



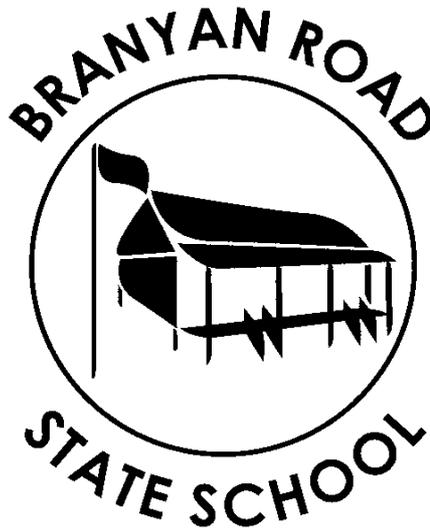
The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

# ***BRANYAN ROAD SS***

## ***Responsible Behaviour***

### ***Plan 2016-2019***



## Responsible Behaviour Plan for Students



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### 1. Purpose

Branyan Road 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.

All members of the school community are expected to uphold the responsibilities defined in the **Code of School Behaviour** to ensure the best possible outcome for students, staff and parents.

The Branyan Road State School's Responsible Behaviour Plan, exists to ensure the values and beliefs of the school community and Education Queensland are upheld. It outlines this **school community's values, strategies and actions** in order to provide:

- **positive support** to promote high standards of achievement and behaviour.
- **clear responses** and consequences for inappropriate behaviour.

### 2. Consultation and data review

Branyan Road State School developed this plan in collaboration with our school i.e. parents, staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents helped the development process.

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

### 3. Learning and behaviour statement

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

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 Branyan Road 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 commonly referred to as '**THE BRANYAN WAY**'.

- **BE SAFE**
- **BE RESPONSIBLE**
- **BE RESPECTFUL**



All students and staff have the right to pursue **excellence in the workplace, free from any actions by others**. This school's environment facilitates the right of all students to learn, all teachers to teach and the right of all to be safe in the workplace.



**The Responsible Behaviour Plan for Students reinforces these values and goals.**



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 positive behaviour is communicating those standards to all students. At Branyan Road 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 to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

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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	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Sit still</li> <li>Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Participate in use of approved online sites and educational games</li> <li>Be courteous and polite in all online communications</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Wear shoes and socks at all times</li> <li>Be sun safe; wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>Rails are for hands</li> <li>Walk one step at a time</li> <li>Carry items</li> <li>Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Use own bike/scooter only</li> <li>Wait inside the gate until the bus stops</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Keep work space tidy</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Report any unacceptable behaviour to a teacher</li> <li>Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Return equipment to appropriate place at the sports bell</li> </ul>	<ul style="list-style-type: none"> <li>Move peacefully in single file</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> </ul>	<ul style="list-style-type: none"> <li>Walk bike/scooter in school grounds</li> <li>Have your name marked on the bus roll</li> <li>Leave school promptly</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Use polite language</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Talk in turns</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to use online resources free from interference or bullying</li> <li>Keep any usernames or passwords private</li> <li>Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and in an orderly way so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands after using the toilet and before eating food</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Keep your belongings nearby</li> <li>Have your bus pass ready</li> </ul>

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.



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Branyan Road State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Branyan Road 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
- Appropriate Use of Social Media (Appendix 3) and;
- Banned Implements (Appendix 4)

### **Reinforcing expected school behaviour**

At Branyan Road 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 expected to give consistent and appropriate acknowledgements and rewards.

**Positive behaviour** is acknowledged in routine ways on a daily basis.

- 'Green Slips' are given to students in recognition of positive behaviour across the school. This reinforcement occurs continuously throughout the day. When staff recognise a student following the rules in an outstanding way they can choose to give them a green slip identifying the school rule they are displaying positively. These are collected on an individual student sheet and displayed in the classroom. They also go home to parents at the end of the term.

The 'Green Slips' identify the Branyan school rules and students collect 10 per term to be eligible to participate in the school Celebration Activities held at the end of each term. Green slips are never taken off students as a consequence for problem behaviour.

Students who have gone above and beyond in earning 'green slips' and have received more than 10 receive a certificate acknowledging their exceptional behaviour for the term. This is recorded in the student's individual profile in One School as a positive behaviour record.

- Staff nominate individual students for Student of the Week awards, mainly for classroom behaviours and these are given out on parade and publicised in newsletters.
- Each classroom has a reward system, which is also used to encourage positive behaviour in line with class rules and the school values.

