



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Bundaberg North State School

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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Bundaberg North State School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; and where school practices are proactive rather than reactive.

We believe that self-control is necessary for children's welfare and happiness and to function effectively in society. Self-discipline is a learned process and is achieved through implementing appropriate strategies.

Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner. Good discipline comes from the students themselves.

The 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.

The Responsible Behaviour Plan for Students is available on the school website and is included in all enrolment packages for parental access.

2. Consultation and Data Review

Bundaberg North State School developed this plan in collaboration with our school community. Consultation occurred with students via focus group discussions and with parents at P&C Meetings held throughout 2009. A review of school data, including attendance, absenteeism, school disciplinary absences, and our behaviour database also informed the development of our plan.

The Plan was endorsed by the Principal and the President of our P&C in 2009, and by the Executive Director in 2010. The Plan was reviewed and endorsed in 2012 and again in 2014, as required in legislation.

3. Learning and Behaviour Statement

At Bundaberg North State School, we believe that every member of our school community has a right to develop socially, emotionally and intellectually in a safe and supportive school environment. To achieve this we are continually striving to:

- ☺ Encourage all children to pursue their full potential through quality education in a safe, supportive and challenging environment
- ☺ Provide excellence in teaching and learning
- ☺ Support intellectual and professional growth of staff
- ☺ Nurture and further enhance close partnerships with parents and the wider community



The Code of School Behaviour

Better Behaviour
Better Learning

For the Responsible Behaviour Plan for Students to be effectively implemented for the benefit of all students it is imperative that parents work in partnership with school staff to support our children.

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

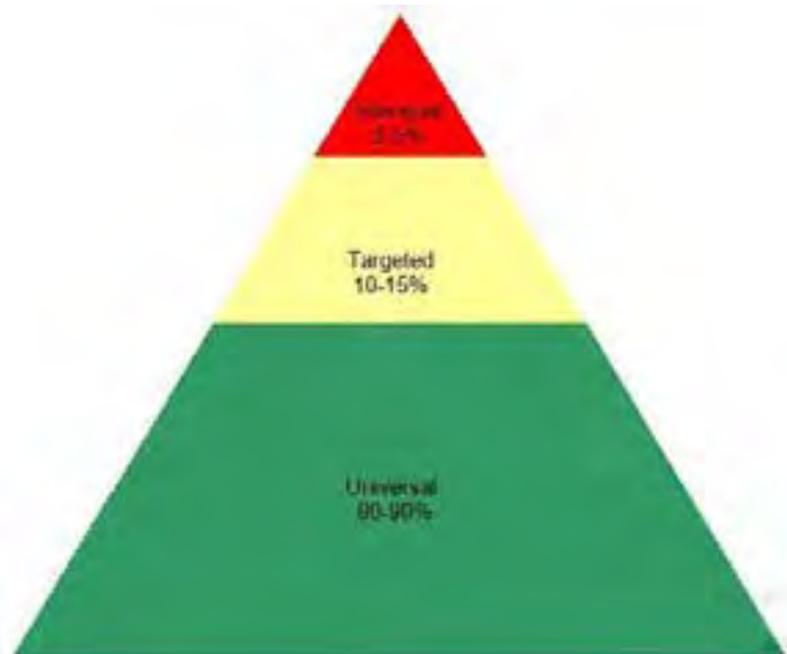
- Be safe
- Be responsible
- Be respectful.

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

School Vision

Developing individuals who contribute positively to their families and the wider community

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 Bundaberg North State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix (Appendix 4) outlines our agreed rules and specific behavioural expectations in all school settings.

SEE APPENDIX 4



The Code of School Behaviour

Better Behaviour
Better Learning

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

- **Fortnightly behaviour lessons conducted by classroom teachers with an aligned concept across the school.**
- Reinforcement of learning from behaviour lessons on School Assemblies (eg iMovies) and during active supervision by staff during classroom and non-classroom activities.

Engaging Curriculum and Effective Teaching

Teachers have a duty of care to monitor and promote standards of behaviour of students. Engaging and challenging curriculum, effective teaching and inclusive practices are the starting point of our behaviour support strategies. Teachers are supported in these endeavours through:

- Access to relevant professional development
- Open and informed communication and support from school leaders
- Assistance from Behaviour Consultants, Guidance Officer, STLaN, Special Education Teachers, School Chaplain and visiting specialists
- Staff induction and consistent application of the Responsible Behaviour Plan for Students.

