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

1. Purpose

Gindie 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

Gindie State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during March/April 2018. A review of school data sets from 2014-2018 also informed the development process.

The Plan was endorsed by the Principal and the President of the Gindie State School Parents and Citizens Association.

3. Learning and behaviour statement

All areas of Gindie State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Gindie 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 Core Values to teach and promote our high standards of responsible behaviour:

- Excellence
- Responsibility
- Acceptance
- Safety
- Manners

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

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 Gindie State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Explicitly teaching and 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. When students are familiar with the expected behaviours that are then able to self-manage and become self-disciplined individuals.

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

Rule	School and Community Settings	Classrooms and Library	Eating Areas and Bus Line	Outdoor Areas and Play Times	Toilets	Office, Stairs and Veranda
Excellence	-I always try my best and work to the best of my ability -I strive to achieve my goals -I am a positive role model -I practise the 'You Can Do It' strategies	-I always try my best and work to the best of my ability -I strive to achieve my goals -I am a positive role model -I practise the 'You Can Do It' strategies	-I always respect school property and take pride in our school environment -I am a positive role model -I practise the 'You Can Do It' strategies	-I always respect school property and take pride in our school environment -I am a positive role model -I practise the 'You Can Do It' strategies	-I respect our school equipment and only use the toilet for its intended purpose -I only go to the toilet before school, lunchtimes and after school	-I always respect school property and take pride in our school environment -I am a positive role model -I practise the 'You Can Do It' strategies
Responsibility	-I am responsible for my behaviour -I am punctual and always attend school -I wear my school uniform with pride -I am honest and tell the truth	-I am responsible for my learning -I organised for learning and work neatly - I look after and use my personal and school equipment appropriately - I stay focused and on task at all times. -I am willing to have a go -I ask for help correctly	-I make healthy food choices -I put my lunchbox in the fridge or my bag -I put rubbish in the bin -I keep the area clean and tidy -I say 'good afternoon' to the staff member on bus duty -I have my bag packed and organised -I line up at the gate promptly and quietly waiting for my name to be called for the bus	-I look after equipment and the environment -I play by the rules of the game -I play in the designated areas -I make sure all of my personal belongs are collected and put in my bag -I return all borrowed equipment promptly on the bell and move to class quickly	-I use a quiet voice -One person per toilet -I clean up after myself -I use water, soap, paper towel and bins correctly -Take care to conserve water -I return to class quickly	-I wait patiently in the office until I am assisted -I walk to one side to allow others to easily pass -I the keep veranda and stairs clear of my bag and pick up rubbish
Acceptance	-I accept consequences -I speak kindly about myself and others -I cooperate with others -I can deal with change	-I show interest in what others have to say or do -Work cooperatively with others in class -I congratulate others successes	-I show interest in what others have to say or do -I treat others in a nice way	-I share equipment and encourage others to join in -I consider others feelings -I congratulate others	-I consider others and respect their privacy	-I consider others when using these common areas
Safety	-I listen to and follow staff/ adult instructions -I do the 'High 5'	-I listen to and follow staff/ adult instructions -I follow our school rules	- I walk sensibly to line up for the bus and wait in respectful manner -I listen to and follow staff/ adult instructions - I do the 'High 5'	-I wear a sun safe hat and closed in shoes -I listen to and follow staff/ adult instructions -I report damage or dangerous situations to staff -I do the 'High 5'	-I use hygienic practices	-I walk calmly and quietly around our school -I listen to and follow staff/ adult instructions
Manners	-I use manners when talking to others -I use polite language and tone	-I raise my hand to speak -I take turns -I am a good and active listener -I ask permission	-I use manners when talking to others -I stay seated until the bell rings	-I take turns -I am a good and active listener -I use manners when talking to others-I use polite language and tone	-I leave the toilet tidy for others -I ask permission	-I use manners when talking to others -I use polite language and tone

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

- Weekly explicit behaviour lessons conducted by the classroom teacher focusing on the schools core values.
- Fortnightly behaviour lessons conducted by Heath and Physical Education teacher through our Social Emotional *You can do it* Program.
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Visual reminders (posters of school and behaviour expectations) displayed in all classroom and non-classroom settings.

Gindie 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.
- Comprehensive induction programs in the Gindie 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.
- "Gindie Good Ones" to reward positive behaviours in classroom and non-classroom settings.
- Individual classroom reward systems
- Student of the week and You Can Do It awards

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 and Positive Consequences of Expected Behaviours

At Gindie 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. We believe that if appropriate behaviour is rewarded often enough, then ideally there will be far less inappropriate behaviours. 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. The positive rewards include, but are not limited to; positive praise, positive comments in workbook and/or weekly report book, Student of the week award, Gindie Good One, You Can Do It award, Individual Classroom reward (points, prize, sticker, and stamp) and positive phone call home to parent/caregiver.

Gindie Good Ones

Staff members hand out Positive Notice cards to students when they observe them following school rules in both classroom and non-classroom areas. When they 'catch' a student following the rules they can choose to give them a Gindie Good One. When students are given a Gindie Good One slip they drop the card in one of the designated collection points.

