

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS





The Code of School Behaviour

Better Behaviour
Better Learning

Esk State School

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

1. Purpose

Esk 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.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn.
- The rights of teachers to teach.
- The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. It is based on this document that the Esk State School Responsible Behaviour Plan (RBP) is written. It has been written to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

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.

Esk State School will use the RBP as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour
- as a means of articulating our 'firm, fair and consistent' approach

2. Consultation and data review

Esk State School reviewed and updated this plan in collaboration with the elected representatives of the P&C and also with staff representatives at the Positive Behaviour for Learning (PBL) meetings, and consultation with the whole of staff, at staff meetings.

Data regarding the effectiveness of the Responsible Behaviour Plan has been drawn from:

- School Opinion Surveys
- School Review Findings
- The relevant gathered data which included - attendance, absenteeism, school disciplinary absences, and behavioural incidents.
- Positive Behaviour For Learning meetings and initiatives.

This Responsible Behaviour Plan was endorsed by the Principal, the President of the P&C, and the Assistant Regional Director – State Schooling. It will again be reviewed in 2021 as per the requirements of legislation.

3. Learning and behaviour statement

All areas of Esk State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, discouraging problem behaviour and responding to unacceptable behaviours. Through our School Plan shared expectations for student behaviour are plain to everyone, assisting Esk 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 fosters a warm, supportive environment where students can be happy and where optimal learning can take place. A major part of the teacher's role is to ensure that children will learn and develop within their school environment by managing disruptive behaviour that hinders their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching. We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school. Our strategy is grounded in the belief that the practices and behaviours of teachers and other adults within the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data based interpretations about the actual behaviours of students in the school.

An integral facet of Esk State School is the explicit teaching of expected behaviours. Our common values of 'Safety, Respect, Learning' have been encapsulated in our school motto 'Ever Seeking Knowledge'. The school expectations based on these values are detailed across all school contexts within the Behaviour Expectations.

At Esk State School the Behaviour Expectations are:

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Esk 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 which is designed to discourage problem behaviour and to provide a framework for responding to unacceptable behaviour.

The Schoolwide Expectations Teaching Matrix below outlines our specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	EXPECTATIONS	LEARNING SPACE	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	Key Phrases: "Use respectful language and actions." "Follow the directions of your teacher."	In all settings: Use manners Take turns Wait patiently Whole body listening Follow instructions Greet others respectfully. Wear your uniform with pride Keep a clean and tidy environment Respect others' right to learn					
		Walk when moving around the room. Enter and exit room in an orderly manner Raise your hand to speak	Participate in use of approved online sites and educational games Be courteous and polite in all online communications	Participate in school approved games Wear shoes and socks	Rails are for hands Wait patiently for others. Carry items	Respect privacy of others	Use own bike/scooter only
BE RESPONSIBLE	Key Phrases: "Be in the right place at the right time, doing the right thing." "Responsibility is following through doing the job that you are supposed to do." "TDL at the bell"	In all settings: Be honest Follow instructions the first time Be a problem solver Report inappropriate behaviour					
		Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Ask permission to leave the classroom Be in the right place at the right time	Post only appropriate content online Only navigate to sources as indicated by teacher. Care for the devices.	Return equipment to appropriate place at the sports bell Be sun safe; wear the broad brimmed school hat Stay in designated play areas TDL* before class.	Move peacefully in single file Walk one step at a time Keep passage ways clear	Use toilets during breaks Dispose of waste handtowels appropriately. Use toilet paper in the manner intended.	Walk bike/scooter in school grounds Have your name marked on the bus roll Leave school promptly
BE SAFE	Key Phrases: "Keep hands, feet and other objects to yourself." "No hat, no play."	In all settings: Use equipment as intended. Keep hands, feet and other objects to yourself. Stay in the school grounds at all times. Remain in designated areas. Walk on concrete and around buildings. Play fairly.					