### **Responding to unacceptable behaviour**

In the normal course of the process of Teaching and Learning in a school setting a range of techniques and strategies are used to address unacceptable behaviour. This may include:-

1. Re-directing low-level and infrequent problem behaviour



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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Step 1: Classroom Management:** The teacher responds to low level misbehaviour and classroom disturbance by selectively attending the behaviour where possible. If this is not an appropriate action the staff member manages the behaviour by giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

**Step 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 to either work/play appropriately or move to a different activity/area. (ESCMs)

**Step 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 manner. Continual or serious disturbances may result in the student being referred to Administration and parents/carers notified.

**Step 4: Loss of Privileges:** The student attends a lunchtime detention in the detention room to complete classroom work missed. Contact made to parents/carers.

**Step 5: In School Suspension:** If the students 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 the student. Parent/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Special Needs Committee and/or the Admin Team.

## 2. Targeted behaviour support

Each year a small number students at Branyan Road State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Students may receive GO support or support from personnel from the Regional Behaviour Support Team, or Individual Behaviour plans are activated using the support of parents and at times attendance to the Detention Room may be mandatory. Additional strategies might also include classroom program differentiation and playground support.

At times these students will require intensive behaviour support.

### **Relate problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to problem behaviour**

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

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

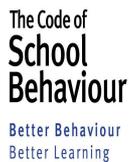
### 3. Intensive behaviour support: Behaviour Support Team



Branyan Road 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. This can involve a range of personnel within and outside the school setting.

We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Approach*:-

- 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 Behaviour Leadership Team to achieve continuity and consistency.



The Special Needs Committee has a simple and quick referral system in place. This Committee meets on alternate weeks to handle referrals.

Following a 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.

#### **Consequences for unacceptable behaviour**

Branyan Road State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, student experience predictable consequences. These consequences are outlined within our School Consequence Chart (Appendix 5) clearly represented in all classrooms and around the school. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The Consequence Step Chart outlines clearly the process staff will undertake to deal with behaviour misdemeanours that may arise. These include:

- Step 1: Non verbal and verbal prompts about behaviour are given
- Step 2: Classroom strategies are used (with reference to Essential Skills Classroom Management)
- Step 3: Cross classing / recorded One School / 3 times in a week = Major
- Step 4: Referral to the detention room / red dot / One School entry / parent contact
- Step 5: Parent Meeting / in school suspension
- Step 6: Suspension / Exclusion

Any minor behaviour misdemeanours are recorded on a 'Minor Behaviour Slip' (pink slip), which are kept by the classroom teacher in their designated behaviour folder. Students who receive 3 minor notification slips in a week receive a red dot on their class display, representing a major behaviour. Students can receive a red dot for a major behaviour misdemeanour immediately.

If 5 red dots are recorded for the term the student is not eligible to attend the organised Celebration Activities and may be involved in writing an individual behaviour improvement plan with the Principal. These students are required to attend school and will complete set school work in a designated area under the supervision of a teacher.

The detention room is used for the purpose of a consequence or can be used for a 'cool down' area for students if involved in an incident and require immediate removal from a situation. Referral is to be made to the detention room by completing a Detention Room Referral Form, which is given to the teacher supervising this room to record into the behaviour folder. A detention room record folder is kept for these students and is monitored by the Principal on a weekly basis. Once a student has been referred to the detention room the behaviour is recorded in One School and contact is to be made with parent/caregiver about the behaviour.

Incidents of unacceptable behaviour that have been referred to administration is One School recorded by administration and may be referred to the detention room also.

The individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Student Disciplinary Absences (Suspension) are only used as the last resort for serious behaviour after consideration has been given to all other responses.



### **Minor and major behaviours** (Appendix 6)

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

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

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- 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
- 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 then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, 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 to be recommended for exclusion from school following an immediate period of suspension.



## 5. Emergency or critical incident responses

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 Branyan Road 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.

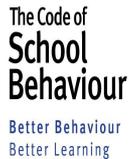
It is important that all staff understand:



- 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,
- 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 in One School. The following records may also be required:

The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Forms available through the office.

- incident report
- health and safety incident record
- debriefing report



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## 6. Network of student support

Students at Branyan Road 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 Teachers
- Behaviour Management Team
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

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.

## 7. 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.

Branyan Road 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.



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## 8. 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

## 9. Related policies

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

## 10. Some related resources

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

### ***Endorsement***

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**Date effective:** From November 2015 to November 2019



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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 Branyan Road Sate 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<sup>1</sup> 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.

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



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.

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### **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 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®, iPads® and devices of a similar nature.*

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

#### Purpose

Branyan Road Sate School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Branyan Road Sate 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.

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

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

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

#### Rationale

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

The anti-bullying procedures at Branyan Road Sate School are an addition to our already research-validated school wide 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.





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## Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide 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 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

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

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Branyan Road Sate 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'.

Branyan Road Sate 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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### Appropriate use of social media

Branyan Road State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

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

No student of Branyan Road State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Branyan Road State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Branyan Road State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Branyan Road State School engaging in appropriate online behaviour.

### Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### Appropriate use of social media

Students of Branyan Road State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:



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- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Branyan Road State School the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Branyan Road State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

#### **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Branyan Road State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Branyan Road State School expects its students to engage in positive online behaviours.



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## Appendix 4 - Banned Implements

### WORKING TOGETHER TO KEEP BRANYAN ROAD STATE SCHOOL SAFE

We can work together to keep knives out of school. At Branyan Road State School

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

#### What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

#### What will happen if you bring a knife to school?

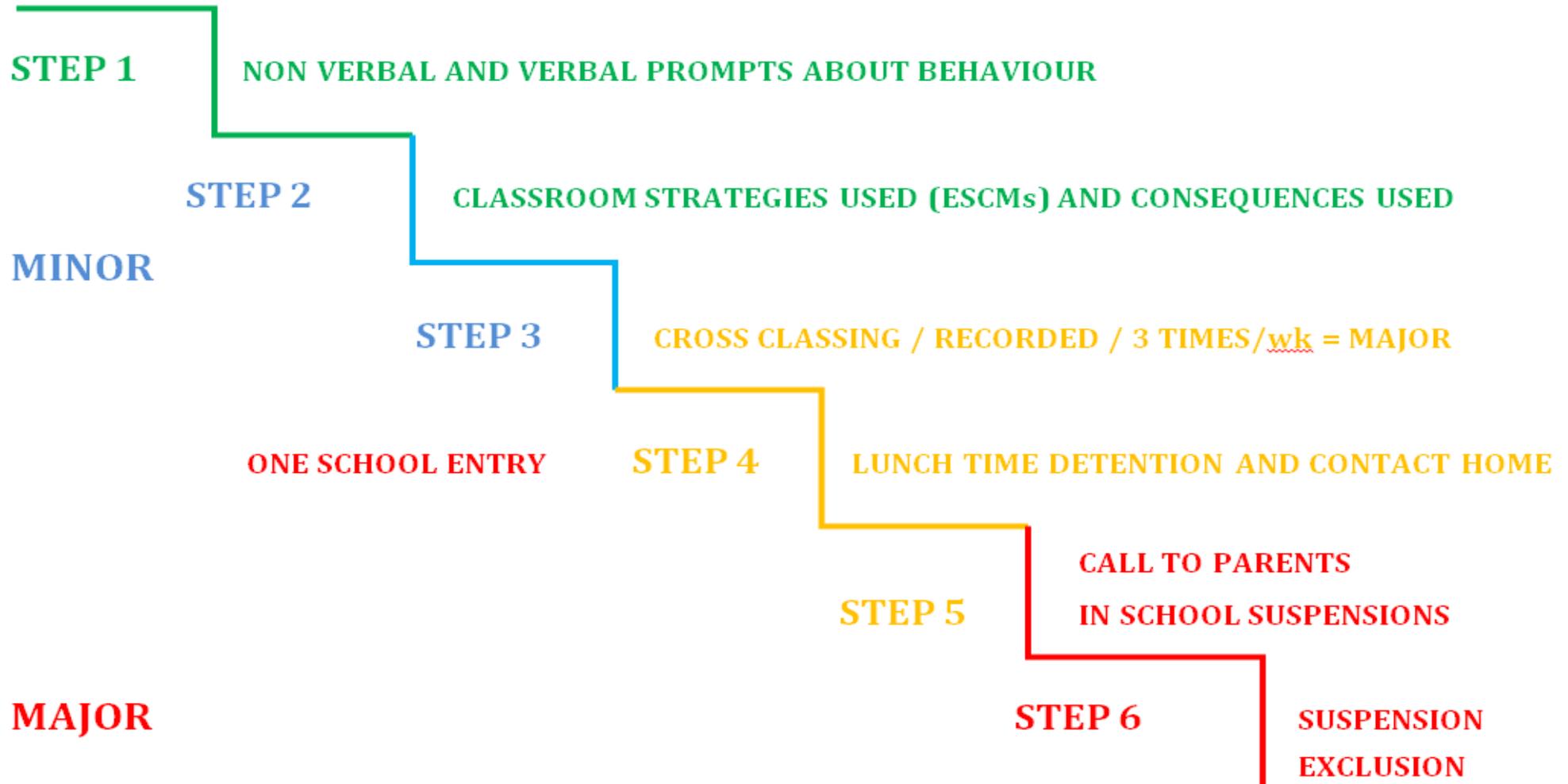
- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you might be disciplined by suspension from school
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

