Bloomsbury State School
Responsible Behaviour Plan for Students
2017 - 2020
based on *The Code of School Behaviour*

1. Purpose

Bloomsbury 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

Bloomsbury State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in March 2017, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All areas of Bloomsbury 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 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 Bloomsbury 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

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

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**STAIRWELL**	**TOILETS**	**BUS LINES/BIKE RACKS**
BE RESPECTFUL	▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself	▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner	▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat	▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪	▪ Respect privacy of others	▪ Wait inside the gate until the bus stops.
BE RESPONSIBLE	▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away	▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest	▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell	▪ Move peacefully in single file	▪ Use toilets during breaks	▪ Have your name marked on the bus roll ▪ Leave school promptly
BE SAFE	▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn	▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener	▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment	▪ Walk quietly and orderly so that others are not disturbed	▪ Wash hands ▪ Walk	▪ Wait your turn ▪ Keep your belongings nearby ▪ Have your bus pass ready

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers; Reinforced through YCDI lessons.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Bloomsbury 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.
- Induction programs in the Bloomsbury State School 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.
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Bloomsbury 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.

Bloomsbury State School Uniform Policy

Bloomsbury State School is a uniform school. It is the expectation that children at Bloomsbury State School wear our designated school uniform. Uniforms foster better conformity with rules and standards of behaviour, which are then more easily enforced. A school uniform eliminates worries about trends and fashions. School uniforms "level the playing field" and can help prevent bullying or fighting over cliques and clothes. School uniforms help promote a sense of unity and school pride. As it is the schools expectation that school uniform is worn daily, participation in school events, in particular events outside of the school grounds or leadership activities, will require correct uniform. Students not wearing school uniform may be asked to change or miss participating in the school function.

The school uniform consists of a school shirt and/or sport shirt and navy blue shorts or skorts worn at an appropriate length. Uniform shirts are readily available from the office.

Bloomsbury State School Positive Notice

Staff members hand Positive Notice points (Vivos) out to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously. When they 'catch' a student following the rules they can choose to give them a Positive Notice points. When students are given a Positive Notice points they can access their account to use their points as they prefer.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

When 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. If the behaviour continues a warning card (yellow card) is issued.

5. Consequences for unacceptable behaviour

Bloomsbury 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. An office referral card (Appendix 3) is used to record all minor (orange card) and major (red card) problem 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
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the 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 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
- inappropriate use of technology
- put others / self at risk of harm
- 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 and remind the student of expected school behaviour. The staff member escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Parent contact,(consequence card issued). 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, (warning card issued)

    AND/OR

- **Level Two:** Parent contact,(consequence card issued) referral to Guidance Officer, suspension from school

- **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 a proposal to exclude and a recommendation to exclude from school following an immediate period of suspension.

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

	Area	Minor	Major
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects with intent to harm or damage • Possession of weapons
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting • Inappropriate contact with another student
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other		• Possession or selling of drugs
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	• Ongoing failure to follow adult directions
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Littering	
	Use of ICTs	• Failure to follow specific adult instructions eg being on incorrect websites	• Using ICTs for inappropriate websites and for the purpose of cyber bullying.
	Mobile Phone	• 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
Being Respectful	Language	• 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 / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

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

In 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.

Strategies to implement supportive, fair, logical and consistent consequences include:
1: Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

2: Restatement, Rule Reminders
The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Time Away/Time Out
The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified via a yellow card.

4: Teacher and Student Plan of Action
If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the Principal (or Acting Principal), where necessary. The behaviour will be dealt with according to the School's Plan of Action (see Appendix 3). From here it will be documented and parental contact may be necessary as a warning or as an incident report (orange or red card) leading to detention. Continual disruption will lead to a referral to the School's Special Needs Committee (Social Justice Committee).

5: School Intervention and Recording of Student's Inappropriate Behaviour
The student is referred to the Special Needs Committee and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded on OneSchool (School/Student Management System).

6: External Assistance
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, Guidance Officer, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

Step 8: Suspension Procedures
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences.*
In the event of a suspension for 1-5 days, the Principal will take reasonable steps to ensure the student is given school work to allow them to continue with their education. The Principal will discuss with the Class Teacher and make a time when the parent is able to collect the school work or have appropriate work emailed to a suitable email address.

In the event of a suspension for 6-20 days, the Principal will arrange student access to an education program to allow the student to continue with their education. This will involve the Class Teacher preparing learning and the parent collecting this from the school or have appropriate work emailed to a suitable email address. This may also include a referral to the Behaviour Support Service.

Step 9: Recommendation for Exclusion
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences.*   The Principal will arrange for the student to access an education program. This will be discussed at the time of parent meeting and assigning a case manager.

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
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).

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

Approach the student in a non-threatening manner
> (Move slowly and deliberately toward the 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).

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).

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
- Posing an immediate danger to him/herself or to others. eg *cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage immediate or emergency response or as part of student's individual plan, including prevention of self-harming behaviours.*
- Serious property damage *For example, if a student was in the school car park with a piece of metal which they were using to gouge a vehicle and refused an instruction to cease, I think physical restraint might be considered appropriate.*

Appropriate physical intervention may be used to ensure that Bloomsbury 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 or property damage.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to 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 following records must be maintained:

- incident report – Record incident on OneSchool
- Health and Safety incident record - MyHr
- debriefing report (for student and staff)

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teacher

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.

Bloomsbury 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:
  - o express opinions in an appropriate manner and at the appropriate time
  - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - o 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools

- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

_____   _____
Principal   **P&C President or**

Effective Date: 1 January 2017 – 30 December 2020

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices 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 remain in their bag.

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 **Bloomsbury 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[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

Special Circumstances Arrangement
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.

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

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

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

Purpose

1. **Bloomsbury 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.

2. There is no place for bullying in **Bloomsbury State School**. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at **Bloomsbury State School** include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
    *   race, religion or culture
    *   disability
    *   appearance or health conditions
    *   sexual orientation
    *   sexist or sexual language
    *   young carers or children in care.

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

Rationale

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

7. The anti-bullying procedures at **Bloomsbury State School** are an addition to our already research-validated 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

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

   • Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   • All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   • All students have been or are being taught the specific routines in the nonclassroom 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 nonclassroom areas of the school
   • A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. 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.

10. 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.

11. 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.

12. 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 **Bloomsbury 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'.

Bloomsbury State School
Behaviour Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour			
Minor (Please tick)		**Major** (Please tick)	
Defiance/Disrespect Low intensity brief failure to follow directions		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		**Physical Aggression** Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		**Inappropriate / Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		**Disruption** Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		**Dress Code** Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		**Harassment / Bullying** Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident					
None		Peers		Staff		Other	

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.

Bloomsbury State School
Focused Learning Plan   **Name: _____**

	Monday **Date:**	**Tuesday** **Date:**	**Wednesday** **Date:**	**Thursday** **Date:**	**Friday** **Date:**
Morning Session	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed
Morning Tea	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed
Middle Session	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed
Lunch	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed
Afternoon Session and Bus Duty	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed	Rating: Comment: Signed
Parent / Guardian Signature	**Signed**	**Signed**	**Signed**	**Signed**	**Signed**

* To be signed by parent and returned each morning to classroom teacher.