		Ask permission to leave.	Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites	Play fairly – take turns, invite others to join in and follow rules Care for the environment and gardens Use the pathways Wear your school hat.	Walk quietly and in an orderly way so that others are not disturbed	Use soap appropriately. Straight there, straight back. Wash hands after using the toilet and before eating food	Be road safe. Keep your belongings nearby Board safely.
BE A LEARNER	Key Phrases: "School is all about teaching and learning." "Be your best, your very best, and be it every day." "You got to have a go, you got to have a go, you got to have a go, or you never, never know."	In all settings: Work to stay in the green zone. Whole boy listening. Ask for assistance when required. Accept differences.					
	Have a go! Do your work to your best ability Ask for assistance when required Be an active participant.	Use online time wisely	Learn new games and activities. Be willing to learn from others. TDL* before class	Know and practise good hygiene Learn to go at lunch time.	Healthy food, builds healthy brains and bodies.	Follow rules Make good choices	

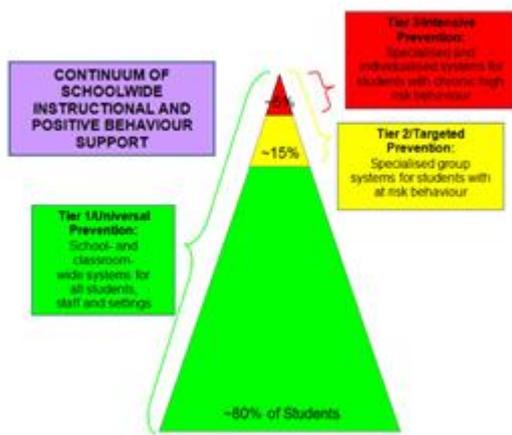
* TDL = Toilet, Drink, Line Up quickly and quietly

Esk State School is a Positive Behaviour For Learning (PBL) school. Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools.

PBL schools understand that problem behaviour serves a purpose for their students. The fastest way to turn problem behaviour around is by teaching them acceptable and appropriate ways to get what they need.

PBL is not a program. It is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates student behavioural health and contributes to improving the effectiveness of academic support systems.

PBL applies data-based decision making to improve student discipline, academic and social and emotional learning outcomes. Staff regularly attend professional development regarding different aspects of behaviour management, and participate in regular meetings regarding PBL implementation at the school. In conjunction with the Principal, a teacher takes on the leadership role for PBL implementation within the school. PBL is designed to meet the expectations of schools and the behaviour needs of students through the provision of a continuum of behaviour services (interventions) at three levels or tiers.



Interventions on the continuum range from those designed to:

- prevent the development of problem behaviour in all students (primary prevention)
- reduce the number of existing cases of problem behaviour in some students (secondary prevention)
- reduce the intensity of high-risk problem behaviour in a few students (tertiary prevention).

Behavioural expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers. These lessons may be incorporated into Health.
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

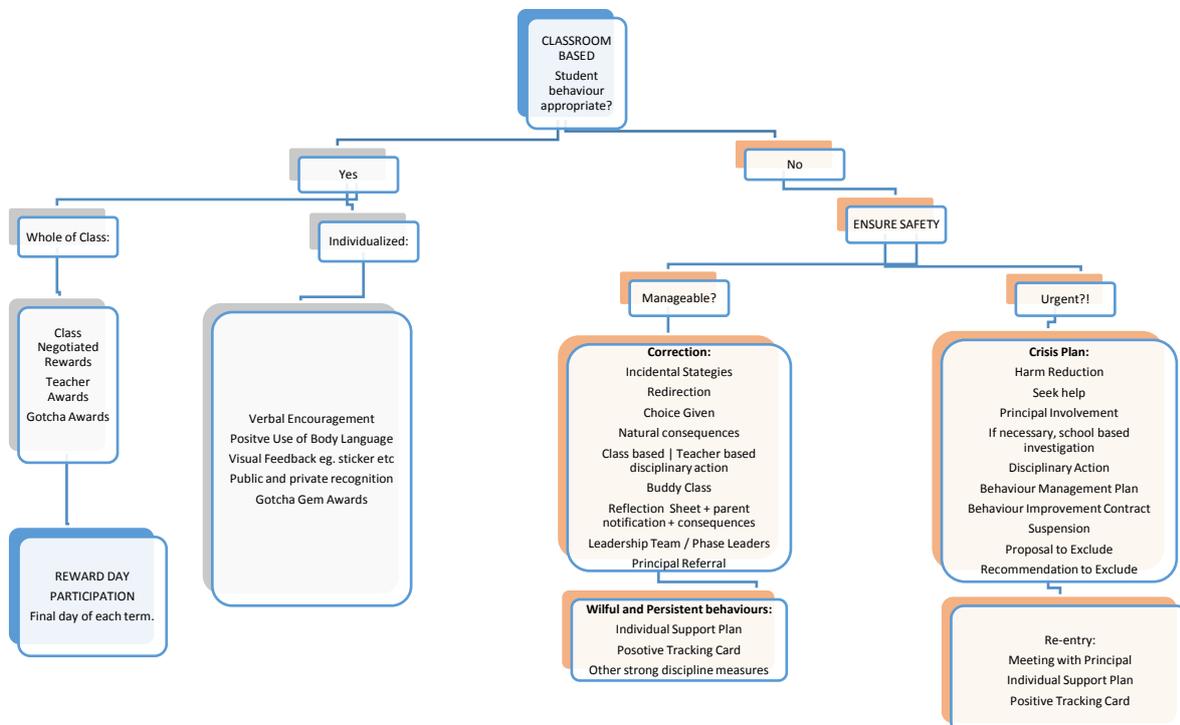
Esk State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Esk State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