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

- An SWPBS brochure on behaviour, enabling parents to be actively and positively involved in school behaviour processes
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs of the Bundaberg North's Responsible Behaviour Plan for Students delivered to new students (at enrolment meeting) as well as new and relief staff
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Managed professional development for all members of the school community
- Adoption of practices that are non-violent, non-coercive and non-discriminatory
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Positive Reinforcement

Positive reinforcement is a very effective means of promoting and maintaining acceptable and appropriate behaviours. Our teachers, teacher aides and administration staff reinforce positive behaviours through a variety of actions including:

- Praise and encouragement
- Classroom rewards – stickers, stamps, certificates, etc
- Acknowledgement of academic, cultural and sporting achievements
- Student of the Week
- End-of-semester acknowledgement of students' positive behaviour letters



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

- Appointment of Student Leaders – School and House Captains and Vice Captains
- Privileges such as participation in school camps and excursions/activities
- SWPBS positive acknowledgement – reward bands that are used in all classes and align with school-wide Gold, Silver, Bronze awards and celebrations

Active Student Involvement

Students have many opportunities to become actively involved in a large range of activities at school. These are regularly promoted and acknowledged with staff encouraging students to be active participants. The broad range of academic, cultural and sporting activities includes:

- academic competitions
- gifted and talented groups, competitions and camps
- choir and instrumental groups, competitions and performances
- many interschool and representative sporting opportunities

Active Student Involvement is a very effective means of promoting and maintaining acceptable and appropriate behaviours.

Support Staff

A variety of support staff eg. Guidance Officer, special education teachers, STLaN, Principal, Deputy Principal, Head of Curriculum, School Chaplain, and Positive Learning Centre staff provide assistance to students when required. External specialists and agencies also provide support if warranted.

Targeted Behaviour Support: *Respond Program*

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

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Time Out

Teachers will allocate an area of the classroom for 'cooling off' periods when it is deemed to be in the best interest of the student or other class members that said student be removed from a particular situation. Children will be encouraged to return to the class activity when they have recovered their composure sufficiently to effectively participate.

Responsible Thinking Area

When a student continues to choose to commit minor behaviours in the playground s/he is required to go to the designated room known as the Responsible Thinking Area [RTA] for 1 day, and reflect on that behaviour. Teachers will use other strategies such as rule reminders, asking the child to accompany them on duty etc, before using the RTA. While students are in the RTA, they will be required to engage in activities that will reinforce positive and appropriate behaviours. The RTA operates from 1:15 – 1:40 and is supervised by a teacher.



The Code of School Behaviour

Better Behaviour
Better Learning

Cross-Classing

When a student chooses to behave inappropriately, which disrupts the teaching and learning in the classroom, the child will be sent to a designated classroom for the rest of that session. During this time, the student will be required to complete a Return-to-Class Plan along with work which will be supplied by his/her class teacher. At the end of the cross-class period, the student returns to his/her classroom and waits until the teacher is free to discuss their inappropriate behaviours.

Detention

Consistent displays of minor behaviours, or serious/extreme behaviours both in and out of the classroom, may result in a Detention for 3 days. A teacher supervises the Detention Room from 1:15 – 1:40 in the same room that is used for the RTA. While students are in the Detention Room, they will be required to engage in activities that will reinforce positive and appropriate behaviours.

Support Staff

A variety of support staff eg. Guidance Officer, special education teachers, STLaN, Principal, Deputy Principal, Head of Curriculum, School Chaplain, and PLC staff provide assistance to students when required. External specialists and agencies also provide support if warranted.

Support Plans

In consultation with the student, their parents/carers, classroom teacher and the Principal/Deputy Principal, an Individual Behaviour Support Plan (IBSP) may be developed and implemented to provide support to the student. A Behaviour Support Booklet may also be used to monitor a student's behaviour over a set period, and to communicate this to parents.

Other Supporting Processes

- In-school referral process through monthly Welfare Committee Meetings
- Differentiation in classrooms so students may engage with the curriculum

Intensive Behaviour Support

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to themselves and/or others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's needs. The use of targeted behaviour support strategies (eg. support staff, detention, withdrawal, etc) may still continue while intensive behaviour strategies are implemented.

