



The Code of School Behaviour

Better Behaviour
Better Learning

East Brisbane State School's *Responsible Behaviour Plan for Students* based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

East Brisbane State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through surveys and community meetings.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying.

The Plan was endorsed by the Principal, the President of the P&C and Lead Principal in February 2018, and will be reviewed in 2021 as required in legislation.

3. Learning and behaviour statement

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

OUR BELIEFS

1. Behaviour is a choice. It takes thought and/or action to carry out a behaviour.
2. Each individual is responsible for their behaviour choices.
3. Behaviour can be taught.
4. The most successful way of teaching social skills is to model what is expected and provide clear boundaries for success.
5. Behaviour is directly influenced by environment. As behaviour is environment specific, individuals need to learn the expectations specific to each environment.

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

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

- **Be safe**
- **Be responsible**
- **Be respectful**
- **Be a learner**

Rights and Responsibilities

In order to maintain a safe, supportive and disciplined learning environment, all members of the school community need to conduct themselves in a responsible manner that recognises and respects the rights of others.

At East Brisbane State School the following rights and responsibilities are recognised and respected.

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At East Brisbane 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 prevent problem behaviour and to provide 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.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

East Brisbane 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 Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the East Brisbane 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).

Reinforcing expected school behaviour

At East Brisbane State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

East Brisbane State School "Gotchas"

Staff members hand "Gotchas" (Appendix 5) out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a "Gotcha". Each week every class teacher draws a name from their Gotcha box and this child is recognised on Assembly. Students are then able to pick a prize from the Principal Prize Box. As well as "Gotchas", a range of classroom based positive behaviour reinforcement systems are used at East Brisbane State School to acknowledge positive behaviour by an individual, small group or whole class. Such systems include (but are not limited to) "raffle tickets", "marbles in a jar", stickers and similar.

Responding to unacceptable behaviour

1. 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.

2. Targeted behaviour support:

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

Students requiring additional targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However they may have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Additional targeted behaviour support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported. Students whose behaviour does not improve after the provision of additional targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Responsible Thinking Room

The Responsible Thinking Room is located in the office area and is supervised by a trained Teacher Aide. If a student fails to follow the rules then they have chosen to go to the Responsible Thinking Room. The teacher completes a referral form (Appendix 6) and the student reports to the Responsible Thinking Room. In the Responsible Thinking Room the student think about their behaviour and when they have decided they want to follow the rules, they complete a plan (Appendix 7) and return to the classroom to discuss the plan with the teacher. Referrals to the Responsible Thinking Room are recorded on OneSchool.

3. Intensive behaviour support:

East Brisbane 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The school based team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Leadership Team to achieve continuity and consistency.

This school based team 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 specialist behaviour services staff. Options may be discussed

which include both support at a school level as well as support for the student and their family from community based networks.

5. Consequences for unacceptable behaviour

East Brisbane 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.

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, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction 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.

In classrooms, teachers may use structures such as “zones of regulation”, moving “pegs”, turning “behaviour cards” or similar to communicate and reinforce minor behaviour choices to students.

Minor problem behaviours may also involve the use of a re-direction procedure. The staff member takes the student aside and:

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary,
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

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 completes the office referral form and escorts the student to Administration.

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, referral to Respond Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: 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 ▪ Not walking bike in school grounds 	<ul style="list-style-type: none"> ▪ Climbing on building/roof
	Play	<ul style="list-style-type: none"> ▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets 	<ul style="list-style-type: none"> ▪ Throwing objects ▪ Possession of weapons ▪ Bodily fluids on others (urine, blood etc)
	Physical contact	<ul style="list-style-type: none"> ▪ Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting ▪ Unwanted/offensive/unsafe physical contact and/or behaviour.
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside 	
	Other		<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 ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work 	
	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
	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"> ▪ On-going non-compliance to adult request ▪ Defiance that endangers others
	Accept outcomes for behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty 	<ul style="list-style-type: none"> ▪ Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> ▪ Littering 	
	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 ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) (stupid, idiot, gay, shut up etc) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone 	<ul style="list-style-type: none"> ▪ Offensive language (swearing, racial, sexual) ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	<ul style="list-style-type: none"> ▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying 	<ul style="list-style-type: none"> ▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
	Learning	<ul style="list-style-type: none"> ▪ Low level failure to respond to instructions ▪ Low level work refusal ▪ Work not completed to requested standards 	<ul style="list-style-type: none"> ▪ Continual failure to respond to instructions ▪ Continual work refusal
Be A learner			

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 East Brisbane 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.

Student Disciplinary Absences are used after consideration has been given to all other responses.

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 East Brisbane 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.

