



The Code of School Behaviour

Better Behaviour
Better Learning

Benarkin State School

Responsible Behaviour Plan for Students



1. Purpose

Benarkin 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.

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

2. Consultation and data review

Benarkin State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout the year.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in April 2016, and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

All areas of **Benarkin 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 **Benarkin 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 understanding of their role in the educational process.

Flexibility is required in the application of consequences to ensure consideration is given to an individual's circumstance, background and ability.

This Responsible Behaviour Plan allows teachers and school administration to make professional judgements relating to student behaviour in each specific situation and focuses upon solving the issue, restoring relationships and re-engaging in learning.





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Positive behaviour supports can effectively address a range of behavioural needs – from those students who just need minor supports to those who require more intensive in-depth supports. The goal of PBL is to enhance the capacity of our school to educate all students in our care, including students with challenging social behaviours. In 2016 we are continuing to work towards developing effective PBL systems and practices.

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

- **Be Safe**
- **Be Respectful**
- **Be Resilient**
- **Be Responsible**

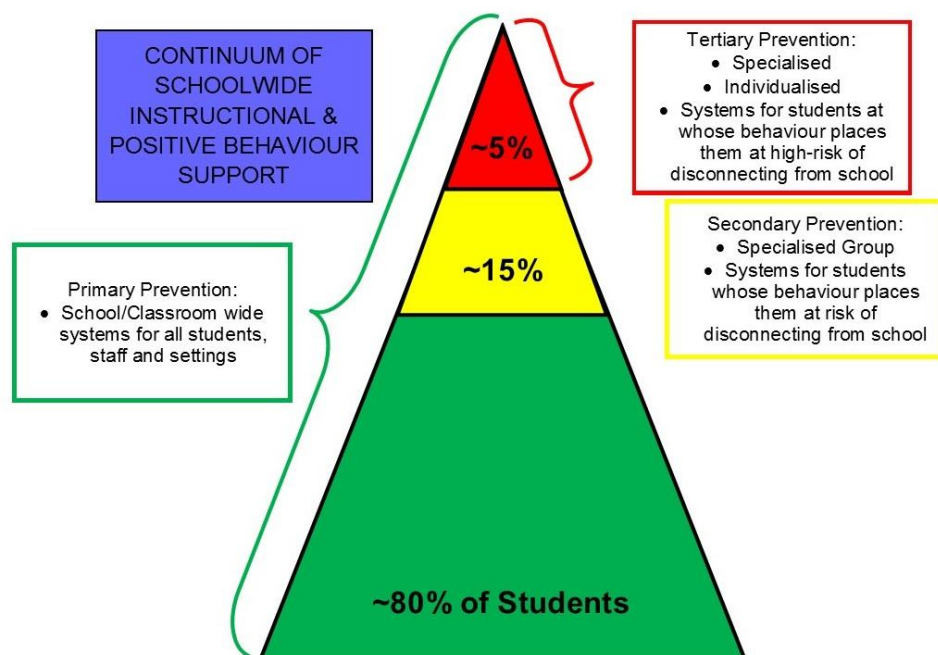
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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 [Benarkin State School](#) we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

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





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Targeted behaviour support

Benarkin State School : Behaviour Matrix

At Benarkin State School We Value
Safety, Respect, Responsibility, Resilience



| Expectations | Specific Behaviours Across Settings | | | | | |
|----------------|--|---|--|--|--|--|
| | Campus-wide | Classroom / Kitchen | Transition Times | Break Times | Toilets | Bus Travel |
| Be Safe | <ul style="list-style-type: none"> Keep hands, feet and objects to self Walk on concrete Stay in school grounds Leave personal effects at home | <ul style="list-style-type: none"> Sit safely Walk inside Use equipment as intended | <ul style="list-style-type: none"> Walk and stay with group Carry equipment safely | <ul style="list-style-type: none"> Wear shoes and hat | <ul style="list-style-type: none"> One person one cubicle Wash hands with soap Use toilet and paper as intended | <ul style="list-style-type: none"> Remain seated Face forward |
| Be respectful | <ul style="list-style-type: none"> Use kind words and actions Use hello, goodbye, please, thank you Listen to the speaker Wait your turn Be aware of personal space | <ul style="list-style-type: none"> Use peaceful voices Show whole body listening - SLANT Clean up after yourself | <ul style="list-style-type: none"> Walk quietly through school | <ul style="list-style-type: none"> Share equipment Take turns Sit quietly to eat | <ul style="list-style-type: none"> Flush toilet Replace empty toilet roll | <ul style="list-style-type: none"> Follow driver requests Leave others belongings alone Use peaceful voices |
| Be responsible | <ul style="list-style-type: none"> Ask permission before leaving group / class Right place, right time Tell the truth Take care of property Return property to where it belongs Follow adult instruction | <ul style="list-style-type: none"> Keep workspace tidy Be prepared Be inclusive of others | <ul style="list-style-type: none"> Move to designated area where directed | <ul style="list-style-type: none"> Return equipment Put rubbish in bin Play approved activities | <ul style="list-style-type: none"> Turn off taps Keep space clean Straight there, straight back | <ul style="list-style-type: none"> Keep the inside of the bus clean Keep belongings in bags |
| Be resilient | <ul style="list-style-type: none"> Accept feedback Keep trying Learn from experiences Show tolerances | <ul style="list-style-type: none"> Complete set tasks Accept consequences | <ul style="list-style-type: none"> Ignore others inappropriate behaviour | <ul style="list-style-type: none"> Play by the rules of the game Be a 'good sport' | <ul style="list-style-type: none"> Report problems to teachers | <ul style="list-style-type: none"> Remain patient |