Positive Learning Centre

Our District Positive Learning Centre (PLC) provides parenting programs and an outreach service to support red zone students.

5. 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.



The Code of School Behaviour

Better Behaviour
Better Learning

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, sudden responses, sarcasm
- 2) Maintain calmness, respect and detachment - model the behaviour you want students to adopt, stay calm, choose your language carefully, 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, establish eye level position, be brief, acknowledge cooperation, withdraw if the situation escalates
- 4) Follow through - if the student starts displaying 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 remind them of the expected behaviour and identify the 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, evaluate decisions made and identify acceptable decision options for future situations

Physical Intervention

Staff may make legitimate use of physical restraint, involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student's individual plan, including prevention of self-harming behaviours.

[For further information, refer to the *Safe, Supportive and Disciplined School Environment* policy and procedures.]

6. Consequences for Unacceptable Behaviour

Bundaberg North 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.



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

MINOR BEHAVIOURS: occur on a day-to-day basis and are managed by the classroom teacher or teacher on playground duty by using micro-skilling strategies without the need for external intervention. Students who repeatedly disrupt the learning of other students or impede the right of the teacher to teach or repeatedly ignore instructions will choose to be cross-classed and/or sent to detention.

Type of Behaviour	Suggested Strategies and Consequences
<ul style="list-style-type: none"> • Off-task • Disruptive behaviour • Punctuality • Rudeness • Deliberate excessive noise • Careless use of equipment • Non-compliance • Uniform violation • Littering • Running on concrete, around buildings, on verandas • General behaviours that do not consider the safety and wellbeing of others, themselves and the school environment • Bringing Personal Technology Devices to school and not following protocol (see Appendix 1) 	<p>Proactive</p> <ul style="list-style-type: none"> • Basic defusing strategies (see below) • Classroom management strategies • Classroom/school rewards for good behaviour • School SWPBS Program • Rule reminder • Daily Communication Book • Parent/teacher contact-phone/letter/meeting • Counselling <p>Reactive</p> <ul style="list-style-type: none"> • Stern Warning • Responsible Thinking Area(RTA) • Litter Duty [Community Service] • Loss of Privileges • Time Out (Withdrawal) • Cross-classing • Parent/teacher contact-phone/letter/meeting • Detention

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 Bundaberg North SS, 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.





The Code of School Behaviour
Better Behaviour
Better Learning

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

SERIOUS BEHAVIOURS: *minor classroom and playground behaviours that persist despite the use of management strategies. Classroom and playground behaviours that endanger the safety of self or others and/or property.*

Type of Behaviour	Suggested Strategies and Consequences
<ul style="list-style-type: none"> • All minor behaviours that become persistent • Refusal to participate in the programme of instruction • Refusal to follow directions • Dangerous behaviour eg. throwing dangerous objects at others • Leaving school grounds • Vandalism • Interfering with the property of others • Verbal / Non-verbal misconduct • Indirect obscene language • Indirect derogatory gestures • Bullying/Harassment (including Cyberbullying see Appendix 2) • Spitting • Utilizing Personal Technology Devices in an inappropriate manner (see Appendix 1) 	<p>Proactive</p> <ul style="list-style-type: none"> • Daily Communication Book • Counselling [GO, Community groups] • IBSP [Individual Behaviour Support Plan] • PLC • Student Welfare Committee • Parent contact-phone/letter/meeting • Parent/Teacher/Admin meeting <p>Reactive</p> <ul style="list-style-type: none"> • Loss of Privileges/Friday sport, etc • Cross-classing • Detention Room • Non eligibility to participate in school camps/excursions • Loss of Leadership Position • Internal withdrawal to Office • Parent contact-phone/letter/meeting • Parent/Teacher/Admin meeting • Physical Intervention (see below) • Police contacted • Suspension *

***Suspension will be used after consideration has been given to all other responses.**



The Code of School Behaviour
Better Behaviour
Better Learning

EXTREME BEHAVIOURS: *are behaviours that cause the peaceful nature of the classroom or playground to completely break down. Consequences of the behaviour will depend on the frequency and/or severity of the action.*