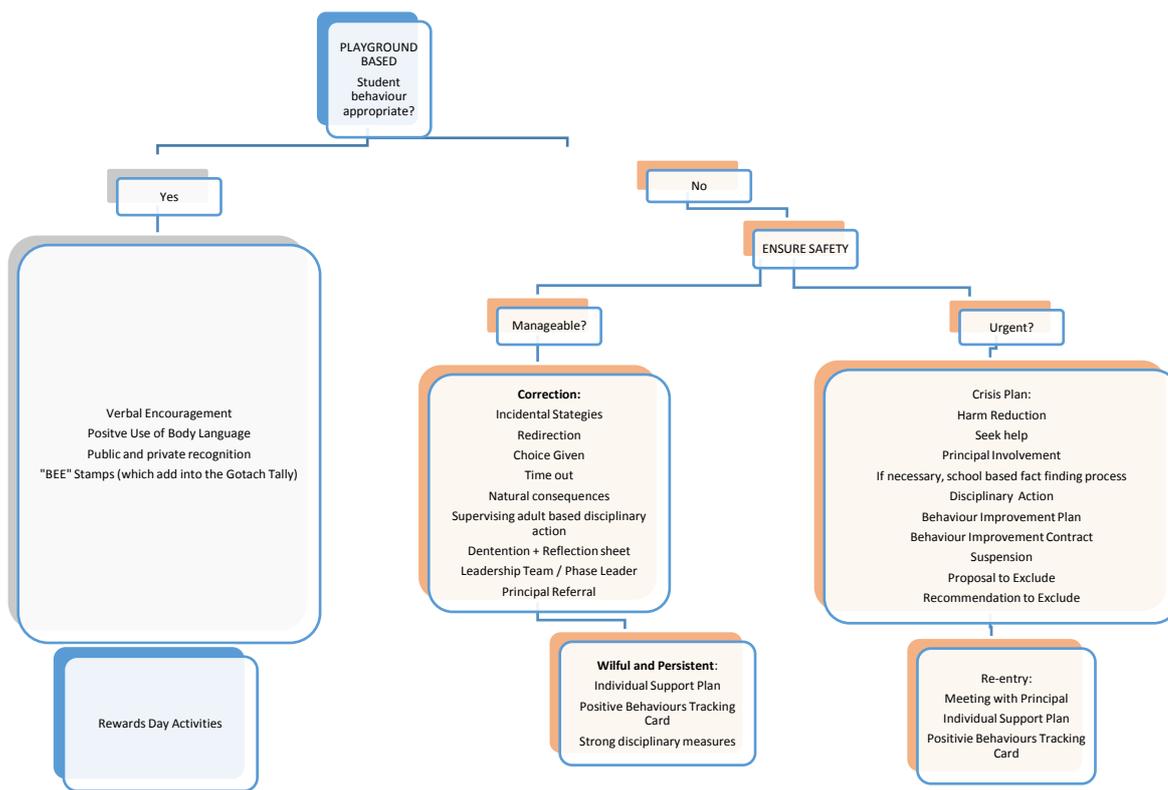
Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Identifying the Level of Need: Responding to Classroom Behaviour Flowchart



Identifying the Level of Need: Responding to Playground Behaviour Flowchart



Reinforcing expected school behaviour

“What you look for, is what you will get”, so by implementing the PBL processes Esk State School:

- Aims to build an environment in which positive behaviour is more effective and efficient than problem behaviour.
- Use a collaborative, evidenced-based approach to developing effective interventions for problem behaviour.
- Emphasise the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behaviour and lifestyle outcomes.

