Ferny Grove State School
An Independent Public School

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

January 2015 – December 2018

Effort   Cooperation   Learning   Responsibility   Care & Compassion   Respect

CONTENTS

APPENDICES

1. PURPOSE

At Ferny Grove State School we endeavour to provide quality teaching and learning that promotes a supportive school community where children are encouraged to strive for personal excellence.

We believe that positive behaviour is the responsibility of the individual and requires an active partnership between students, parents, teachers and all other members of the school community.

It is the aim of Ferny Grove State School that all members within our community will know and demonstrate appropriate social behaviour through our commitment to the school values of respect, care and compassion, responsibility, effort, learning and cooperation.

2. CONSULTATION AND DATA REVIEW

Ferny Grove State School reviewed the 2013-2015 plan following recommendations from the DETE Behaviour Audit. A targeted behaviour team was formulated to respond to the recommendations and develop a process to make adjustments as appropriate.

The plan was endorsed by the Principal, the President of the P&C and Chair of the school Council and the Assistant Regional Director, and will be reviewed in 2018 as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

Our school community values respect:
- For ourselves and each other as teachers and learners
- For people and property
- For the school's traditions and environment.

Our school community operates effectively within a supportive school environment through:

- The provision of quality focused teaching and challenging curriculum catering for individual differences and learning styles.
- The practice and reinforcement of non-discriminatory, non-violent and equitable actions.
- The development of interpersonal relationships amongst students, staff and parents thus producing positive social, emotional and academic outcomes.
- The provision of a school policy which reflects both proactive steps to encourage self-worth and self-discipline and consequences to deal with inappropriate behaviours as they arise.
- The employment of a graduation of routines and procedures prior to the use of suspension and exclusion.

Our school community is committed to:

- Responding to the needs of all
- Achieving educational outcomes through full participation
- Promoting socially acceptable behaviour as the norm of all school community members
- Providing a framework of accountability
- Improving continually through reflecting and reviewing practices and procedures.

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

Playground Rules
- Obey teaching staff at all times in a respectful way.
- No sunsafe hat – no shoes – no play.
- Eat and play in the correct area.

- Use language that does not hurt or offend
- Keep hands, feet and objects to yourself.
- Walk when on paved and concrete surfaces.
- All rubbish to be placed in the bin.

Classroom Rules
- Follow directions.
- One person speaks at a time.
- Be prepared for class.
- Keep hands, feet and objects to yourself.
- (At teacher's discretion).

Our school rules have been agreed upon 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 BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

Ferny Grove State School's goal is:
- To create a relevant curriculum within a supportive environment in which teachers can teach and students can learn free from disruptive behaviour.
- To provide a safe and supportive play environment where children are encouraged to draw upon shared school social skills in order to interact positively.

To achieve this, our aim is to teach our students to **make responsible decisions regarding their behaviour.**
Successful behaviour management will be supported by a partnership between teachers, students and parents.

At the whole school level we expect and promote the following **Standards** in our community.

All members of the FGSS community are expected to:
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.
- All teachers and students have the right to feel safe in their learning environment.

Students are expected to:
- Allow others to learn without interference
- Follow class and playground rules and accept consequences
- Say *"no"* to, and report bullying and harassment
- Be fair and play fair
- Behave in a manner that respects the rights of others
- Co-operate fully with all staff
- Actively participate in educational programs to the best of their abilities
- Wear the school uniform with pride.

Parents and carers are expected to:
- Ensure their children attend school with appropriate materials
- Show an active interest in their child's schooling and progress
- Support the school staff in maintaining a safe and respectful learning environment
- Support and reinforce the behaviour code
- Maintain constructive communication with school staff
- Contribute positively to behaviour support plans that concern their child.

Teachers and other school staff are expected to:
- Treat others and to be treated with respect and courtesy
- Provide an inclusive and engaging curriculum
- To communicate constructively with principal, school staff, parents/carers and students

- Comply with EQ's Code of Conduct
- Have the right to expect assistance and support from parents, admin and other staff.

Principals are expected to:
- Play a strong leadership role
- Ensure consistency and fairness in implementing the school's responsible behaviour plan
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with "The Code of School Behaviour" and facilitate professional development to improve the skills of staff.

WHOLE SCHOOL BEHAVIOUR SUPPORT

A whole school approach means everybody committing to the provision of a safe and supportive learning environment.