Type of behaviour	Suggested Strategies and Consequences
<ul style="list-style-type: none"> • All serious behaviours that become persistent • Inappropriate touching • Verbal / Physical Intimidation • Direct obscene and offensive language or gestures to teachers and students • Deliberately causing injury • Extreme Bullying/Harassment (including Cyberbullying see Appendix 2) • Extreme Vandalism • Truancy • Stealing • Cigarettes/alcohol • Illegal / Illicit Substances • Utilizing Personal Technology Devices in an inappropriate manner (see Appendix 1) • Possession of, threat to use, or use of a weapon 	<p>Proactive</p> <ul style="list-style-type: none"> • Daily Communication Book • Parent contact-phone/letter/meeting • Parent/Teacher/Admin meeting • IBSP [Indiv Behaviour Support Plan] • Counselling [GO,Community groups] • Student Welfare Committee • PLC <p>Reactive</p> <ul style="list-style-type: none"> • Detention • Internal Withdrawal – short/long term • Restitution • Loss of Leadership Position • Loss of Privileges • Not eligible to participate in school camps/excursions • Parent contact-phone/letter/meeting • Parent/Teacher/Admin meeting • Police Contacted • Physical Intervention • Suspension • Recommendation for Exclusion *

*** Suspension and Exclusion (SDA's) will be used after consideration has been given to all other responses.**

OTHER CONSIDERATIONS

Incidents Involving Drugs, Violent Assaults or Use of Weapons:

Incidents involving illegal substances [eg marijuana] will be referred to the Police. Parents will be contacted and a Suspension with possible Recommendation for Exclusion will result.

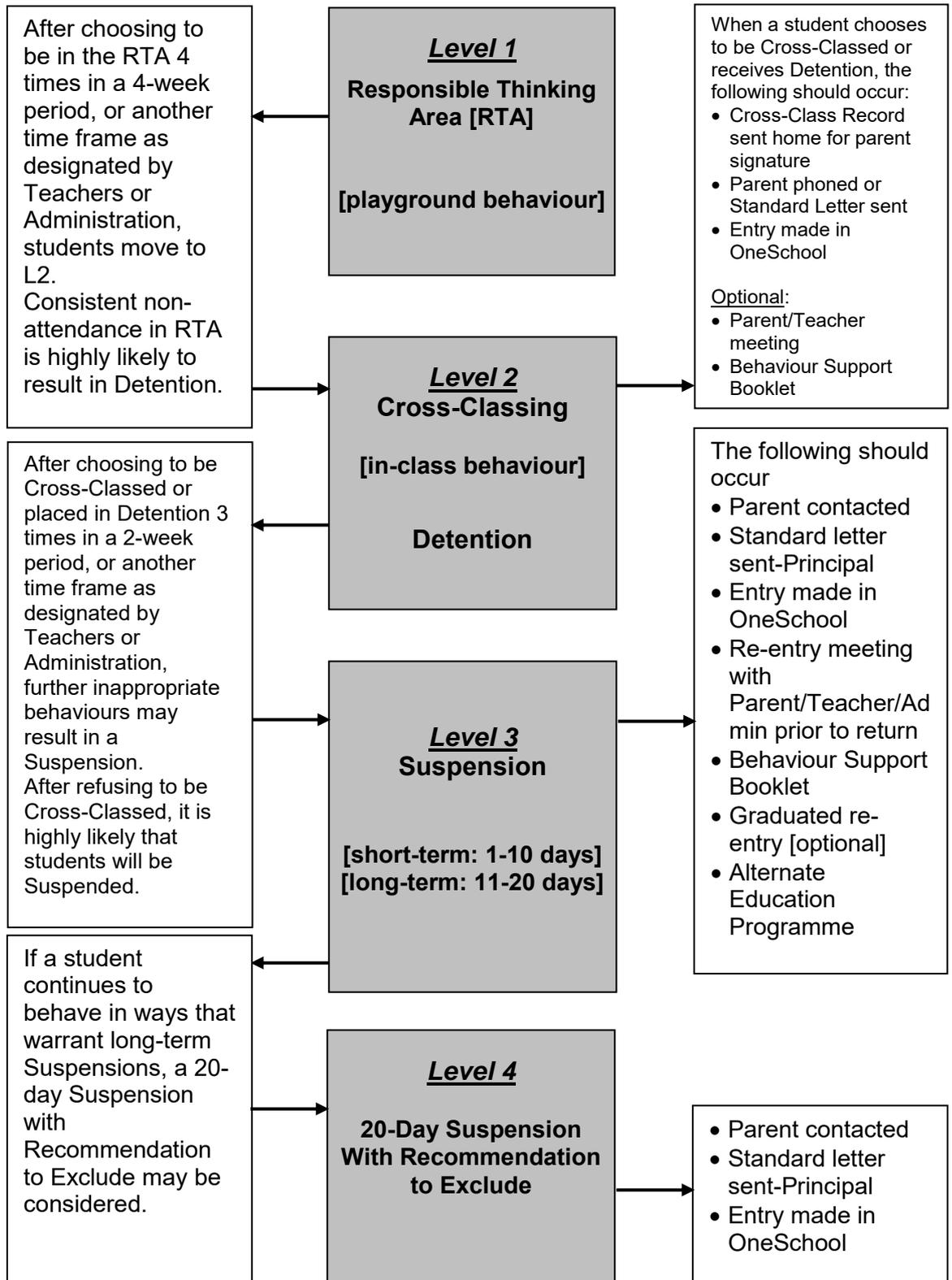
Students who choose to smoke cigarettes or consume alcohol at school will incur a Suspension with possible Recommendation for Exclusion. Parents will be contacted.