We uphold the understanding that learning and teaching environments must be redesigned to increase the likelihood of behavioural and academic success. Successful individual student behaviour support is linked to environments that are effective, efficient, relevant, and durable.

We understand that:

- Undesired behaviour can be replaced with a new behaviour or skill.
- It is possible and necessary to teach appropriate skills.
- Appropriate behaviour needs to be recognised and rewarded.

At Esk State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour and provides timely positive reinforcement for doing the desired 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.

School Wide Systems

1. Providing a Supportive Learning Environment

Esk State School provides a supportive learning environment through:

- Open communication with the school community on The Code of School Behaviour and the school's Responsible Behaviour Plan for Students.
- Shared school values and a positive, inclusive culture.
- Establishment of agreed programs and procedures that are known and understood by the members of the school community.
- Staff, student and parent access to professional development, education or training.
- Managing of incidents through clear and well-understood processes.
- Supporting students and building strong community relationships.

2. Encouraging and maintaining positive behaviours

Classroom rules and expectations are developed in each classroom and based on the following criteria:

- The 4 'Bee' School Rules (Be a Learner, Be Respectful, Be Responsible and Be Safe)
- Reflect the values of the wider school community.
- Embody the key messages and a common language.
- Recognise and focus on positive practices and behaviours.
- Are fair, clear and framed in a positive way.
- Are developed collaboratively with the class and continually revisited.
- Are modelled by staff.
- Are implemented in a consistent, fair and just manner.
- Are taught explicitly by staff.

3. Understanding the Expectations Process

The process for developing an understanding of the expected behaviours involves:

- Working collaboratively with the whole school community.
- Modelling of expected behaviours by all staff at all times.
- Systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focused learning situations)
- All staff actively re-teaching the expectations and correcting students as part of their everyday practice.
- Teachers and teaching teams are to support students through correctional processes.
- Posters and other visual prompts are to be visible throughout the school and within rooms.

4. Whole of School Processes:

Essential Skills For Classroom Management:

Teachers need to establish order in their class, and then respond flexibly to student management issues. Once students have a positive concept of themselves as learners, and have developed greater self control, the Essential Skills pertaining to the 'language of correction' are likely to be less frequently required.

The 10 Essential Skills for Classroom Management are:

- Establishing expectations
- Giving Instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending

- Redirecting to the learning
- Giving a choice
- Following through

Regular Instruction:

- *Supporting Students to Understand and Manage* themselves using the Zones Of Regulation. The goal of The Zones Of Regulation is to help students develop social, emotional and sensory regulation. It encourages student to learn about their own regulation system and how they can adjust it. The Zones use four colours to help students visually and verbally self-identify how they are functioning in the moment given their emotions and states of alertness. Students are helped to understand their different internal emotions, sensory needs and thinking patterns that result in their ability to move from one zone to another. They learn a variety of tools (sensory supports, calming techniques and thinking strategies) that they can use to regulate what zone they are in and are taught when, why and how to use their tools. The Zones of Regulation also helps students gain an increased vocabulary of emotional terms, skills in reading facial expressions, insight on events that trigger their behaviour, problem solving skills etc.
- *Restorative Practice:* Restorative practises highlight how actions have affected other community members and how equilibrium may be restored. Loosely: What has happened? Who has it affected? How can I make it right? Restorative Practice in a school setting involves a lot of talking, (in circles) in restorative meetings after an event and/or during 'meta-classes' to build empathy and skills in affective expression. Restorative practises are relational building while encouraging children to take responsibility for their actions, and work towards reparations. The onus is on the child to repair relationships.
- *Regular instructions* regarding school behaviour expectations will occur on the first teaching day of the school week. These expectations will be reinforced throughout the school week, and reinforced on parade and through other communication networks.
- *Debrief after incidents:* As consequences for incidences are differentiated according to the individuals involved and the type of incident etc. individual and /or classes need to be debriefed for understanding around the choice of consequences given, and to regulate the language being used to factualise the event.

