



## The Code of School Behaviour

Better Behaviour  
Better Learning



Queensland  
Government

# RICHLANDS EAST STATE SCHOOL

## *Responsible Behaviour Plan for Students* based on *The Code of School Behaviour*

### 1. Purpose

Richlands East State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

### 2. Consultation and data review

Richlands East State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff meetings, P&C meetings and School Wide Positive Behaviour Support meetings held throughout 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Regional Executive Director in December, 2012, and will be reviewed in 2015 as required in legislation.

### 3. Learning and behaviour statement

All areas of Richlands East State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Richlands East 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 expectations to teach and promote our high standards of responsible behaviour:

- Be respectful
- Be responsible
- Be resilient

Our school expectations 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*.

All members of the school community – students, parents, family members, staff members and visitors - are expected to be respectful, responsible and resilient at

all times. We recognise the important role all adults in our school community play in modelling the expected behaviours.

#### **4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

##### **School-wide Positive Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students and school community members. At Richlands East State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to encourage appropriate behaviour and prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The School-wide Expectations Teaching Matrix on the following page outlines our agreed expectations and specific behavioural expectations in all school settings.

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

- The inclusion of the Responsible Behaviour Plan for Students in the Parent Handbook;
- Introduction, explanation and reinforcement of behaviour lesson focuses on School Assemblies;
- Behaviour lessons conducted by classroom teachers;
- Reminders during active supervision of classroom and non-classroom activities by staff
- Visual reminders throughout the school

Richlands East State School implements the following proactive and preventative processes and strategies to support student behaviour:

- The inclusion of the Responsible Behaviour Plan for Students in the Parent Handbook;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Wide Positive Behaviour Support team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Individual support plans developed 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 adjustments across all learning environments;
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1)
  - procedures for preventing and responding to incidents of bullying (including cyberbullying 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).

**School-Wide Expectations Teaching Matrix**

	<b>ALL AREAS</b>	<b>CLASSROOM</b>	<b>EATING AREA</b>	<b>PLAYGROUND</b>	<b>TOILETS</b>	<b>MOVING</b>	<b>TUCKSHOP</b>	<b>COMPUTER</b>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>▪ Treat others with respect</li> <li>▪ Follow staff members' instructions immediately</li> <li>▪ Keep your hands and feet to yourself</li> <li>▪ Respect others' personal space</li> <li>▪ Allow others to be different</li> <li>▪ Maintain a clean and safe environment</li> <li>▪ Look after property and equipment</li> <li>▪ Help other people</li> <li>▪ Speak calmly and kindly</li> <li>▪ Wait your turn</li> <li>▪ Be a good listener</li> <li>▪ Encourage and support others to do their best</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect others' learning and needs</li> <li>▪ Raise your hand to speak</li> <li>▪ Talk in turns</li> <li>▪ Listen while others are speaking</li> <li>▪ Work quietly</li> <li>▪ Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask permission to leave the eating area</li> <li>▪ Keep the eating area tidy</li> <li>▪ Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play fairly and friendly</li> <li>▪ Care for the environment</li> <li>▪ Share equipment</li> <li>▪ Consider others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect the privacy of others</li> <li>▪ Use soap and paper towels to wash and dry your hands</li> <li>▪ Keep the area clean and tidy</li> <li>▪ Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use soft feet</li> <li>▪ Keep to the left</li> <li>▪ Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use manners</li> <li>▪ Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use words that encourage others</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>▪ Make good choices and manage your own behaviour</li> <li>▪ Accept consequences for your behaviour</li> <li>▪ Tell the truth</li> <li>▪ Ask permission to leave any setting</li> <li>▪ Be in the right place at the right time</li> <li>▪ Move around the school by quietly walking</li> <li>▪ Leave your mobile phone at the office</li> <li>▪ Wear your uniform</li> <li>▪ Put rubbish in the bin</li> <li>▪ Move on first bell, arrive before second bell</li> <li>▪ Use water responsibly</li> <li>▪ Use the High Five for inappropriate behaviour</li> <li>▪ Be with a student, teacher or parent, never alone</li> <li>▪ Do not take items that are not yours without permission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take every opportunity to learn</li> <li>▪ Be an active learner</li> <li>▪ Be prepared and ready</li> <li>▪ Complete set tasks</li> <li>▪ Enter and exit the room in an orderly manner</li> <li>▪ Use time wisely</li> <li>▪ Keep work areas tidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Eat your own food</li> <li>▪ Sit in your own area to eat</li> <li>▪ Stay seated until you are dismissed</li> <li>▪ Stay seated until you have finished eating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play school approved games</li> <li>▪ Wear shoes and socks always</li> <li>▪ Use equipment safely</li> <li>▪ Sticks and stones remain on the ground</li> <li>▪ Use balls away from buildings with glass</li> <li>▪ Be sun safe</li> <li>▪ Play in the correct areas</li> <li>▪ Run only on the oval</li> <li>▪ Report injuries</li> </ul>	<ul style="list-style-type: none"> <li>▪ First bell, go to the toilet/get a drink</li> <li>▪ Use toilets during breaks</li> <li>▪ Use quiet voices</li> <li>▪ Wash your hands</li> <li>▪ Use the toilet and leave immediately – straight in, straight out</li> <li>▪ Request permission to go to the toilet during class time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rails are for hands</li> <li>▪ Walk one step at a time</li> <li>▪ Go straight to where you are meant to go</li> </ul>	<ul style="list-style-type: none"> <li>▪ Line up sensibly</li> <li>▪ Purchase food and then return to the eating area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make your password strong (capital letter, number, symbol)</li> <li>▪ Year 3-7 Keep your password secret</li> <li>▪ Use the computers for school work</li> <li>▪ On the internet and email, keep your personal information private</li> </ul>
<b>BE RESILIENT</b>	<ul style="list-style-type: none"> <li>▪ Stay in control of yourself</li> <li>▪ Focus on green thoughts</li> <li>▪ Be a positive problem-solver</li> <li>▪ Ask for help if you need it</li> <li>▪ Always do your best</li> <li>▪ Report problems you cannot solve to a staff member</li> <li>▪ Use the High Five for inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Try your best and don't give up</li> <li>▪ Accept help</li> </ul>		<ul style="list-style-type: none"> <li>▪ Accept when someone doesn't want to play</li> <li>▪ Accept the rules of the game</li> </ul>		<ul style="list-style-type: none"> <li>▪ Wait your turn</li> </ul>		