Violent assaults or use of weapons by students will incur a Suspension with possible Recommendation for Exclusion



The Code of School Behaviour
Better Behaviour
Better Learning

BEHAVIOUR SUPPORT FLOW CHART



A student may not always progress sequentially through the four levels. For example, if a student directs obscene and offensive language towards a Teacher, s/he would automatically progress to L3, depending on the severity of the language used.



The Code of School Behaviour

Better Behaviour
Better Learning

7. The network of student support

The network for support at Bundaberg North State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ School teaching and support staff ▪ School Administration ▪ Parents/Guardians ▪ Guidance Officer ▪ Special Education Teachers and teacher aides ▪ School Chaplain ▪ Student Welfare Committee 	<ul style="list-style-type: none"> ▪ PLC ▪ Senior Guidance Officer ▪ AVT's ▪ OT ▪ PT ▪ SLP 	<ul style="list-style-type: none"> ▪ Department of Communities ▪ QPS – Adopt-a-Cop ▪ Qld Health Services (Nurse) ▪ Child, Youth and Mental Health Services ▪ Community counselling groups eg. Phoenix House, Centacare, Pierson ▪ Private doctors

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.

Bundaberg North SS 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

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



The Code of School Behaviour

Better Behaviour
Better Learning

- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related policies

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

11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)

Updated: June 2014


Principal


P&C President


Assistant Regional Director

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices 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 handed to office staff before the bell. Students will then complete the mobile phone register and return to the office at 3pm to collect their phone and complete the register to indicate they have collected their phone.

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 Bundaberg North 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.



**The Code of
School
Behaviour**
Better Behaviour
Better Learning



The Code of School Behaviour

Better Behaviour
Better Learning

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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



The Code of School Behaviour

Better Behaviour
Better Learning

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

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

Purpose

1. Bundaberg North State School strives to create positive and supportive environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Bundaberg North State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Bundaberg North State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Bundaberg North State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour,



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. All students at Bundaberg North State School are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule.
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consists of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. In order to maintain consistency of skill acquisition across the school, simultaneous instruction is our goal at all times. i.
10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying, but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Bundaberg North 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'.
11. Bundaberg North State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time.

What Can You Do if You Are Being Bullied?

Remember that your silence is the bullies greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is wrong!
- Be proud of who you are; it is good to be individual.
- Try not to show that you are upset; it is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people; there is safety in numbers.



The Code of School Behaviour

Better Behaviour
Better Learning

- Use the 5 'How to Handle Verbal Bullying' strategies that everyone is taught. These are displayed in classrooms and around the school.