#### How can you help to keep Branyan Road 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.



# BRANYAN ROAD STATE SCHOOL CONSEQUENCE STEPS



	Area	Minor	POSSIBLE CONSEQUENCES	Major (Instant One School Report)	POSSIBLE CONSEQUENCES
SAFE	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running/Sliding/Jumping in stairwells</li> <li>Not walking bike in school grounds</li> <li>Not using designated pathways</li> <li>Jumping over seats (outside/inside)</li> <li>Swinging from rafters/metal poles</li> <li>Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>Rule reminders</li> <li>Warning</li> <li>Repositioning</li> <li>Time out</li> <li>Discussion/negotiation/agreement</li> <li>Make up time</li> <li>Confiscation</li> <li>School community duty</li> <li>Recess withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>Spitting with intent</li> <li>Continual unsafe behaviour (climbing &amp; swinging) after repeated warnings</li> <li>Leaving school grounds without permission</li> </ul>	<ul style="list-style-type: none"> <li>Admin referral</li> <li>Detention Room</li> <li>Restitution</li> <li>Parental contact/interview</li> <li>Confiscation of items</li> <li>Negotiated alternative program</li> <li>Individual Behaviour Plan</li> <li>Referral to outside agencies (Guidance Officer, Behaviour Support)</li> <li>Counselling (Chaplain)</li> <li>Suspension*</li> <li>Exclusion *</li> <li>Police contact *</li> </ul>
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> <li>Throwing objects without due care</li> </ul>			
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing, tackling and shoving)</li> </ul>			
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> <li>Not wearing appropriate jewellery</li> </ul>			
	Classroom	<ul style="list-style-type: none"> <li>Running inside classroom</li> <li>Swinging on chairs</li> <li>Not using class materials appropriately</li> </ul>			
RESPONSIBLE	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time inc. being over the fence/lining up</li> <li>Tardiness when going to toilet</li> </ul>	<p style="text-align: center;"><b>Sample Documentation</b></p> <ul style="list-style-type: none"> <li>Behaviour Record Sheet</li> <li>Communication with parents-anecdotal record</li> <li>OneSchool Record (Minor-for 3 minor behaviours)</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class/school without permission (out of sight)</li> <li>Continual/repeated-not in the right place at the right time</li> <li>Truancy</li> </ul>	<p style="text-align: center;"><b>Sample Documentation</b></p>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Low non compliance</li> <li>Low unco-operative behaviour</li> <li>Not participating in classroom activities</li> <li>Not completing set tasks that are at an appropriate level</li> </ul>			
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty-e.g whose item of stationery</li> <li>Not owning up to minor issue</li> <li>Cheating-low level class tasks</li> </ul>			
	Eating	<ul style="list-style-type: none"> <li>Littering</li> <li>Creating a deliberate mess</li> <li>Sharing of food</li> </ul>			
	Electronic Devices	<ul style="list-style-type: none"> <li>Not handing in electronic devices at the start of school day</li> </ul>			
RESPECTFUL	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude/ Disrespectful tone</li> </ul>	<p style="text-align: center;"><b>Sample Documentation</b></p>	<ul style="list-style-type: none"> <li>Offensive/Aggressive language</li> <li>Verbal abuse / directed profanity</li> <li>Talking back/yelling</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool Record (Major)</li> <li>Respond Room form</li> <li>Communication with parents</li> <li>Incident Statement</li> <li>Student Behaviour Profile</li> <li>Formal written notification to students, parent</li> <li>Agreement on re-entry</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> <li>Defacing own work</li> </ul>			
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> </ul>			

**Detention Room Referral Form**



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**BRANYAN ROAD STATE SCHOOL  
DETENTION ROOM REFERRAL**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Referring Staff:** \_\_\_\_\_

**Location**

- Playground       Walkways  
 Toilets             Eating Area  
 Bus Line     Classroom    Other
- \_\_\_\_\_

**Behaviour**

- Inappropriate language       Physical aggression  
 Non compliance                       Property misuse  
 Playing unfairly                       Disrespectful  
 Disruption to learning       Other
- \_\_\_\_\_

**Consequence/ Behaviour Management**

- Teacher redirection               Rule reminder  
 Time out of activity/ playground  
 Follow up:  Class teacher       Report to Admin  
 Other
- \_\_\_\_\_

**Further Comment:**

**BRANYAN ROAD STATE SCHOOL  
DETENTION ROOM REFERRAL**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Referring Staff:** \_\_\_\_\_

**Location**

- Playground       Walkways  
 Toilets             Eating Area  
 Bus Line     Classroom    Other
- \_\_\_\_\_

**Behaviour**

- Inappropriate language       Physical aggression  
 Non compliance                       Property misuse  
 Playing unfairly                       Disrespectful  
 Disruption to learning       Other
- \_\_\_\_\_

**Consequence/ Behaviour Management**

- Teacher redirection               Rule reminder  
 Time out of activity/ playground  
 Follow up:  Class teacher       Report to Admin  
 Other
- \_\_\_\_\_

**Further Comment:**