Public Recognition: Each week teachers are requested to acknowledge on parade (with One PBL Star certificate and one Special Award certificate) the work of individual students / groups of students who upheld one or more aspects of the school behavioural expectations. These students will also have their name published in the school newsletter, and a positive record entered into OneSchool.

Gotchas: When a student is 'caught' doing the correct behaviour within the classroom, the teacher is encouraged to reward the correct behaviour through the awarding of a Gotcha! What 'Gotchas' look like may vary from class to class according to age appropriate pedagogy (There is a Gotcha template, if needed). However they present, Gotchas are recorded and counted weekly. Teachers are asked to recognize milestone numbers of in-class Gotchas using the Gem Award Cards – presented on parade. Individual students' Gotcha tally is maintained only for the single year. Teachers are to draw a gotcha award winner from their class gotchas per week, to receive a (negotiated) reward.

Individual Class Based Rewards: Whole of class based rewards (marbles in the jar, links in a chain etc) can also be negotiated with students as an individual class base reward system. Eg. The class works towards achieving a collective Gotcha Tally. These are devised and run by the teacher to reinforce class based rules and expectations. eg. stickers, free time, computer time, night off homework etc.

Bee Awards: When a student is 'caught' doing the correct behaviour within the playground, the supervising adult is encouraged to reward the behaviour through the awarding of a 'BEE' stamp on

the back of the hand. Teachers are to record the 'BEE' stamp awarding, on a class checklist. The class that has the highest WEEKLY tally wins the Queen Bee Award, and is able to select the warning bell/song for the next week. A packet of shared lollies sweeten the prize.

Detentions: Detentions are used when serious misbehaviours have occurred within the non-class times. They must be accompanied by parent notification of the behaviour and a record entered into OneSchool. Parent notification is to be undertaken as quickly as possible, ideally before the end of the school day. Detentions are utilized when either a) other less intrusive methods have not worked; or b) for a serious issue that may / may not warrant Principal referral.

Reflection Sheets: Used a means to structure reflective thinking. These may be used for minor ongoing behaviours, or for major incidents as part of the restorative practices.

Rewards Days: Rewards Day are usually held on the last day of the school term. They are fun, curriculum based activities that are distinctly different to the regular classroom activities. They are a celebration for the hard work and good behaviour exhibited throughout the term. Rewards Day activities run for two sessions of the day.

Follow through: Teachers and support staff are asked to be consistent, persistent and insistent around high behavioural expectations for students, while taking into account individual circumstances. If consequences are given, then the issuing teacher is expected to follow through with students, and provide supervision.

School Data: Teachers and other stakeholders are to meet regularly to review data and respond to the data story.

- Staff meetings are used for regular behaviour reviews and to discuss arising issues and resulting intervention processes. Discussion regarding in class or playground misbehaviours or concerns are also address through this forum.
- Any behaviour that has resulted in a detention must have the record of the behaviour recorded on OneSchool. Parents must be informed of the issue and its consequences, preferably prior to the end of the school day.
- Recording of positive behaviours (ie. certificates presented on parade and issuing of gem cards) onto OneSchool.

Celebration of Success:

Individual academic success should be rewarded and celebrated in much the same manner as sporting achievements. However, as each individual has individual learning needs, academic achievement needs to be measured not against other students but against one's own efforts. To that end students can earn themselves:

A gold academic award: Awarded to students who across both semesters of learning, have achieved 80% **A** standard achievement – and no lower than a **C**, across all learning areas.

A silver academic award: Awarded to students who across both semesters of learning have achieved on balance 80% at an **A** or **B** standard achievement – and no lower than a **C**, across all learning areas.

A work ethic award: Awarded to students who across both semesters of learning, have been exhibiting a work effort grading of 80% **A** standard – and no lower than a **C**, across all learning areas.

Responding to unacceptable behaviour

When responding to problem behaviours, staff members ensure that students understand the mismatch / relationship between the problem behaviour and the 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.
- Identify what they will do to change their behaviour in line with expected school behaviour.