The following whole school strategies aim to promote positive, productive behaviours within these areas:

School
- Relationships actively built and maintained.
- A consistent approach maintained throughout the whole school.
- The personal development and social skills program will actively teach the values and expectations identified in The Code of School Behaviour. Social and life skills form an integral part of the curriculum.
- Specific policies are implemented and taught to address:
  - The use of personal property technology devices at school-Appendix 1.
  - Procedures for preventing and responding to incidents of bullying (including cyber bullying and recording incidents for data collection) –Appendix 2.
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school – Appendix 3.
- Outcomes monitoring student self-management of learning and behaviour are collated and the data used to inform practice.
- Professional development provided to upgrade teacher skills.

Class
- Quality, inclusive curriculum provided to address individual needs.
- Negotiated class expectations are established and supported by **consistent** reinforcement based on:

  1. **Rules**
  2. **Positive reinforcement for appropriate behaviour**
  3. **Consequences for inappropriate behaviour**

- Social Skills program taught.
- Rock and Water program implemented.
- Chaplaincy program implemented.
- Nurturing class environment evident.
- Continuous self- evaluation encouraged.

Learners
- Individual learner's needs identified and addressed.
- Continuous focus on learning the skills of self-management.
- Counselling and support available.

Through the classroom social skills program and leadership program children are encouraged to constantly self evaluate and strive for improvement.

Teachers
- Communicate openly and honestly with students and parents.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Establish and publish classroom/ playground rules with clear expectations and consequences, visit regularly and review.
- Ensure all children understand and are familiar with all aspects of The Code of School Behaviour and the Responsible Behaviour Plan for Students.
- Ensure all children understand and are familiar with the school's bullying (including cyber bullying), racism, use of mobile phones and electronic devices, possession of weapons, drug and sun safe education programs and policies.
- Share responsibility with all staff for all students.
- Support and counselling available through Special Needs weekly meetings, Special Ed and STLAN teachers, Student Welfare and Engagement Teacher, Guidance Officer, Administrators, Chaplain and Adopt a Cop.

Parents
- A three way partnership between learner, parents and the school staff is encouraged.
- Positive parent involvement in the classroom is encouraged.
- Parent education courses made available.
- Support and counselling available to parents through our Student Welfare and Engagement Teacher, Guidance Officer and Chaplain.

TARGETED BEHAVIOUR SUPPORT

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom rules. This includes but is not limited to:
- Inappropriate verbal language
- Inappropriate physical movement
- Physical contact (bumping, pushing)
- Disruption
- Lateness
- Littering
- Intimidation (emotional).

Strategies used for targeted behaviour support
- Relationship building.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustment across all learning environments.
- Verbal reinforcement used every day in both the classroom and playground.
- Non verbal reinforcement used everyday in both the classroom and playground.
- Increased attention – Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour.
- Reference to bullying, racism and drug education policies if applicable.
- Communication within the school – Communication with the parents/ caregivers occurs through all stages of targeted behaviour support, and includes positive/ encouraging letters or phone calls home.
- Added responsibilities – A child who is receiving behaviour support may benefit from added responsibilities within the class or school.