Possession of Weapons

No weapons, including all forms of knives, are allowed to be brought into the school. In the instance of a report that a child has brought a weapon to school, Administration staff can search the student's belongings and temporarily remove the item from the student's possession. Possession of a weapon at school is a major behaviour which would result in consequences from Level 1-3 as outlined (depending on the circumstances). If appropriate, where a student was threatening others and was in possession of a dangerous weapon, the Police would be contacted and critical incident processes put in place.

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 East Brisbane State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

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.

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.

East Brisbane 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



Tanya Abell
Principal
East Brisbane State School



Lyndall Munro
P&C President
East Brisbane State School

Effective Date: 8 February 2018 – 30 December 2020

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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, 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 East Brisbane 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.

Appendix 2

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

Purpose

East Brisbane 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 East Brisbane 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 East Brisbane 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 East Brisbane State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at East Brisbane 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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 East Brisbane 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'.

East Brisbane 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

East Brisbane 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.

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

No student of East Brisbane 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 East Brisbane State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of East Brisbane State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at East Brisbane 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 East Brisbane 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 East Brisbane 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.

East Brisbane 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.

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

Appendix 4

EAST BRISBANE STATE SCHOOL –RULE MATRIX				
	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE A LEARNER
Whole school/all settings	Keep hands, feet and objects to yourself Follow teacher directions Solve problems with words Walk when moving around the school/classroom Stay/Play in safe designated areas with staff supervision Wear school uniform (as stated in school dress code)	Follow with staff instructions Show courtesy and use polite, positive language (including non-verbal) Keep noise to an appropriate level Respect and allow personal space of others Put litter in bins	Be honest Be responsible for your words and actions Be punctual Keep valuable items at home Name all personal belongings Use equipment and materials correctly in the appropriate areas and return after use	Ask questions and request help when needed Students focused on task/purpose Do your best Do neat work
Eating Areas	Sit on seats while eating Eat your own food Use your own drink bottle Keep play equipment still during eating time	Use good manners Talk in a friendly way Raise hand before leaving to play	Pack up lunch boxes Place lunch boxes on seats Keep eating areas clean and tidy Eat only in designated areas (undercover area and tables next to tuckshop)	Make healthy food choices Use correct hygiene practices
Play equipment/ovals	Use equipment correctly and safely School hats to be worn at all times School approved games only Footwear to be worn at all times Walk to and from play areas/oval	Use equipment with respect and safety Show good sportsmanship Involve others who wish to participate Use polite language Respect wildlife and environment	Return borrowed equipment promptly Use pathways to oval Stop play at bell Be a problem solver Be responsible to equipment Walk to and from play areas/oval Carry balls to and from the oval	Learn new games Learn social skills Problem solve issues Agree on rules before play
Off site and special events	Follow adult directions Stay with group/team Seatbelts to be worn in all vehicles Exceptional behaviour at ALL times Remain seated for duration of journey	Display good manners Demonstrate team spirit Demonstrate good sportsmanship Walk thoughtfully through crowds	Return permission forms promptly Offer assistance to coaches and volunteers	Be co-operative Be an enthusiastic learner Strive to improve Always do your best
Toilet	Wash hands with soap and water Go with a partner to the toilet during class time	Respect privacy of others Flush the toilet Keep the toilets clean	Report any damages Use water responsibly	
Transition/Lining Up	Walk when moving around the school	Walk quietly and sensibly Listen to instructions	Stop play on bell	Be on time

	Sit/walk sensibly in class lines Stay on the left when walking on stairs Rails are for hands Carry items.			
Classrooms/Verandah/Specialists lessons/Library	Sit safely on chairs Walk quietly along the verandahs and in the room	Follow teacher directions Respect others rights to learn Treat yours and others property with respect Raise your hand to speak Encourage and support others Use and inside voice Listen and show respect Use good manners	Take responsibility for your actions Use computers appropriately with supervision Take home and/or return notes and other verbal communication between home and school Accept consequences without arguing or complaining Return library books on time Get to class on time at the end of morning tea and lunch	Participate fully and cooperatively in individual or group activities Be organised and have you equipment and materials ready Bring completed homework when required Complete work accurately and on time Be a good listener Do your best
Before and After school and leaving the school	Go straight home from school or to agreed location Walk bike/scooters/skateboard in the school grounds Cross roads at traffic lights Quietly sit under building until bell No ball games Follow bus Code of Conduct Have written permission when leaving the school grounds early	Wait quietly inside school grounds when waiting for parents to collect Wait patiently and quietly for the bus at the bus stops	Store bags, bikes, scooters, skateboards in correct location Be seated in class at 8.55am bell Know your afterschool arrangements including procedure for late arrival and/or early departure If leaving early tell the teacher	Learn Road Rules Learn Bus Rules/timetable Learn Bike safety
Walkways	Walk when moving around the school	Walk sensibly Walk quietly during learn time	Stay away from out of bounds areas	Go to the toilet during breaks Return to class as soon as possible
Undercover Areas	Keep hands, feet and objects to self Walk on concrete Use equipment safely and correctly Sit on seats while eating	Use appropriate language Consider others Move quietly when classes are learning	Be a problem solver Look after all equipment Sit in designated areas	Learn new activities and game Listen to others when they are speaking Stay focused on the task Follow instructions
Tuckshop	Wait patiently in line	Always use good manners Eat only your food Use appropriate voice and volume	Order lunch before school Use own money to purchase food Eat tuckshop under admin after play bell Be in line at the right time	Make some healthy food choices

Gotcha! 

