Collinsville State School

Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

1. Purpose

Collinsville 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.

This plan is integral to maintaining a school environment where students are able to learn and develop without disruptive behaviour hindering their success and enjoyment of learning, and where staff can teach without disruptive behaviours hindering the effectiveness and enjoyment of teaching.

2. Consultation and data review

Collinsville State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during Semester 1, 2015 following a whole school discipline audit in term 4 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2014 also informed the development process.

The Plan was reviewed in 2018 and is now current.

3. Learning and behaviour statement

All areas of Collinsville 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 Collinsville 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 believes that the establishment of good discipline in our school is dependent on four key factors.

- Consistency – Consistent approaches by all staff and clear expectations of student behaviour.
- Ownership – Managing student behaviour in a variety of settings is the responsibility of all staff.
- Dealing – All instances of misbehaviour have a consequence and are dealt with in a timely and effective manner in accordance with the plan.
- Ethos – Developing a school ethos and culture where a high standard of behaviour is the norm.

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

School-Wide Positive Behaviour Support (SWPBS) is comprised of a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. SWPBS is not a specific 'model' but a compilation of effective practices, interventions and systems-change strategies that have relevant application to the education of all students in the school, not just students with disabilities. This approach focuses on the interactive and self-checking process of organisational correction and improvement around four key elements:

- ❖ **Outcomes:** academic and behaviour targets that are endorsed and emphasised by students, families and educators. Our school's four expectations of: **Be Safe, Be Friendly, Be Respectful, Be a Learner** and the **Behaviour Matrix** have been developed as a result of consultation with the whole school community. The Matrix will change over time depending on data gathered and needs identified.

- ❖ **Practices:** interventions and strategies that are evidence based. Proactive strategies as outlined on our schools **Behaviour Continuum** and supported by this policy promote consistency of evidence based practices.

- ❖ **Data:** information that is used to identify status, need for change, and effects of intervention.

- ❖ **Systems:** supports that are needed to enable the accurate and durable implementation of the practises of **PBS.** Fortnightly meetings with the SWPBS team and regular internal Professional Development of all staff is in place to promote proactive behaviour management strategies and consistency of application of behaviour management processes.

School-Wide Positive Behaviour is proactive, (not reactive or punitive) and focuses on prevention and instruction. In order to be successful, behaviour management must be implemented consistently by all staff and administration. Everyone must explicitly teach social skills, everyone is responsible for correcting behaviours and everyone must speak the same language. Positive behaviours are publicly acknowledged and problem behaviours have clear consequences.

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Collinsville 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.

Our whole-school approach is based around the Collinsville Behaviour Code framework, which has four expectations:
- Be Safe
- Be Friendly
- Be Respectful
- Be a Learner

We strive to teach children about choices and choosing options that will have a positive outcome.

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, and then suggest strategies to assist them to changing their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask the students 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.

Targeted Behaviour Support
Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. When targeted or individual support occurs in the classroom setting this support is in alignment with our school behaviour matrix.

Teachers respond to low level misbehaviour by giving clear directions, reinforcing positive behaviour and using verbal and non-verbal messages to warn or cue the student. When these misbehaviours continue the teacher may use the following targeted interventions:
- Buddy class, lunchtime detention with staff member;
- Use of reward/recognition program to encourage on-task and appropriate behaviour such as Dojo's
- Revisiting the key level indicators with the student and reinforcing the positive indicators;
- Consulting with the school's Guidance Officer and other support personnel.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and principal are focussed on a coordinated approach to setting a more positive pattern of behaviour. Strategies used for targeted behaviour support include:
- curriculum adjustment;
- verbal and non-verbal;
- increased attention;
- communication with the school community; and
- added responsibilities.

When a student's misbehaviour continues to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more extensive support is warranted. A student at this level is issued with a Discipline letter and is withdrawn from the classroom or playground to the administration area where they are supported by a member of the administration to complete a Reflection Sheet, Individual Behaviour Support Plan and formal written apology. Parents are informed and incidents are recorded on the school's behaviour database to monitor progress.

Intensive Behaviour Support
Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student's Individual Behaviour Support Plan has been reviewed regularly and further support is now deemed appropriate. Intensive behaviour support is required when a student continues to exhibit serious breaches of the school's plan and where there is a distinct risk of learning disengagement and or serious injury to students and others. An Individual

Behaviour Support Plan is developed by the Principal, class teacher and parents. The plan may include:

- Referral to the Guidance Officer for assessment and regular counselling and behavioural support;
- Use of a mentor, buddy teacher or teacher aide to encourage positive behaviours;
- Modification of the class timetable, community service &/or an alternative program and structured recess time activities;
- Daily Behaviour Record to provide daily updates to administration and parents; and
- Referral to external agencies for specialised support.