Teachers keep a record of both the student's behaviour and the targeted support as appropriate in One School in order to gauge when intensive support is warranted and requires review.
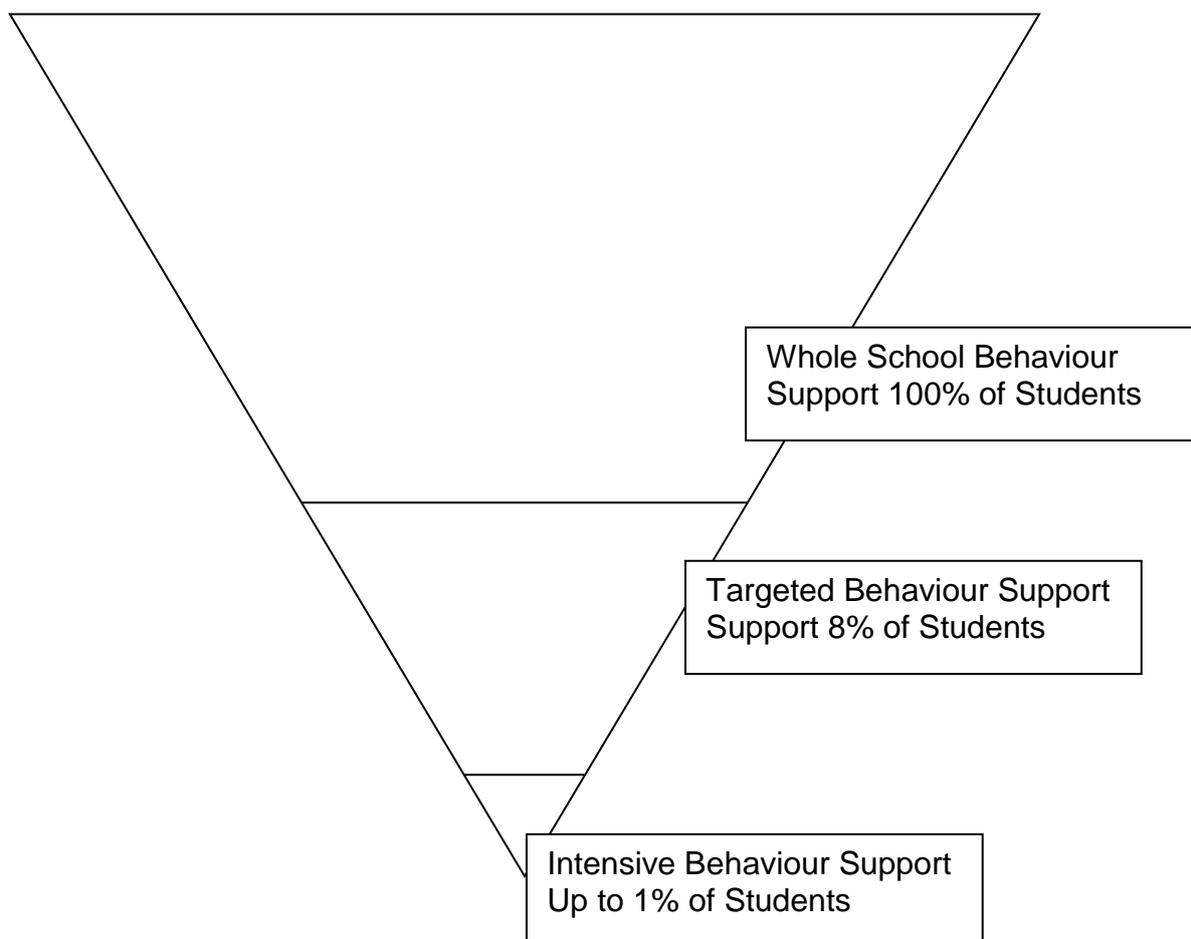
INTENSIVE BEHAVIOUR SUPPORT

At Ferny Grove State School, individual behaviour contracts and plans with specialised programs and strategies are developed on a needs basis. These programs have a support team approach and can include classroom teacher, parents, administration, SEU, GO and behavioural services.

Students who are considered to be at risk and have experienced an array of severe management strategies such as suspension or exclusion, should proceed through a systematic assessment procedure.
These procedures will be preventative, supportive and/or corrective.

All behaviour that is contrary to school and classroom procedures will be managed, based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

These plans are aimed at promoting positive appropriate behaviours in a school and wider community setting.