Each Monday, a draw is held on Parade to select a winner of the Gindie Good One draw for that week. Students are able to select a negotiated reward if they are selected in the draw. Gindie Good Ones are never taken off students as a consequence for problem behaviour.

You Can Do It Awards

These awards are given to students who have demonstrated the You Can Do It focus of the week as observed by the school leaders. Successful students are awarded a certificate and a pencil on parade.

Student of the week Awards
Teachers award a student in their class that has shown excellence in the classroom. This award is announced on parade every Monday and names are published in the school newsletter. The winners of the Student of the week award are given a certificate and choose a book as a prize.

Individual Classroom Reward Systems
To reinforce positive behaviours in the classroom, teachers have developed classroom reward systems. These reward systems are unique to the classroom. Examples may include; prize box, sticker charts, points and raffle draws. The purpose of these individual classroom reward systems is to reward students who display the schools core values in a classroom setting.

Responding to unacceptable behaviour
The aim for our students is to develop self-discipline and be self-managing. At Gindie State School we believe that behaviour is a choice, and students who choose inappropriate behaviours are given opportunities to reflect on their behaviour and encouraged to self-manage in an appropriate manner.

Teachers and support staff use the following steps to manage students' behaviour in a classroom setting:
1. Redirect student with a respectful, friendly request by reminding the students of the expected school behaviour. Continue teaching with the expectation that the request will be carried out.
2. If behaviour continues, the teacher will counsel with the students using self-evaluation questions: "What are you doing?" "Are you being a learner / safe / respectful / responsible?" "What can you do now to show me that you are being a learner / safe / respectful / responsible?"
3. Walk away and allow student to self-manage behaviour and reflect on their behaviour choice.
4. If behaviour still continues give the students a choice. "If you continue (state specific behaviour) then you are choosing (natural consequence e.g. time out desk or stay in at lunch time).
5. Allow the student to process the choice. If behaviour continue, then follow through with consequence. E.g. set student apart from peers within the room using the designated time out area.
6. If the behaviour continues in the time out area then complete an office behaviour referral and make a record of behaviour on One School. The details of the incident is then referred to the principal. Contact is to be made with the parent/caregiver to provide accurate information of behaviour to ensure consistency between home and school.

Teachers and support staff use the following steps to manage students' behaviour in a non-classroom setting:
1. Redirect student with a respectful, friendly request by reminding the students of the expected school behaviour. Walk away with the expectation that the request will be carried out.
2. If behaviour continues, the teacher will counsel with the students using self-evaluation questions: "What are you doing?" "Are you being a learner / safe / respectful /responsible?" "What can you do now to show me that you are being a learner / safe / respectful / responsible?"
3. Walk away and allow student to self-manage behaviour and reflect on their behaviour choice.
4. If behaviour still continues give the students a choice. "If you continue (state specific behaviour) then you are choosing (natural consequence e.g. sit out during play time)
5. Allow the student to process the choice. If behaviour continue, then follow through with consequence. E.g. sit student out during play time.
6. If the behaviour continues while student is sitting out then a record of behaviour on One School is made and incident is referred to the principal. Contact is to be made with the parent/caregiver to provide accurate information of behaviour to ensure consistency between home and school.

Intensive Behaviour Support: Behaviour Support Team
Gindie State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with all stakeholders to achieve continuity and consistency.

5. Consequences for unacceptable behaviour

Gindie 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. The recording of three minor behaviours constitutes a major 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 breaches of the school rules;
- Do not seriously harm others or cause you to suspect that the student may be harmed;
- Do not violate the rights of others in any other serious way;
- Are not part of a pattern of 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.

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.

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

Area		Minor	Major
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (for example, pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	
	Accept outcomes for behaviour	• Minor dishonesty (lying about involvement in a low-level incident)	• Major dishonesty that has a negative impact on others
	Rubbish	• Littering	
	Mobile Phone or personal technology devices	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• 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 (including while online)	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

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

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

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Gindie 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 ofthe incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

7. Network of student support
Students at Gindie State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers
- Support Staff
- Administration Staff

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.

Gindie 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!
- Code of Conduct for School Students Travelling on Buses

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

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras orMP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices 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.

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 Gindie 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 Principal.

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

Purpose
Gindie State School strives to create positive, supportive environments for all students at all times of the day. The learning 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 Gindie State School. Research indicates that both those being bullied and those who engage in bullying behaviour are at risk for behaviour, 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 Gindie State School including;
- name-calling,
- taunting,
- mocking,
- making offensive comments,
- kicking, hitting or pushing,
- taking belongings,
- inappropriate text messaging,
- sending offensive or degrading images by phone or internet,
- producing offensive graffiti,
- gossiping,
- excluding people from groups,
- 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 in care.

At Gindie 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 Gindie State School are an addition to our positive support processes. This means that all students are being explicitly taught the expected school behaviours through our weekly behaviour lessons and the You Can Do It program and receiving high levels of social acknowledgement for doing so. Lessons on bullying and how to prevent it and respond to it are an integral part of our explicit teaching of expected behaviours 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 5 school core values 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 or as the need become obvious. 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 High 5 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 Gindie 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'.

Gindie 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

Gindie 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.

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

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

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

Gindie 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.

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