignore, walk away, play in a different area
2. Talk friendly – try to diffuse/defuse the situation (change the subject, make a joke, etc.)
3. Tell the bully to "Stop" (stating explicitly the behaviour you want them to stop)
4. Warn the bully that you will report the behaviour if they don't stop
5. Tell the staff member on duty, the classroom teacher or go straight to the office if serious – action to follow
6. Keep screen shots or records of any written material received

These are discussed in class by teachers using explicit teaching strategies. These strategies empower the victim to take control of the situation, to learn resilience, and then if the bully persists the victim reports to an adult.

To reinforce our anti-bullying stance, staff may undertake a range of activities to assist students. These include:
- Having regular discussions with students about bullying in the classroom with role play scenarios
- Teaching of anti-bullying strategies to empower the victims
- Making students aware of school and possible legal consequences for bullying actions
- Being alert constantly for instances of bullying at school

- Mobilising student, leadership team and parent support to eliminate bullying
- Listening empathetically to victims in need of support and helping them to learn how to deal with bullies
- Taking appropriate action to help a bully change his or her behaviour
- Keeping school administrators informed about serious instances of bullying
- Students with long term histories of bullying may be deemed unsuitable by the school leadership team to hold student leadership positions within the school
- Withdrawing or cancelling any student leadership position
- Assisting the victim to develop appropriate anti-bullying strategies

Most of the time bullying takes place with students (or others) present. People who witness bullying are called 'bystanders'.
Bystanders can play a number of roles:
- Assisting the students who are bullying and actively join in
- Encourage or show approval to the student/s who are bullying
- Doing nothing, or being passive
- Defending or supporting the student who is being bullied by intervening, getting teacher support or comforting them

Students are encouraged to be supportive bystanders. It is unacceptable for students to be passive bystanders, or behave in a manner that gives approval for the behaviour to continue.
Behaviours that do not constitute bullying include:
- Mutual arguments or disagreements
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents or aggression, intimidation or violence.

Whilst these behaviours do not constitute bullying they are unacceptable and still need to be addressed and resolved.

Targeted behaviour support

Each year a small number of students at Wilston State School are identified through our data as needing a little bit extra in the way of targeted behaviour support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students learning and social success at risk if not addressed in a timely manner.

Students referred to Student Support for Behaviour attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults and increased opportunities to receive positive acknowledgement.

Students and teachers also have access to the following:
- Referral to the Student Support Committee
- Referral to Guidance Officer/Counselling
- Referral to Administrators (Classroom and Playground)
- Regular case conferences with parents, administrators, support personnel and class teacher
- Mediation

- Tracking of individual's behaviour within the classroom and the playground
- Class placement – in class seating plan or for class composition for the new school year
- Playground Passports – for permission for students to go in and out of playground areas

Students whose behaviour does not improve may need specialised intervention.

The following processes are available for students who require targeted behaviour support:

Intensive behaviour support
- Individual Behaviour Plans developed for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Risk Management Plans – to support students in the school.

5. Consequences for unacceptable behaviour

As part of the rights/responsibilities approach, our school strives to teach students that they are responsible (under guidance) and accountable for how they behave at all times. Students learn that consequences are the result of previous actions. Teachers encourage students to make the appropriate behaviour choices and help them accept that consequences are a certainty for their actions. Consequences are a disciplinary measure used to warn the student that his/her choice of behaviour is inappropriate in the context. In applying consequences, the key action for the teacher is to debrief the student by discussing the right choices and the appropriate action for the time.

As part of this Responsible Behaviour Plan, there is a sequence of consequences recommended for implementation in the case of a student choosing to make inappropriate behaviour choices.

Consequences – Classroom:

Step 1 – Warning and re-direction (explicitly stating inappropriate behaviour of choice, and replacement behaviour)

Step 2 – Time out in the classroom

Step 3 – Time out in a Support Class (reflection sheet to be completed by student, then sent home to be discussed with and signed by parent. Recorded as minor Behaviour Incident on OneSchool)

Step 4 – Refer to Leadership team member (parent/family contacted. Recorded as a major Behaviour Incident on OneSchool)

Consequences – Playground:

As appropriate, and where possible, immediate to prevent behaviour escalating. It should be a consequence that is logically connected to the problem behaviour. Some strategies may include:

- Time with staff member on duty
- Community/restorative service
- Student name recorded in playground duty folder if it is persistent, low level behaviour
- Severe offence student to be sent immediately to see a member of the Leadership team
- When it is deemed necessary or a serious offence, the parents are contacted to negotiate support behaviour change actions with Leadership team representative and teacher

Minor and Major Behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time they happen.
- **Major** behaviour incidents are referred directly to the school Leadership team.