### Reinforcing expected school behaviour

At Richlands East State School, communication of our key expectations about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### **Verbal Recognition and Praise**

Staff members regularly recognise and praise students who are displaying appropriate behaviours. This emphasises school expectations and encourages students to demonstrate appropriate behaviour.

### **Whole School Rewards**

Students who consistently demonstrate appropriate behaviour are rewarded throughout and at the end of term. This may include BBQs, performances and special treats and activities.

### **Michelson Awards**

At the conclusion of each month, staff members nominate students for the Michelson award. The Michelson Award recognises students who consistently demonstrate the School Values. The winners of the Michelson Award are invited to visit the RAAF Amberley Air Base at the end of the year.

### **Student of the Week Awards**

Students are selected weekly by their teacher and classmates for Student of the Week awards. This may be based on a student's demonstration of the school expectations. These students are recognised on assembly and in the school newsletter.

### **vRRRm vouchers**

Staff members hand vRRRm vouchers out each day to students they observe following school expectations in both classroom and non-classroom areas. This reinforcement occurs throughout the day. vRRRm vouchers are collected in classrooms and the School Administration Office.

vRRRm vouchers are randomly selected on Fridays and students with selected vRRRm vouchers may choose to exchange them for an ice block, a pencil, a rubber, a ruler or 10 minutes of free time in negotiation with their teacher. Alternatively, they may collect three vRRRm vouchers for a tennis ball.

### Responding to unacceptable behaviour

Students come to school to learn in a safe and supportive environment. Behaviour support represents an important opportunity for learning how to get along with others.

### **Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, staff members follow the Redirection Procedure

1. Recognise students displaying appropriate behaviour
2. State the expectation at Richlands East State School.
3. Corrective teaching and practise of what is expected.
4. Positive verbal acknowledgement.

Inappropriate behaviour in the classroom is addressed using the Classroom Traffic Light Procedure

1. Acknowledge correct students  
Verbally redirect child (1st warning)
2. Acknowledge correct students  
Verbally redirect child and move name to yellow traffic light
3. Acknowledge correct students  
Verbally redirect child and move name to red traffic light

4. Acknowledge correct students  
Move name to Time Out – student completes 5 minutes Time Away in class
5. Student completes 10 minutes Time Away in class
6. Student completes 15 minutes Time Away Teacher (parent informed)
7. Teacher phones home or the Deputy Principal/Principal for support

Inappropriate behaviour in the playground is addressed using the Playground Traffic Light Procedure

1. Acknowledge correct students  
Verbally redirect child (1st warning) and direct the student to practise the skill
2. Acknowledge correct students  
Tell student to sit on Time Out spot for 5 minutes out of play  
Debrief and practice with child following Time Out and re-entry to play.
3. Sit out of play and referral to Positive Choices Program

Teachers will use their discretion when addressing inappropriate behaviour, as a natural consequence (such as fixing what they damaged) may be more appropriate.