Whole School Behaviour Support 100% of Students

Targeted Behaviour Support Support 8% of Students

Intensive Behaviour Support Up to 1% of Students

5. CONSEQUENCES FOR INAPPROPRIATE AND UNACCEPTABLE BEHAVIOUR

CATEGORY OF SUPPORT	BEHAVIOUR	SUPPORT FOR CHILDREN	POSSIBLE CONSEQUENCES
CATEGORY 1 *Class Teachers*	At this level, all students are on task and no disciplinary action is required	Supportive school environment through: • Class Meetings • Classroom jobs • Model appropriate behaviours • Organised games/activities • Peer mediators • Peer Tutoring • Personal Development days • Positive reinforcement • Praise • School jobs • School Leaders • Skills for Growing / Social Development • Working with a younger or older classmate	• Classroom rewards • Gotchas • Merit Awards • Parade recognition • Phone calls/ letters/ emails to parents for good behaviours/achievements • Positive Behaviour Charts • Positive verbal reinforcement • Record achievements for formal acknowledgement • Reward classroom expectations • Sausage sizzle • Verbal negotiations
CATEGORY 2 *Class teachers Parents involved when behaviours occur frequently*	**Inappropriate student behaviours to be dealt with at this level include:** • Disruptive or non-compliant behaviour • Eating/drinking in the playground • Ignoring instruction • Inappropriate language • Inappropriate use of mobile phone/internet • Lateness to class • Littering • Minor incidents • Passive resistance • Uniform/hair/make up/ jewellery transgressions • Verbal abuse including inappropriate sexual comments	• Adjusted curriculum and expectations – for gifted/talented children or children with diagnosed learning/behaviour difficulty • Adjusted class work • Behaviour charts / awards • Body language – smile thumbs up • Chaplain support • Student Welfare and Engagement Teacher support • Communication Books • Contact with parents to seek support • Expectation reminders • Individual directions • Privately understood signals • Proximity to the child in terms of desk placement or where staff members are standing • Verbal reinforcement of inappropriate behaviour- highlight appropriate behaviour • Work with another member of school staff eg. T.A., D.S.T.A • Working with a peer	• Assign student to accompany teacher on playground duty • Behaviour chart warning • Buddy classrooms • Contact/interview with parents • In-class separation or isolation (time away) • Monitoring program • Peer mediation or restorative conference • Recess or after school detention • Reminder of classroom / playground expectations • Restitution • RTR • Shadowing • Tracking chart

CATEGORY 3 *Class teachers* *Deputy Principal* *Parents* *Special Needs Committee*	**Inappropriate student behaviours to be dealt with at this level include:** • Continued level 2 behaviours • All forms of bullying including cyber bullying • Physical aggression • Racism • Repeated defiance • Throwing objects in a threatening or careless manner • Verbal abuse	• Adult Support in playground • Agencies Referral • Buddy classrooms • Chaplain support • Communication books • Communication within school community • Conferencing with parents • Curriculum Support through an older class • Guidance Officer • Individual behaviour support plan • Monitoring program • One on one curriculum support with the teacher • Work with another member of school staff eg. T.A., D.S.T.A • Working with buddy teacher	• Buddy classrooms • Contact /interview with parents • Follow specific consequences in Individual Support Plan • In-class separation or isolation (time away) • Recess or after school detention • Referral to Special Needs Committee to review Individual Behaviour Support Plan • Referral to Deputy Principal • Referral to Outside Agency • Removal of privileges eg. Sport, Camp, Excursions • Restitution • Suspension
CATEGORY 4 *Deputy Principal* *Principal* *Parents*	**Inappropriate student behaviours to be dealt with at this level include:** • Continued level 3 behaviours • Intimidation of staff • Pornography • Possession of or use of cigarettes • Possession of or use of illegal substances and or implements/ knives • Possession of or use of alcohol • Intoxication (alcohol, glue, petrol, etc.) • Sexual harassment/misconduct • Stealing • Truancy • Vandalism	As Above and ……….. • AVT - Behaviour Support • Behaviour Guidance Officer • CYMHS	• Conference – Class teacher, Admin, Parents • Individual Behaviour Support Plan consequences reviewed • Interagency referral • Possible Police involvement • Recess or afternoon detention • Referral to Outside Agencies • Restitution • Restorative conference on return from suspension • Suspension

CATEGORY 5
Principal
Parents
	Inappropriate student behaviours to be dealt with at this level include:
	• Extreme or repeated incidence of level 4 behaviours
	• Possession of a weapon
	• Supply of or dealing in illegal substances drugs
	• Use of a weapon/ knives
	• Violent assault
	• Absenteeism
		As Above and …….
		• Ongoing Communication with Parents
		• Outside Support Groups such as:
		   ➢ Positive Learning Centre
		   ➢ Tennyson Special School
			• Conference – Class teacher, Admin, Parents
			• Police notification
			• Referral to Outside Agency
			• Restorative conference on return from suspension
			• Suspension / Exclusion in line with Ed. Qld. Policy
			SMS – PR021 Safe, Supportive and Disciplinary Environment
			SMS – PR 029 Managing Student Absences

Note: Student Disciplinary Absences (suspension and exclusion) may be considered in the event of a serious, one–off behaviour incident or after consideration of all other responses.