You have been caught doing something good.

NAME:			
CLASS:	DATE:		
BEING SAFE	BEING RESPONSIBLE		
BEING RESPECTFUL	BEING A LEARNER		

WELL DONE!!!

Gotcha! 

You have been caught doing something good.

NAME:			
CLASS:	DATE:		
BEING SAFE	BEING RESPONSIBLE		
BEING RESPECTFUL	BEING A LEARNER		

WELL DONE!!!

Gotcha! 

You have been caught doing something good.

NAME:			
CLASS:	DATE:		
BEING SAFE	BEING RESPONSIBLE		
BEING RESPECTFUL	BEING A LEARNER		

WELL DONE!!!

Gotcha! 

You have been caught doing something good.

NAME:			
CLASS:	DATE:		
BEING SAFE	BEING RESPONSIBLE		
BEING RESPECTFUL	BEING A LEARNER		

WELL DONE!!!

Gotcha! 

You have been caught doing something good.

NAME:			
CLASS:	DATE:		
BEING SAFE	BEING RESPONSIBLE		
BEING RESPECTFUL	BEING A LEARNER		

WELL DONE!!!

Gotcha! 

You have been caught doing something good.

NAME:			
CLASS:	DATE:		
BEING SAFE	BEING RESPONSIBLE		
BEING RESPECTFUL	BEING A LEARNER		

WELL DONE!!!

Appendix 6

East Brisbane State School
Time Out Room
Referral Form

Student _____ Class _____

Classroom Plan Followed:
Yes
No _____

Rule broken :
 Behave safely,
 Respect others right to learn
 Respect teacher's right to teach
 Treat others, their thoughts & property with respect

Comment (specify behaviour):

Referring Teacher: _____

Date: ___/___/___ Time Sent: _____

East Brisbane State School
Time Out Room
Referral Form

Student _____ Class _____

Classroom Plan Followed:
Yes
No _____

Rule broken :
 Behave safely,
 Respect others right to learn
 Respect teacher's right to teach
 Treat others, their thoughts & property with respect

Comment (specify behaviour):

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Time Out Room
Referral Form

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Rule broken :
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Comment (specify behaviour):

Referring Teacher: _____

Date: ___/___/___ Time Sent: _____

East Brisbane State School
Time Out Room
Referral Form

Student _____ Class _____

Classroom Plan Followed:
Yes
No _____

Rule broken :
 Behave safely,
 Respect others right to learn
 Respect teacher's right to teach
 Treat others, their thoughts & property with respect

Comment (specify behaviour):

Referring Teacher: _____

Date: ___/___/___ Time Sent: _____

<p>East Brisbane State School</p> <h2 style="text-align: center;">My Responsible Behaviour Plan</h2>	
<p>Name _____ Class _____ Date _____</p>	
<p>1. I chose the book: _____</p>	
<p>2. Did I follow the classroom plan? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>3. What happened and what did I do?</p> <p>_____</p> <p>_____</p>	
<p>4. What school rule/s did I break?</p> <p><input type="checkbox"/> Be safe</p> <p><input type="checkbox"/> Be Responsible</p> <p><input type="checkbox"/> Be Respectful</p> <p><input type="checkbox"/> Be a Learner</p>	
<p>5. How does this behaviour affect others?</p> <p>_____</p>	
<p>6. How does this behaviour affect me?</p> <p>_____</p>	
<p>7. Who controls my behaviour? _____</p>	
<p>8. I plan to:</p> <p><input type="checkbox"/> Be have safe by _____</p> <p>_____</p> <p><input type="checkbox"/> Be Responsible by _____</p> <p>_____</p> <p><input type="checkbox"/> Be Respectful by _____</p> <p>_____</p> <p><input type="checkbox"/> Be a Learner by _____</p> <p>_____</p>	
<p>On returning to class: Plan discussed with teacher: Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>Follow-Up _____</p>	
<p>OFFICE USE ONLY</p> <p>Arrival Time: _____; Departure Time: _____;</p> <p>Referred by: _____; Time Out Duty Person: _____</p>	<p>Parent/Carer,</p> <p>Please sign and return to Time Out</p> <p>Room/Office: _____</p> <p>Sign: _____</p> <p>Date _____</p>