- Acknowledge attempts towards behaviour rectification.

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

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

Students also receive teaching around how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

These strategies strive to instil in students:

- Community and school values
- Socially acceptable norms
- Rules and expectations
- Gestural cues and prompts
- Verbal cues and prompts
- Self management strategies

Due to the size of Esk State School and its role in the community, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers may be involved in the support through the classroom teacher.

Strategies used for targeted behaviour support could include:

- Curriculum adjustment/s
- Verbal and non-verbal feedback
- Increased attention on desired behaviours
- Tracking of desired behaviours
- Communication with the school community
- Added responsibilities

Behaviour Steps

1. Classroom Management

The teachers utilise a class cueing system to support students in understanding the desired behaviours. This may vary from class to class depending on student age.

The teacher responds to low level misbehaviour and classroom disturbance using a range of techniques including:

- Tactical 'ignoring' inappropriate behaviour where possible
- Giving clear directions or redirections eg. "What are you doing? What should you be doing? How are you going to fix that?"
- Reinforcing positive behaviour
- Using non-verbal messages to alert or cue the student.

2. Curriculum Adjustment:

Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary.

This may involve:

- working with a teacher aide or learning support teacher

- adjusted class work
- working with a peer or older student.
- Change to pedagogy

3. Verbal cues:

Verbal reinforcement, used every day in both the classroom and playground, includes:

- Specific reinforcement e.g. Thank you for sitting down.
- Targeted direction giving. "Use walking feet."
- Giving clear directions or redirections eg. "What are you doing? What should you be doing? How are you going to fix that?"

4. Non-Verbal:

Non-verbal reinforcement, used every day in both the classroom and playground, includes:

- Body language – smile, thumbs up
- Behaviour charts
- Privately understood signals
- Proximity to the child in terms of desk placement or where staff members are standing awards.
- Increased attention

Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:

- One on one curriculum support with the teacher
- Teacher aide support
- Work with another member of school staff
- Curriculum support through an older classmate.

5. Communication within the school community

Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

6. Added responsibilities / meaningful roles:

A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:

- Peer tutoring
- Working with a younger or older classmate
- Classroom jobs
- School jobs

7. Restatement, Rule Reminders:

The teacher adds a combination of the following strategies to address the student's behaviour:

- restatement of the rule,
- giving a specific direction
- giving the student a choice eg to work/play appropriately or move to a different area/activity.

8. Time out - individual reflection time:

The student is sent to a different part of the current classroom, another classroom (buddy class) or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, and non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

Teacher and Student Plan of Action:

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are

contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Social Justice Committee / staff.

Intensive behaviour support: Behaviour Support Team

Esk State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Esk State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour, whilst taking into account individual circumstances | needs. This means that 'consistent' may not look 'the same' as the goal of giving the consequence is to make the desirable behaviour attractive. Therefore the Principal reserves the right to exercise discretion when deciding on consequences for individual cases.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour. These consequences are managed by the classroom teacher and may include consequences such as: complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, written or verbal apology, restitution or use of personal time | play time for work completion, loss of privileges, student explaining behaviour to parent, natural justice (clean up the mess, loss of chair for period of time), thinking chair ...
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 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; and
- require the involvement of the school leadership team

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then informs the office and escorts the student to Administration. The staff member is responsible for the prompt recording of the behaviour onto OneSchool.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, detention, parental contact.
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, behaviour improvement plan, behaviour contract etc. and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells corridors • Not walking bike in school grounds • Climbing over rails 	<ul style="list-style-type: none"> • Repeated violations
	Play	<ul style="list-style-type: none"> • Incorrect use of sporting equipment • Not playing school approved games • Playing in toilets • Mishandling objects that result in others being hurt. • Incorrect use of school playground equipment and furniture. 	<ul style="list-style-type: none"> • Targeted use of objects with the intent to hurt others. • Possession of weapons • Repeated violations
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Wilful and persistent minor physical contact.
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	<ul style="list-style-type: none"> • Defacing uniform
	Other	<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • Failure to take safety measures as instructed by a teacher. 	<ul style="list-style-type: none"> • Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • Refusal to follow the directions of a teacher.
Be Responsible	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission • Forced access • Refusal to return to class
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	<ul style="list-style-type: none"> • Defiance • Refusal to engage in conversation • Insolence • Obstinate.
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty (lying about involvement in a low-level incident) • Inciting negative behaviour in others 	<ul style="list-style-type: none"> • Major dishonesty that has a negative impact on others • Inciting negative behaviours that seriously affect the individual/class/school.
	Rubbish	<ul style="list-style-type: none"> • Littering 	<ul style="list-style-type: none"> • Wilful property damage.
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