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.
	During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.
	A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Ferny Grove State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

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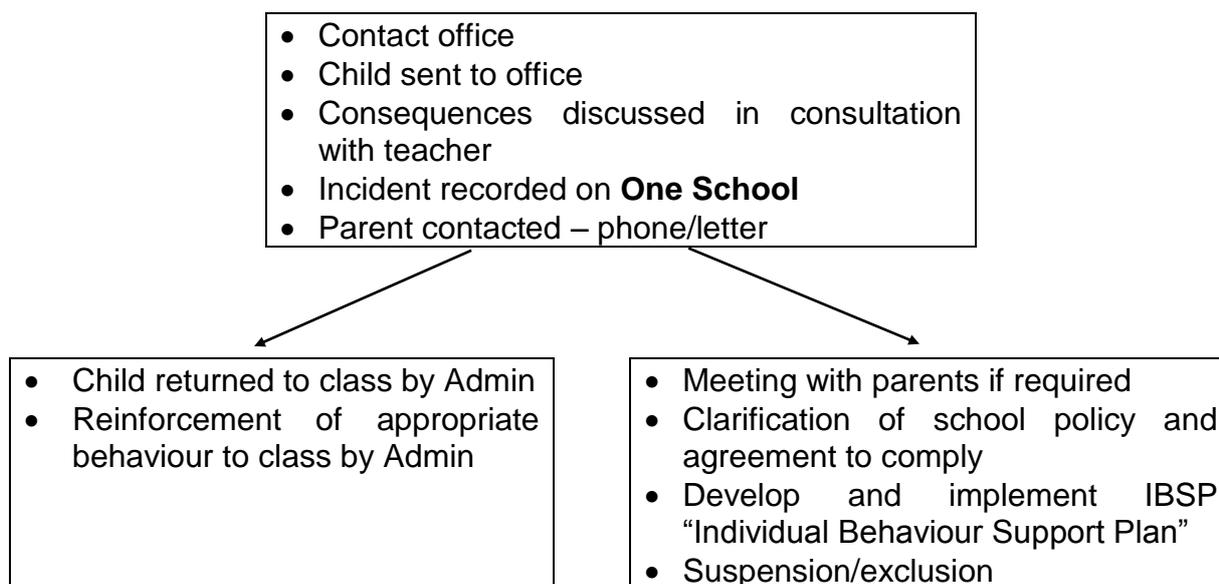
When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Children are only to be referred to the Admin for <u>severe</u> inappropriate behaviour that warrants contact with parents/guardians after final consequence of the classroom/playground management progress.

The following flow chart is arranged to depict an increase in severity. Progress through these 'stages' is dependent on Admin who will assess the factors involved.

- Contact office
- Child sent to office
- Consequences discussed in consultation with teacher
- Incident recorded on **One School**
- Parent contacted – phone/letter

- Child returned to class by Admin
- Reinforcement of appropriate behaviour to class by Admin

- Meeting with parents if required
- Clarification of school policy and agreement to comply
- Develop and implement IBSP "Individual Behaviour Support Plan"
- Suspension/exclusion

- Teachers to have an arrangement with another teacher to supervise child with inappropriate behaviour if <u>admin not in office</u>. Incident to be dealt with as soon as admin returns.
- If child refuses to follow directions – office to contact parents to take child home.

6. EMERGENCY SITUATION OR CRITICAL INCIDENT RESPONSES

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies
- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  o Assisting the individual 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.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 Ferny Grove's staff demonstrates a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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 on **One School.**

7. THE NETWORK OF STUDENT SUPPORT

The school provides and accesses support both within the Department of Education and Training and Department of the Arts and through the community. The network includes but is not limited to:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
- Teaching and Administration staff - Special Education Staff - Parents - School Guidance Officer - Student Welfare and Engagement Teacher - Chaplain - Special Needs Committee - DSTA	"Behaviour Support Services" Team - Advisory Visiting Teachers - Senior Guidance Officers - Positive Learning Centre Staff	- Department of Communities - CPIU – Child Protection Investigation Unit - Police Liaison Officer - Qld Health Services (Nurse) - Child and Youth Mental Health - Adopt -a -Cop

8. CONSIDERATION FOR INDIVIDUAL CIRCUMSTANCES

To ensure alignment with the Code of School Behaviour and the Responsible Behaviour Plan for Students, when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Ferny Grove State School considers the individual circumstances of students when applying support and consequences by:-
1. Promoting an environment which is responsive to the diverse needs of its students.
2. 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.
3. Recognizing and taking into account information relevant to the following:
   - Age of the child
   - Gender
   - Disability
   - Socioeconomic
   - Previous behaviour record
   - Severity of the incident
   - Amount of reliable evidence
   - Degree of provocation
   - Intent of the action
   - Cultural background
   - Emotional well-being.
4. Recognizing the rights of all students to:
   - work and learn in a safe environment and receive adjustments appropriate to their learning and/or impairment needs
   - express opinions in an appropriate manner and at the appropriate time
   - provide written or verbal statements that will be taken into consideration in the decision making processes
   - ensure the processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related procedures