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

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



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• Intensive behaviour support

Code of Behaviour (Rights and Responsibilities)



Students

Students Rights:

You have the right to:

- Work / Learn
- Participate in a variety of activities (eg free time)
- To be in a friendly, safe and clean place
- To be looked after (to be respected)
- Use school grounds and equipment

Students Responsibilities:

Your responsibilities are:

- To come to school on time
- Let others work (not interrupt)
- To try
- To listen
- Co-operate with teachers, staff and other students
- Join in activities
- Complete all set activities and work
- To be friendly (not to tease)
- Look after younger ones
- Keep our school environment clean
- Play carefully
- To look after others (respect others)
- Ask permission
- Look after equipment
- Care for grounds (eg gardens)

Staff

Staff Rights:

You have the right to:

- To be respected
- To work in a safe, friendly and clean environment

Staff Responsibilities:

Your responsibilities are:

- Respect others within the school community
- Familiarise children with school rules and be a good role model
- Encourage and maintain acceptable behaviour in the classroom and school environment
- Be punctual and prepared to maximise learning for all students
- Provide a safe environment for students
- Care about the school, its people and equipment

Parents / Community

Parent / Community Rights:

You have the right to:

- Children to be educated in a safe and healthy environment
- To have a say (voice an opinion)
- To be informed of progress (behavioural and academic)
- To be treated with respect

Parent / Community Responsibilities:

Your responsibilities are:

- Child to attend school
- Child to arrive at school on time
- Child to have equipment
- To be involved and support school policy
- Inform school teacher of specific problems that may affect the child's education
- Arrange convenient times
- Discuss calmly
- To respect others within the school community

For the full Benarkin State School Behaviour Policy please request a copy from the school administration.

Benarkin 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.
- Regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Benarkin State School Responsible Behaviour 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:
 - * The Use of Personal Technology Devices* at School (Appendix 1)



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* Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)

Reinforcing expected school behaviour

At Benarkin 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 student and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

| Whole School | Classroom |
|--|--|
| Verbal and non-verbal feedback Principal acknowledgement Student of the week Positive phone calls | Positive feedback from staff Point systems linked to rewards (Benarkin Bucks) Classroom privileges End of term celebrations Gotchas End of day & End of week reward systems |

Staff members hand out Gotchas each day to students they observe following the four key school rules in both classroom and non-classroom areas. This encourages a whole school recognition of positive behaviours with correlate to the behaviours we would like to see in our school.

These Gotchas are collected and a raffle is drawn at the weekly assembly. For students who have completed a full day without receiving a reflection sheet, a Junior and Senior classroom draw is conducted at the end of the week for all students who have not received a reminder all week, a special draw is conducted.

At the end of the Semester, all students who have had less than 2 Reflection Sheets for the 2 terms, a reward is arranged. (Sleep-over/Disco; Excursion)

Gotchas are never removed as a consequence for problem behaviour.

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

Our preferred way of re-directing low-level problem behaviour is through a modelled mediation process, which involves conducting a formal interview with those students involved in an inappropriate behaviour. The aim of this



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discussion focuses on 'using our words'; to use communication to resolve conflict by identifying the underlying problem through reflection and communication. During mediation, each individual involved in a conflict are asked to recount the events leading up to the conflict. All parties have to listen respectfully to each response. Questions are then asked of the group:

- "Do you agree this is what happened?"
- "Where did things start to go wrong?" Listening to all responses/ideas
- "What could you have done to stop this happening?" Sharing all responses/ideas
- "What can we do if this happens again?"