If You Know Someone is Being Bullied:

- Watching and doing nothing looks as if you are on the side of the bully; it makes the victim feel more unhappy and on his/her own. Tell the bully to STOP!
- Tell an adult immediately; they have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

Responsibilities of Parents:

- Watch for signs [such as variation to normal routine/behaviour] that may indicate your child is being bullied.
- Speak to someone on staff at our school if your child is being bullied, or you suspect this is happening.
- Always take an active role in your children's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc
- It is important that you advise your child not to fight back. It can make matters worse!
- Instruct your child to report if s/he is being bullied.
- Provide a home environment where aggression and violence are not tolerated

ANTI-BULLYING PROCEDURES & GUIDELINES

The following steps serve as a guide for intervention. The number of steps used will be dependent upon the seriousness of the bullying act.

Help, support and counselling will be given as is appropriate to both the victims and the bullies.

At our school, we support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose
- By informing the victims' parents/guardians
- By offering continuing support when they feel they need it
- By arranging for them to be escorted to and from the school premises

We also discipline, yet try to help the bullies in the following ways:

- By talking about what happened, to discover why they became involved
- By informing the bully's parents/guardians
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible

Because Bullying and Harassment are considered Serious/Extreme behaviours, consequences suggested in the Responsible Behaviour Plan will be applied.



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Appendix 3

As a member of the school community of Bundaberg North each child has a number of rights and responsibilities basic to effective participation in this community. The rights of each child will be protected and enthusiastic acceptance of responsibilities will be positively encouraged.

Rights	Responsibilities
All members of our school community have the right to be treated fairly, respectfully and equitably regardless of age, race, gender or social background.	All members of our school community have the responsibility to treat each other in a fair, respectful and equitable manner.
All students at our school have the right to learn to their fullest potential.	All students at our school have the responsibility to achieve to the best of their ability, and not to interfere with either students' learning or teachers' teaching.
All students at our school have the right to move around the school grounds without intimidation.	All students at our school have the responsibility to respect the rights of others in the school ground and on the way to and from school.
All students at our school have a right to expect that their possessions will be safe.	All students at our school have a responsibility to ensure that they do not damage or destroy any property including their own.
All students at our school have the right to use school equipment and playground areas designated to their year level.	All students at our school have a responsibility to care for school equipment and to play in their designated areas.
All students at our school have the right to work and play in clean, attractive grounds and classrooms.	All students at our school have a responsibility to help keep our grounds and classrooms clean and attractive.
All members of our school community have a right to expect students to honour the school, obey the school rules, and be neatly attired in the school uniform.	All students have a responsibility to ensure that at all times their dress and behaviour promote the high ideals of our school.

APPENDIX 4

	Classrooms	Eating/Tuckshop Area	Play Areas	Toilets	All Areas	Before and After School
Be Safe	<ul style="list-style-type: none"> Walk Ask permission to leave Sit correctly on chairs and push them in 	<ul style="list-style-type: none"> Walk Ask permission to leave Eat your own food 	<ul style="list-style-type: none"> Wear school hat Play safely Play in allocated areas 	<ul style="list-style-type: none"> Walk Wash hands 	<ul style="list-style-type: none"> Keep my body to myself Walk on concrete and around buildings 	<ul style="list-style-type: none"> Sit quietly in designated area Arrive after 8:00am Use crossings and lights appropriately Carry/walk bikes, scooter etc through school grounds and footpath
Be Responsible	<ul style="list-style-type: none"> Place all rubbish in the bin Be punctual and prepared Participate to the best of your ability 	<ul style="list-style-type: none"> Place all rubbish in the bin Sit in correct area when eating 	<ul style="list-style-type: none"> Return equipment after use 	<ul style="list-style-type: none"> Go to the toilet at appropriate times Turn taps off Keep toilets clean and tidy and use appropriately 	<ul style="list-style-type: none"> Look after property and belongings – personal, others' and school Help and encourage others Accept the consequences of your behaviour 	<ul style="list-style-type: none"> All phones/electronic equipment to be handed into the office
Be Respectful	<ul style="list-style-type: none"> Maintain personal space Use a quiet voice Keep my area and classroom clean and tidy Respect others' right to learn 	<ul style="list-style-type: none"> Maintain personal space Use a quiet voice Wait to be dismissed 	<ul style="list-style-type: none"> Play by the rules 	<ul style="list-style-type: none"> Maintain personal space and respect privacy Use a quiet voice 	<ul style="list-style-type: none"> Wear school uniform Use appropriate language Follow instructions Accept others' differences Use good manners Respect plants and animals 	