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

11. Some related resources

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

12. ENDORSEMENT
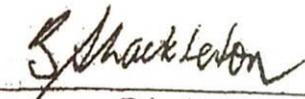
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Principal

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P & C President or
Chair, School Council
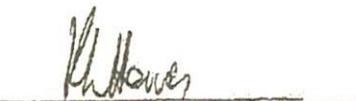
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Assistant Regional Director

Effective Date: January 2015 to December 2018

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 disciplinary consequences.

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 not be used at morning tea and lunch breaks or during school hours.

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 Ferny Grove State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying[1], 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 proposal/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 the Queensland Police Service.

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

Students who require the use of a personal assistive 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 HOSE, Deputy Principal or Principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

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

Appendix 2

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

Purpose

1. Ferny Grove strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Ferny Grove. 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 Ferny Grove 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 Ferny Grove there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

7. The anti-bullying procedures at Ferny Grove 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 **Classroom and Playground Rules** and have been taught the expected behaviours and **Roles, Rights and Responsibilities** 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. Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

   Our school will then investigate and respond to any incident of cyberbullying.

10. 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.

11. 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.

12. 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.

13. 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 Ferny Grove takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

14. Ferny Grove uses behavioural data for decision-making. This data is entered into our database on a regular 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.

Bullying/ Cyberbullying Teaching Guidelines

Bullying is deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. There are four main types of bullying:

- Physical attacks (hitting, kicking, sexual assault, theft);
- Verbal attacks (name calling, racist comments, offensive remarks, ridicule);
- Cyber bullying (spreading rumours online, sending unwanted messages);
- Indirect bullying (spreading rumours, explicit ostracism from social groups).

STATEMENT
Teachers, children and parents at Ferny Grove State School expect a bully free environment where we can feel, safe, valued and supported.

DEFINITION
Bullying is the act of deliberately and repeatedly hurting another person either verbally, physically or emotionally.

Bullying is:

Physical Behaviour
Pushing, punching, kicking, hitting, spitting at/on people, throwing things at people, taking things from others.

Verbal Threats
Swearing at people, blaming others, forcing people to do things they don't want to do, picking on someone.

Cyber Threats
Utilising internet services and personal technology devices to spread rumours, make fun of, send unwanted messages and defame others.

Teasing
Name calling, hurting someone's feelings, making fun of people, mimicking.

Exclusion
Not letting others join in, keeping or telling secrets.

RIGHTS
All individuals have the right to report incidences of bullying (verbal, emotional, physical) and know that appropriate processes will deal with the reported incidences.

RESPONSIBILITIES
It is our responsibility to **model** appropriate behaviour which does not make another person feel afraid, inferior, excluded or powerless.

It is our responsibility to **be alert** and to **take action** to ensure that any form of bullying is not tolerated.

It is our responsibility **to identify** bullying.

It is our responsibility **to speak up** if bullied.

It is our responsibility **to encourage** others to speak on behalf of others too timid to voice their concerns.

ACTIONS
Preventative Actions

The aim of the following initiatives is to make the school a safer, happier place for everyone:
- Classroom recognition
- Class meetings
- Senior leader program-Year 6
- Chaplaincy program and incorporated programs
- Guidance officer/counselling
- Student leadership accreditation program-Year 5
- Personal development days and student leader camps
- Peer mediator program
- Student of the month
- Social skills program
- Rock and Water Program
- Buddy classes
- Gotchas/merit awards/happy grams
- Student leadership Year 1-6 student council

DEALING WITH BULLYING
If bullying is reported or suspected the member of staff who has witnessed the incident/ been approached should ensure the student's safety and deal with the incident immediately.