			<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone Inappropriate gestures Use of putdowns Back chatting 	<ul style="list-style-type: none"> Offensive language and actions Aggressive language and actions Verbal abuse / directed profanity Bullying Defiance Harassment
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment Walking through gardens etc. 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism Wilful damage to environment / gardens
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Disobedience Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> bullying / victimisation /harassment Major disruption to class Blatant disrespect Defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be a Learner	Class	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Reluctance to commence/continue set work. Disruptive behaviours 	<ul style="list-style-type: none"> Repeated violations Defiance Ongoing work refusal
	Effort	<ul style="list-style-type: none"> General lack of care and attention to task requirements. 	<ul style="list-style-type: none"> Failure to submit assessments. Refusal to participate in a program of instruction.

The use of school disciplinary absences:

School disciplinary absences are to be used after consideration has been given to all other responses.

- If a student is suspended for 1 – 10 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education. This may include a variety of different methods, including: digital learning, text books, assignment work etc.*
- If a student is suspended for 11 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education. This may be through the use of an individual learning contract, and may utilize a variety of different types of activities to engage the student in learning, including: digital learning, text books, research, assignment work etc.*
- Should the student's behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.*

Definition of consequences

individual reflection time	<p>A Principal or school staff may use individual reflection time as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During individual reflection time, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. (Student age + 2 minutes is a good guideline.)</p>
Detention	<p>A Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations during non-class time.</p> <p>A detention is no more than 30 minutes during school play recess.</p>

	A detention of 30 minutes after school MAY be used with the parent contacted before the after school detention is imposed.
Re-entry Meeting	The Principal, in conjunction with the parents and the student, returning from suspension, meet prior to the student returning to class. This meeting: <ul style="list-style-type: none"> ▪ revises the Responsible Behaviour Plan ▪ identifies the consequences of the incident that caused suspension ▪ plans for alternative methods of dealing with similar situations ▪ outlines future consequences of misconduct ▪ outlines tracking and reward systems for appropriate conduct.
Temporary Removal of Property	The Principal or staff member of Esk State School has the power to temporarily remove property from a student, as per the procedure <u><i>Temporary Removal of Student Property by School Staff.</i></u>
Internal suspension / withdrawal from classroom and playground interaction	A Principal may withdraw a student from classroom and playground participation under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school. <p>Alternative recess and learning arrangements are made within the school.</p>

School Disciplinary Absences (SDA)	
Suspension	A Principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience / insolence ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school. <p>Short term suspension is from 1 - 10 days inclusive. Long term suspension is from 11 - 20 days inclusive.</p>
Behaviour Improvement Condition	A Principal may impose a behaviour improvement condition if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious, that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's Principal. The program must be: <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended, pending a decision to exclude when the student's behaviour is so serious, that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience / insolence ▪ serious misconduct eg. drug possession / sale, cyber-bullying etc. ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour

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

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

1. 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.
2. 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.
3. 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.
4. 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).
5. 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Esk State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes 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 Esk State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Behaviour Coach
- Advisory Visiting Teachers
- School Based Police Officer / Adopt A Cop
- School Based Youth Health Nurse
- Chaplain

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
- Neighbourhood Centre.
- Autism Queensland
- Autism Hub (Department of Education and Training)

8. Consideration of individual circumstances

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

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

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

9. Related legislation

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

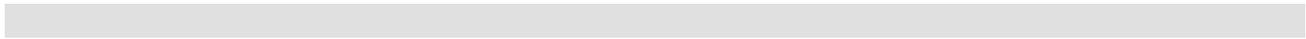
- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Effective Date: 1 December 2017 – 31 December 2021



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, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

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

We uphold the value of trust and the right to privacy at Esk 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.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

What is bullying?