Most minor and all major behaviours should be recorded in OneSchool to ensure effective monitoring of behaviours over time. Minor behaviours may be referred to the office should they be frequent and enduring.

Minor problem behaviours are those that:

- are minor breaches of the school rules.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of inappropriate behaviours.
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
    1. names the behaviour that student is displaying
    2. asks student to name expected school behaviour
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others.
- put others / self at risk of harm.
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. A staff member then escorts the student to Administration or an Administrator is called to escort the student. A report of the student's behaviour is recorded on OneSchool.

	Area	Minor	Major
Care For Our Learning	Class Tasks	• Not completing set tasks that are at an appropriate level • Refusing to work • Unco-operative behaviour	• Disruption of teaching and learning
	Being in the Right Place	• Not being punctual (e.g. lateness after breaks) • Not being at the right place at the right time	
	Mobile Phones or Personal Technology Devices	• Mobile phone switched on in any part of the school at any time without authorisation • Mobile phone not handed to the office	
Care For Self	Correct Attire	• Not wearing a hat in the playground • Not wearing shoes outside	
	Follow Instructions		• Failure to respond to adult request • Non- compliance
	Accept Outcomes of Behaviour	• Minor dishonesty	• Major dishonesty that impacts on others
	Being in the right place	• Not in the right place at the right time (e.g. out of bounds areas)	• Leaving class without permission (out of sight) • Leaving school without permission
	Mobile Phones or Personal Technology Devices	• Failure to hand in mobile phone or personal technology devices as per the policy	
Care For Others	Play	• Not playing fairly	• Throwing objects that could cause injury to others • Not playing school approved games • Playing in toilets
	Physical Contact	• Minor physical contact (e.g. pushing, shoving)	• Serious physical aggression including spitting, kicking, pinching, slapping, punching and fighting
	Other	• Bumping into others	• Major bullying • Blatant disrespect or major defiance • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • Possession of weapons or items that could be considered a weapon • Possession of drugs or alcohol • Name calling (single event)
	Language	• Inappropriate language (written or verbal) • Calling out • Poor attitude (verbal and non-verbal) • Disrespectful tone	• Offensive language • Non verbal derogatory gestures • Aggressive language/gestures • Verbal abuse/directed profanity
	Property	• Using others belongings without permission	• Stealing • Wilful damage to others' property
	Mobile Phones or Personal Technology Devices		• Use of mobile phone (or other technology device) for unauthorised voicemail, email, text messaging or filming purposes • Inappropriate use of technology devices which impacts upon others or the good order and management or the school
Care For Our School	Play	• Incorrect use pf equipment	
	Property	• Using resources/equipment without permission	• Vandalism • Wilful damage to school property • Inappropriate use of toilet facilities
	Rubbish	• Littering	

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 and Wilston State School Care 4's.

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Wilston State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour e.g. High 5. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- **Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 staff at Wilston State School demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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 process can be found at : -
http://ppr.det.qld.gov.au/corp/hr/workplace/PAGES/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- HOSES/TIES
- Guidance Officer and Senior Guidance Officer
- Advisory Visiting Teachers

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

8. Consideration of individual circumstances

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

Wilston 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state, and

- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community

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

- WSS Behaviour Expectation Teaching Matrix
- WSS Consideration for Taking Incident Statements

- Highway Heroes Program
- Volunteer Code of Conduct
- Conflict Resolution Process and Flow Chart
- Parent Complaint Process

Endorsement

_____   _____
Principal   **P&C President or**
         Chair, School Council

Date effective: from ……………………………………. to ……………………………………

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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi's®, 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.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras orMP3 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, IPad, 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 Wilston 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

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

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this 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.

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

Purpose

Wilston 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.

There is no place for bullying in Wilston State School. Those who are 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.

Bullying behaviours that will not be tolerated at Wilston 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Wilston 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Wilston State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 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.

Wilston State School records inappropriate behaviour and 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.

Appropriate use of social media

Wilston State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Wilston State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Wilston State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 3,**it is unacceptable for students to bully, harass or victimise another person whether within Wilston State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Wilston State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Wilston State School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Wilston State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Wilston State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Wilston State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Wilston State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Wilston State School expects its students to engage in positive online behaviours.

WORKING TOGETHER TO KEEP WILSTON STATE SCHOOL SAFE

We can work together to keep knives out of school. At Wilston State School:
- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal or Deputy Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as a suspension.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Wilston State School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

The Code of
School
Behaviour

Better Behaviour
Better Learning

AUDAX AT FIDELIS

Queensland
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