- **Take** the incident or report seriously and manage it calmly
- **Interview** all involved thus giving everyone a fair hearing
- **Record** the incident
- **Reassure** the victim(s). Offer concrete support and advice. Ensure they do not feel inadequate.
- **Explain** to the bully that in accordance with our school's Behaviour Management Policy harassment is not tolerated.
- **Decide** upon the appropriate consequences
- **Encourage** the bully to appreciate the victim's point of view.
- **Discuss** and explore possible solutions that may resolve future issues.
- **Key** stakeholders (classroom teachers, administrators and parents) need to be informed of serious incidents.

THE RESPONSIBILITY OF STUDENTS
All students need to understand that bullying is not tolerated. It is their responsibility to be part of the solution by using assertive actions such as:-.
- Telling the student who is bullying to stop,
- Telling others to leave the scene,
- Going with the target and informing an adult immediately,
- Asking the target to join in their games,
- Asking the target if they are okay,
- Not joining in the bullying,
- Not standing watching/ smiling/ joking. Understanding that such actions may encourage the bully.
- Not fighting to keep possession of anything eg. Sporting equipment. Instead report the incident either to an adult or Peer Mediator.

THE RESPONSIBILITY OF TEACHERS

All teachers must:

- Be aware of the Code of School Behaviour, Student Protection Policy and Ferny Grove's Responsible Behaviour Plan for Students based on the Code of School Behaviour
- Listen to students who claim to be the victim of bullying,
- Be watchful for indirect forms of bullying ie. excluding others from groups.
- Conduct year level meetings to plan and resource quality proactive social skills and anti-bullying units of work including :-
    1. Understanding bullying
    2. Bullying behaviours
    3. Who are the bullies?
    4. What it is like to be bullied?
    5. Getting help
    6. Building resilience
- Teach social skills, conflict resolution, problem solving and assertive training.

THE RESPONSIBILITY OF ADMINISTRATORS

The administrator must:

- Be aware of the Code of Conduct, Student Protection Policy and Ferny Grove's Responsible Behaviour Plan for Students
- Encourage students, teachers and parents to approach bullying in a proactive manner
- Co-ordinate meetings with teachers, victims and their parents when necessary
- Co-ordinate meetings with teachers, bullies and their parents when necessary

THE RESPONSIBILITY OF PARENTS

Parents need to be aware that their child may be a bully or a victim or a bystander and at times can be in any role. It is important to-:

- Take an active interest in your child's friends
- Model appropriate ways of being assertive and managing conflict
- Advise your child to report bullying
- Assure your child that the school has a response strategy
- Do **not** encourage your child to respond physically or with verbal abuse
- Watch for signs of distress in your child's behaviour
- Offer to become involved if necessary eg. Reporting concerns

DISCIPLINARY STEPS

- Official warnings to cease offending
- Time out
- Reflective Thinking Room
- After school detention
- Exclusion from certain areas of play
- 1 to 5 day suspension
- 6 to 20 day suspension
- Exclusion.

APPROPRIATE STRATEGIES TO COMBAT BULLYING

The following framework shows a range of strategies that may be implemented according to the individual needs of the student.

To combat bullying and harassment in our supportive school environment, a range of strategies are employed. These include the following:

	Individual	Class/peer group	School community
LONG TERM: Preventive *for all of the students, all of the time*	• Monitoring and reinforcing appropriate behaviours • Maintaining involvement of key stakeholders in preventive programs • Providing long-term support to the young people, including verifying that the educational responses have led to improved social relationships and understanding	• Create a positive classroom climate that accepts and values diversity • Provide transition programs, eg. Years 6-7 • Reinforce behaviours that are inclusive and encouraging (student/student and adult/student) • Provide opportunities for students to critically examine social constructions which shape bullying and harassment, eg. Race, gender, class	• Celebrate and publish successes • Monitor, document and give the community feedback about program effectiveness (based on sound data) • Build a solid team of staff members • Encourage collaborative decision-making on important school issues involving all members of the school community • Incorporate ongoing professional development for school community to enhance understanding and improve effectiveness and cohesiveness of responses • Social objectives of schooling focus
MEDIUM TERM: Problem Solving *for all of the students, some of the time*	• Participation in a guided peer relationship or other program, eg. Protective behaviours • Work with Guidance Officer, Behaviour Management and/or other support personnel • Implementing a plan for change, eg. Through specific activities, curriculum support • Work with parents, students, teachers to monitor behaviour and adapt the program as needed • Reintegration and restoration of relationships for the young people involved • Consider and deal with issues of power	• Collaboratively establishing rights, responsibilities and rules • Role modelling of desired behaviours by teachers and other adults • Providing relevant curriculum, eg. Human Relationships Education programs • Encouraging and celebrating diversity • Teachers valuing individual difference, eg. Cooperative learning, recognition of learning styles, cultural awareness, catering for diverse ability and recognising the use of power by particular groups of students • Extra curriculum programs to develop self-esteem and interpersonal relationships • Determining issues underlying incidents	• Analyse the ways in which school structures and behaviours may condone/maintain/exacerbate bullying and harassment for individuals and groups • Collect data about the specific nature and extent of the problem • Work with students, parents and teachers to monitor relationships and adapt behaviour plans • Initiate workable solutions such as protective behaviours • Reintegrate students from alternative education programs
SHORT TERM: Responsible *for some of the students, some of the time*	• Identify the issue and who is involved • Investigating, interviewing, documenting • Setting clear and consistent consequences for the young person from Responsible Behaviour Plan for Students • Advising and involving appropriate people, eg. Principal, parent/s, Guidance Officer • Giving personal support to the victim and negotiating the support of others (eg. A "buddy") • Clarifying and advising consequences, eg. Referral, suspension, restitution to repair the harm done	• Reinforcing the rules • Setting high expectations for caring relationships • Teacher acknowledging what has happened • Teacher/s guiding the class to consider how and why to respond to stop bullying or harassment when they see it happening and sending clear messages that the behaviour is unacceptable	• Reinforce a simple set of actions to respond to bullying and harassment to students, parents and staff • Re-state the expectations of the school's behaviour management plan/student handbook • Critical incident briefing (if applicable) • Principal/administrators emphasise the need for respect for all • Focus on the behaviour and not the person • Avoid labelling of students • Ensure links between immediate responses and longer term goals

ROLES, RIGHTS AND RESPONSIBILITIES

STUDENTS

Role
- To actively participate in the daily life of the school.
- To accept personal responsibility for achieving learning goals.
- To interact in positive ways with other students and adults in the school.

RIGHTS	RESPONSIBILITIES
A right to learn without interference.	To allow others to learn.
A right to be fully aware of all classroom and playground rules, rewards and consequences.	To follow the class and playground rules and accept consequences.
A right to feel safe at school.	To allow everyone to feel safe.
A right to be free from verbal and physical abuse.	To refuse to bully and harass others. To actively discourage/refuse to condone bullying. To report bullying and harassment.
A right to be treated according to your needs.	Be fair and play fair.

TEACHERS

Role
- To plan, organise, implement and assess learning experiences for all students in their class.
- To model appropriate learning practices and social interactions.
- To establish and implement a class behaviour management plan and support the school's Behaviour Plan.

RIGHTS	RESPONSIBILITIES
A right to teach.	To teach all students in the class.
To be treated with respect and courtesy.	To treat others with respect and courtesy.
A right to expect assistance and support from parents and the Admin/staff.	To communicate with the Principal, staff and parents when necessary.

PARENTS

Role
- To work in partnership with the school for the education of their children.
- To develop in their children positive attitudes to school and learning.

RIGHTS	RESPONSIBILITIES
To expect quality teaching.	To ensure their children attend school with appropriate materials.
To be informed of their child/ren's academic and social development and to have their concerns and opinions listened to.	To participate in the reporting process.
To expect their child/ren to be safe.	To encourage children to use safe behaviour at school and at home.
To be informed of the school's policies and expectations.	To respond to communication when necessary.
To be involved in the formulation and regular revision of the behaviour management policy.	To support and reinforce behaviour code.

OTHER STAFF

Role
- **Admin staff**: To ensure the smooth running of the school.

RIGHTS	RESPONSIBILITIES
To expect the full cooperation of the whole school community (students, staff and wider community)	To establish and maintain positive relationships and open channels of communication and empowerment.
To expect a nurturing environment at school.	To actively nurture and develop a caring environment.

Role
- **Teacher Assistants**: To assist in the implementation of the teaching/learning program.
- **Non-Teaching Staff**: To assist in the operation of school activities.

RIGHTS	RESPONSIBILITIES
To be valued as an individual with individual talents and expertise.	To value the talents and expertise of others.
To be kept informed.	To attend inservice sessions and access appropriate information.

Appendix 3

WORKING TOGETHER TO KEEP FERNY GROVE STUDENTS SAFE

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

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal and Deputies can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

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