Consequences for inappropriate behaviour may include

- Apology
- Completion of work during break time
- Conference/individual meeting with student
- Loss of privilege
- Restitution
- Parent contact (phone call)
- Meeting with student and his/her parent

### **Targeted and Intensive behaviour support: Positive Choices Program**

Each year a small number students at Richlands East State School are identified as needing a little bit extra in the way of targeted behaviour support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of misbehaviour may put these students' learning and social success at risk if not addressed in a timely manner.

Students referred to the Positive Choices Program will attend their normal scheduled classes and activities with appropriate adjustments if required. At break times they will receive additional play support from specially trained teachers who will help them:

- discuss the situation/s leading to their inappropriate behaviour
- understand the perspectives of others
- set goals for future actions
- practise positive behaviour.

Students attend the Positive Choices Program for up to three days for each referred incident, depending on the level of support required.

Should a student's behaviour not improve after participation in the Positive Choices program, the school leaders will determine the best action to support the student in consultation with his/her parents.

### **5. Consequences for inappropriate or unacceptable behaviour**

Richlands East State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An Incident Referral (Appendix 4) is used to record all major behaviour incidents on OneSchool (Department of Education Software System).

### Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens using our traffic light procedures
- **Major** behaviour incidents are referred directly to the school leadership team

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or the Deputy Principal/Principal.

**Minor** problem behaviours may result in the following consequences:

- a re-direction process where a staff member:
  - Recognise students displaying appropriate behaviour
  - States the expectation at Richlands East State School to the student demonstrating inappropriate behaviour
  - Teaches and tells the student to practise what is expected
  - Positively acknowledges the student
- a minor consequence logically connected to the inappropriate 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, phone call to parent/carer, restitution or detention for work completion.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of specialist support staff or the Deputy Principal/Principal.

**Major** behaviours result in an immediate referral to the school leadership team because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then:

- tells the student to sit out of play and refers the student to the Positive Choices Program – if during play time
- escorts/arranges for students to escort the student to the Administration Office – if during class time

The staff member involved completes an Incident Referral on OneSchool with details of the student's behaviour.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** phone call and support request to parents, reflection time at the office, time out of play, loss of privilege, restitution, referral to Positive Choices Program  
AND/OR
- **Level Two:** restricted/designated play areas, after-school detention, parent meeting, referral for specialist behaviour services, suspension from school, referral to Guidance Officer, referral to outside support agencies, behaviour improvement conditions
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

**Definition of consequences\***

<b>Time out</b>	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 rejoin class in intervals of no more than 10 minutes.
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<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>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).</p>
<b>Temporary Removal of Property</b>	A principal or staff member of Richlands East State School has the power to temporarily remove property from a student, as per the procedure <b>Temporary</b> .

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	<p>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.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>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:</p> <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	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.

The following table outlines examples of minor and major behaviour incidents\*

**Major and Minor Behaviour Definitions**

The following is NOT an exhaustive list. Staff members use their discretion when identifying an incident/behaviour as major or minor if it is not listed here. This list is reviewed and modified by staff throughout the year. **Major** incidents must be entered on **OneSchool** and should include parent contact. When dealing with Students with Disabilities, consultation with the AVT

Inclusion and class teacher is recommended, as there may be underlying issues.

Behaviour		Non-Office Referred (Minor)	Office-Referred (Major) <i>Recorded on OneSchool</i>
<b>Bullying/Harassment</b>	<b>Definitions</b>	Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters) Inappropriate comments and/or unwanted verbal or emotional advances to aggravate/provoke <i>Bullying occurs when <u>individuals or groups repeatedly and without justification use words or actions to harm or control others. It perpetuates an imbalance of power and results in harm and distress to victims and satisfaction to perpetrators.</u></i>	
	<b>Inappropriate</b>	<ul style="list-style-type: none"> <li>– One-off silly drawing or finding pictures of body parts</li> <li>– One-off laughing, pointing, silly names, not letting students join in a game, not being their friend</li> <li>– Inappropriate comments</li> <li>– Name calling</li> <li>– Making noises</li> <li>– Making faces/gestures</li> </ul>	<ul style="list-style-type: none"> <li>– Repeated and/or escalating verbal abuse/gestures</li> <li>– Inappropriate (sexual) touching of or exposing to others</li> <li>– Comments / pictures which are used to intimidate/oppress/upset/make someone feel uncomfortable/offended</li> <li>– Fixation on/repeated talking about, looking at, drawing or touching body parts</li> <li>– Verbal and physical threats to harm another person</li> </ul>
	<b>Not behaviour related</b>	– Acceptable humour without malice	