Collinsville 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, if required our school has access to a *Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with the school to achieve continuity and consistency.

Collinsville 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 Collinsville State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff; and
- 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:

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

Reinforcing expected school behaviour
At Collinsville 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.

Collinsville State School – PBL Matrix

		Whole School / Excursion	Classroom	Entering/Leaving School	Toilets	Eating Area	Play Area	Transition
Be Safe	Maintain a positive environment for ourselves and others	Respect others and their personal space Leave personal valuables at home Use manners and take turns Talk about others positively Be honest Be polite to adults and other students	Wait patiently for your turn to speak Respect others' right to learn Follow adult instructions	Leave your bike/scooter etc. in designated areas Obey crossing supervisor	Use equipment the right way Leave the toilets clean Respect privacy	Keep eating areas clean and tidy Ask permission to leave area Be aware of volume and voices	Negotiate rules of the game and follow them Return all equipment	Walk quietly
Be Friendly		Acknowledge and listen to others Be a positive role model Greet others nicely Be helpful Be nice to yourself	Kind thoughts Kind words	Be polite to adults, other students and crossing supervisors	Take turns Wait patiently Remind others of toilet rules	Use nice words when talking to each other Be inclusive to everyone during eating time	Share equipment Be a good sport when playing with other students and adults Encourage others	Quiet voices Consider others
Be Respectful		Be a Whole body listener Be on time and be ready to start the day Hand in notes Positive and active participation Know the 4B's Be a problem solver Use appropriate body language	Be ready for every session Listen to others when they speak	Make good choices and follow expectations	Use toilet before school and break times Use toilet area appropriately Return to class promptly	Sit at the table or benches until the bell	Pack up promptly Learn new games	Take all necessary equipment Report inappropriate behaviour immediately
Be a Learner		Keep myself safe on the inside Safe hands and Safe feet Calm your emotions Move safely and use equipment safely Follow directions Use equipment safely Be aware of out of bounds areas and stay with your group	Ask permission to enter/leave the classroom Keep the legs of your chair and desk on the floor	Ride your bike/scooter safely to school Wear a helmet Walk your bike/scooter safely to the school crossing to and from bike rack All students must be accompanied by an adult in the car park (car park out of bounds during school time)	Wash hands and turn off taps Flush the toilet after use Leave food outside Keep feet off walls and doors	Sit during eating time Eat your own lunch	Wear a broad-brimmed hat and shoes at all times Play school approved games	Be on time Walk between buildings

5. Emergency or critical incident responses

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

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

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.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment

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

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats and
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Training
Suitable training will be offered to staff, in line with physical interventions.

Record keeping
Each instance involving the use of physical intervention must be formally documented.

6. Consequences for unacceptable behaviour

Collinsville 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 Behaviour Incident report in One School (Appendix 4) is used to record all minor and major behaviour incidents.

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.
  (Appendix 6)

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

Major behaviours are those that:
- The principal is the only member of staff who will assign a major behaviour to an incident
- 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 the Principal 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 then completes a Behaviour Incident Record in One School and informs Administration.

Time out

A principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.

Detention

A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour.

Temporary removal of property

A principal or staff member of Collinsville State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*. Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal.

Community Service Intervention

With the consent of the student and their parent, the student performs unpaid work or activities outside of school hours, in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour

School Disciplinary Absences (SDA)

Suspension

A principal may suspend a student from school under the following grounds:
- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;

the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

Proposed exclusion or recommended exclusion

A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school

Cancellation of Enrolment

The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at 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 (for example, loss of privileges, loss of playtime, parent notification etc.); 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 Collinsville 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.

7. Network of student support
Students at Collinsville 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; and
- Advisory Visiting Teachers.

Support may also be 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; and
- Local Council.

8. Consideration of individual circumstances
To ensure alignment with the Code of Schoolwide 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.