Developing a verbal plan / open discussion. Mediation models social skilling that students can apply to all situations, both in school and out of school. Following mediation students are reminded of the school's expected behaviour and how they can achieve this through resolving conflicts using their words.

Targeted behaviour support:

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

All staff are made aware of the students identified with ongoing behavioural problems. These targeted students have increased daily opportunities to receive positive contact with all staff and increased opportunities to receive positive feedback. Where required, individual mediation with an adult/s will provide opportunities for these children to express their problems and receive feedback as to strategies they could use to resolve them. Intensive social skilling programs may also be needed, on the advice of guidance officers. Curriculum differentiation is supported through Inclusive Teacher Support.

Students whose behaviour does not improve after targeted behaviour support, or whose behaviour indicates a need for specialist intervention, are provided with intensive behaviour support.

Intensive behaviour support : Behaviour Support Team

Benarkin State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Behaviour Support Team consists of:

- Administration
- Classroom Teacher - the Case Manager
- Teacher Aide
- Guidance Officer





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- Parent (Consent Form must be completed and signed)
- BST - AVT Behaviour
- External Agency (if necessary)

The Behaviour Support Team

- writes the Individual Behaviour Support Plan (IBSP)
- 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 all staff to achieve continuity and consistency.

The Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Emergency responses or critical incidents

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,



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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 Benarkin 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
- 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,



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- 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:

- One School incident record
- One School referral to administration
- One School contact record
- Health and Safety incident record (link)

Responsible behaviour plan (for student and filed in their individual school file)

6. Consequences for unacceptable behaviour

Benarkin State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviour 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 form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviour 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 removes (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:



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- * names the behaviour that student is displaying referring to behaviour wall;
- * asks student to name expected school behaviour referring to behaviour wall;
- * states and explains expected school behaviour if necessary;
- * gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of School Administration

In the event that a student demonstrates challenging behaviours which endanger the safety of the student or others, then the Principal may implement Suspension and Exclusion procedures as outlined in the Education Policy and procedures Register (EPPR) Parents / carers would be consulted and involved prior to this decision begin made.

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 then refers student to the Principal.

Major problem behaviours may result in the following consequences:

- **Tier One:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, no school camp/excursions, warning regarding future consequences for repeated offence, referral for Targeted Behaviour Support, mediation; developing personal behaviour plan.
- AND/OR
- **Tier Two:** Parent contact, referral to Guidance Officer, referral to Behaviour Support Team; in-house suspension and/or possible suspension from school
- **Tier Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

| | Area | Minor | Major |
|---------|------------------------|--|-------|
| Be Safe | Movement around school | <ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds | |



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| | | | |
|----------------|-------------------------------|---|--|
| | Play | <ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets | <ul style="list-style-type: none"> • Throwing objects • Possession of weapons |
| | Physical contact | <ul style="list-style-type: none"> • Minor physical contact (eg pushing and shoving) | <ul style="list-style-type: none"> • Serious physical aggression • Fighting |
| | Correct Attire | <ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside | |
| | Other | | <ul style="list-style-type: none"> • Possession or selling of drugs |
| Be Responsible | Class tasks | <ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work | |
| | Being in the right place | <ul style="list-style-type: none"> • Not being punctual (eg lateness after breaks) • Not in the right place at the right time | <ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission |
| | Follow instructions | <ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non-compliance • Uncooperative behaviour | <ul style="list-style-type: none"> • High level non-compliance |
| | Accept outcomes for behaviour | <ul style="list-style-type: none"> • Minor dishonesty | <ul style="list-style-type: none"> • Major dishonesty |
| | Rubbish | <ul style="list-style-type: none"> • Littering | |
| | Mobile Phone | <ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | <ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |



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| | | | |
|---------------|-----------|--|--|
| Be Respectful | Language | <ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone | <ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity |
| | Property | <ul style="list-style-type: none"> • Petty theft • Lack of care for the environment | <ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism |
| | Others | <ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment | <ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance |
| Be Resilient | Classroom | <ul style="list-style-type: none"> • Not showing tolerance • Tasks uncompleted | <ul style="list-style-type: none"> • Refusal to work • Impatience |

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Principal
- Guidance Officer
- Advisory Visiting Teachers

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
- Lifeline

8. Consideration of individual circumstances



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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.

Benarkin State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

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

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management



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- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from to



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Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices 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 Benarkin 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).



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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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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



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

Special Circumstances Arrangement

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

** 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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Appendix 2

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

Purpose

1. Benarkin 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 Benarkin 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 Benarkin 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 Benarkin 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,



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

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

Benarkin 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.

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