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

The difference between rude | mean | bullying?

When someone says or does something *unintentionally hurtful* and they do it once, that's *rude*.

When someone says or does something *intentionally hurtful* and they do it once, that's *mean*.

When someone says or does something *intentionally hurtful and they keep doing it* – even when you tell them to stop or show them that you're upset, that's bullying.

Purpose

Esk 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 Esk 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 Esk 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 Esk 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, 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 Esk 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 behaviour expectations and have been taught the expected behaviours attached to each expectations 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.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Esk State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Esk 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

Esk 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.

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

No student of Esk 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 2**, it is unacceptable for students to bully, harass or victimise another person whether within Esk 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 Esk State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Esk 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 Esk 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 Esk 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.

Esk 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".

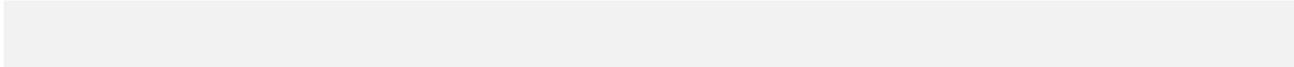
The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- 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.

Esk 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, Esk State School expects its students to engage in positive online behaviours.



WORKING TOGETHER TO KEEP ESK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Esk 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 at 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 can take tough 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.
- 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 Esk 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 office to make an appointment to see your class teacher.

Appendix 5

Making a complaint - information for parents and carers

During the course of your child's school years, you may have cause to make a complaint about an issue or concern you have with their education.

The department is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support networks in place to enable you and your child to work through any issues or concerns you may have.

To achieve an effective resolution for all parties, when making your complaint, you should ensure you:

- provide complete and factual information in a timely manner
- deliver your complaint in a calm and reasoned manner
- avoid making frivolous or vexatious complaints or using deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member that, in most instances, the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

The following four-step procedure is in place to assist parents/carers and school staff to reach an outcome that is in the best interest of the student.

1. Discuss your complaint with the class teacher

If your complaint is with your child's teacher or relates to an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration. Discuss your complaint with the teacher and give the teacher an opportunity to suggest a solution. The teacher will make a record of your complaint and report your meeting and any outcomes to the school principal. Together, both you and your child's teacher should be able to resolve the problem at this level.

2. Discuss your complaint with the principal

If after approaching your child's teacher your complaint remains unresolved, make an appointment to see the school principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem.

If your complaint relates to more general school matters, including issues of school policy and issues of compliance or non-compliance, you should raise your complaint directly with the principal or their delegate. The principal may refer your complaint to a delegate such as the deputy principal or Business Services Manager. The staff member will make a record of your complaint and work with you to come to a resolution.

Complaints to the principal may be lodged in person, by telephone, writing or via email. Principals' email addresses can be accessed through the Schools Directory - select the relevant school, then click on the email link.

3. Contact your local education office

If you have discussed your complaint with the principal and still feel that you have not reached a resolution, you have the right to contact your local departmental office.

Complaints may be lodged by telephone or in writing. Your complaint should be specific in detail and outline the steps you have taken to resolve the issue. Ensure your complaint includes your full name

and address and that you have signed and dated it. It is also a good idea to keep a copy for your own records.

Anonymous complaints will only be acted on if enough information has been provided to allow for follow-up with the relevant school principal.

When you contact your local education office a record will be made of your complaint. You will also be advised that your name and the nature of your complaint will be reported back to the principal of your school. Local office staff will then work with you and your school to seek a resolution.

Addresses and telephone numbers for the departmental offices are listed in the White Pages of your local telephone directory and are also available through the State schools regional office contacts.

4. Independent review

If you have not been able to resolve your complaint through these formal processes, you can lodge your complaint with the Queensland Ombudsman. The Ombudsman may be contacted at:

Office of the Ombudsman

GPO Box 3314, Brisbane, Qld 4001

Email: ombudsman@ombudsman.qld.gov.au

Telephone (07) 3005 7000 or Toll Free 1800 068 908

Fax (07) 3005 7067

The role of Parents and Citizens' Associations (P&C's)

Complaints about services that are run or managed by the P&C at your school, for example after school care or the tuckshop, should be directed to the P&C in the first instance.