Collinsville 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;
- 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; and
- 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

- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Information Privacy (IP) Act 2009
- Invasion of Privacy Act 1971
- Judicial Review Act 1991
- Right to Information Act 2009
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011

10. Related policies

- 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 Education Institutions
- Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Endorsement

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         Principal   **P&C President**   **Assistant Regional Director**

Effective Date: September 2016 – September 2018

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 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 Collinsville 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.*

Appendix 2

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

Purpose

1. Collinsville 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 Collinsville 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 Collinsville 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 Collinsville 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 Collinsville 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 4 school expectations 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.

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 three-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 Collinsville 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'.

13. Collinsville State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. 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.

**The Use of Knives at School
Fact Sheet**

Working together to keep Collinsville State School Safe
We can work together to keep knives out of school. At Collinsville State School:
  • Every student has the right to feel safe and be safe at school.
  • No knives are allowed to be taken to school by students.
  • There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as a complaint or criminal charges filed with police. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
  • No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
  • Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
  • In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.
    The Principal can take tough action against a student who brings a knife to school.
  • If a student has a knife at school, principals can inform the police.
  • Possessing a knife at school may result in serious disciplinary consequences.
  • Police can search a student and their property at school if they suspect a student has a knife.
  • A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
  • School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
  • If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
  • If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can students help to keep Collinsville State School safe?
• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Collinsville State School safe?
• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the principal.

Behaviour Incident Record (single student)

Behaviour Incident Record (multiple students)

List of Behaviours and Consequences
Minor behaviours

Behaviour	Minor Definitions	Examples	Non-examples
Defiant	Persistent refusal to follow directions	Being disobedient (being sneaky)	Back chatting
Disruptive	Interruption to learning	Persistently calling out/loud talking and out of seat	Calling out answers inappropriately
Dress Code	Inappropriate words on clothing, short skirts or shorts, not sun-safe, not wearing uniform	Wearing singlets	Inappropriate words
Inappropriate verbal/body language	Non-verbal language	Rolling eyes, smirking, making faces, walking away when being addressed to	Swearing, giving the finger, being curse or demeaning
I.T. Misuse	Misuse of I.T. property	Rough handling of equipment	Inappropriate use of I.T. equipment. Not following adult instructions
Late	Unexplained late arrival	Arriving to class unexplained	Failure to follow school timetable policy
Lying/Cheating	Lying intentionally to avoid consequences, copying others' work	Copying others' work Lying to an adult, lying to avoid consequences	

Property Misuse	Not respecting and using school or students property appropriately.	Misuse and breaking of stationary/ school materials Disrespect of others' property Misuse and breaking of school sporting equipment and school educational resources	
Non-compliant with routine	Failure to respond to adult instructions and routines	Talking while adult is talking Not completing work within required time Saying: (example) "This is stupid" "I'm not doing it" "I don't care"	
Pattern of not completing homework	Student not attempting or completing set homework	Not bringing homework in or not completing set tasks	

List of Behaviours and Consequences
Major behaviours

Behaviour	Major Definitions	Examples	Non-examples
Bullying/ Harassment	Delivery of disrespectful messages e.g. threats, intimidation, obscene messages via technical devices or verbal	Sexual comments Verbal and physical threats Racial slurs	
Defiant	Persistent refusal to follow adult instruction	Continuously refusing to follow adult instruction Using equipment unsafely, projectiles Spitting	Continual back-chatting
Threat to adults/students	Physical, verbal and emotional threat Possible danger	Repeated use of inappropriate language Bringing/using items to potentially harm others	Swearing, stabbing, spitting
I.T. Misconduct	Use of I.T. devices inappropriately	Delivering disrespectful messages Using devices for non-curricular activities e.g. pornography, chat rooms	

Physical Misconduct	Using hands, feet or objects to physically hurt someone	Hitting, punching, kicking, actions using sharp/dangerous objects	Pushing and shoving Horseplay that does not escalate
Possess prohibited items	Not following the 'Be Safe' rule Possessing objects/substances capable of causing bodily harm or property damage Student/s possess on their person or in their bag an item which has been declared by the school as prohibited	Bringing knives, aerosol cans, sharp, dangerous objects, lighters, gasoline, lighter fluids	Finding a combustible item in the school grounds and surrendering it to the office
Property misconduct	Student participation in an activity that results in substantial destruction or disfigurement of property	Vandalism Throwing desk/chair Breaking items with intent Throwing rocks or sticks with intent to hurt someone or break stick	
Theft	Stealing	Taking other people's property	

Appendix

Collinsville State School

Be Safe | Be Friendly | Be Respectful | Be a Learner

	Friendly Reminder
	Warning
	Reflection
	Principal Support