		– Drawing body parts as part of life education	
<b>Defiant Non compliant with routine Refusal to participate in the program of instruction</b>	<b>Definitions</b>	Refusal to follow directions or complete learning activities Behaviour which shows contempt for authority	
	<b>Inappropriate</b>	<ul style="list-style-type: none"> <li>– Brief or low intensity failure to respond to adult requests</li> <li>– Talks or put fingers in ears while adult is talking</li> <li>– Is slow to respond or does not complete work</li> <li>– Saying, “This is stupid”; “I’m not doing it”, “You can’t make me”</li> <li>– Rolling eyes</li> <li>– Smirking</li> <li>– Make faces</li> <li>– Saying “whatever”, “talk to the hand”</li> </ul>	<ul style="list-style-type: none"> <li>– Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult</li> <li>– Persistently yelling at an adult</li> <li>– Leaving class without permission</li> <li>– Continuing to walk away when an adult addresses you</li> <li>– Repeated back chatting</li> <li>– Failure to hand in mobile phone after being told</li> </ul>
	<b>Not behaviour related</b>	<ul style="list-style-type: none"> <li>– Students who have difficulty maintaining focus due to medical or educational needs (auditory processing difficulties)</li> <li>– Not completing work due to a skill deficit which would impact upon completion of work</li> <li>– Refusal to follow directions due to a skill deficit i.e. inability to complete task/direction</li> <li>– Culturally sensitive behaviours i.e. Indigenous students – making eye contact is rude when directed towards an elder.</li> <li>– Discussing a person who has passed away.</li> </ul>	
<b>Disruptive</b>	<b>Definitions</b>	Inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others	
	<b>Inappropriate</b>	<ul style="list-style-type: none"> <li>– Inappropriate, non-related comments</li> <li>– Talking to friends</li> <li>– Repeated noise – tapping pencils</li> <li>– Throwing small objects that aren’t physically harmful</li> <li>– Playing with toys/objects</li> </ul>	<ul style="list-style-type: none"> <li>– Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time</li> <li>– Student does not respond to</li> </ul>

		<ul style="list-style-type: none"> <li>– Calling out</li> <li>– Moving desks/tidy trays</li> <li>– Making noises</li> <li>– Kicking other peoples’ desks</li> </ul>	<ul style="list-style-type: none"> <li>redirection strategies, traffic light system and has spoken to his/her parents and been to time away class</li> <li>– Turning over furniture or being physically aggressive (eg kicking walls)</li> <li>– Throwing objects that cause harm</li> </ul>
	<b>Not behaviour related</b>	<ul style="list-style-type: none"> <li>– Accidentally dropping stationery items</li> <li>– Unintentional dislocation of objects – dropping pencils, rubbers on the floor</li> <li>– Making loud noises which are disability related i.e. tics</li> <li>– Playing with toys/objects to satisfy tactile needs (eg ASD)</li> <li>– Calling out answers to questions through enthusiasm</li> </ul>	
<b>Dress code</b>	<b>Definitions</b>	Students are disrespectful of their uniforms or bodies	
	<b>Inappropriate</b>	<ul style="list-style-type: none"> <li>– Writing on body and clothing</li> <li>– Wearing clothes differently from intended way</li> <li>– Purposely wearing a shirt with an inappropriate text or message (please send to office for a shirt)</li> </ul>	<ul style="list-style-type: none"> <li>– Flashing</li> </ul>
	<b>Not behaviour related</b>	<ul style="list-style-type: none"> <li>Not wearing school uniform due to circumstances out of their control: i.e. not having a jumper on a cold day; being unclean, parents inability to provide the clothing</li> <li>Wearing non-sun safe clothing (please send to office for a shirt)</li> <li>Wearing inappropriate shoes (unenclosed, high heels)</li> <li>Year 7s writing on own shirts during last day of school (as directed by teacher)</li> <li>Wearing short skirts/shorts</li> </ul>	
<b>IT Misconduct</b>	<b>Definitions</b>	<ul style="list-style-type: none"> <li>– Using the computers and/or internet for non-learning-related activities.</li> <li>– Accessing inappropriate sites and/or uploading inappropriate content.</li> <li>– Forwarding a photo without prior permission of person in image</li> </ul>	
	<b>Inappropriate</b>	<ul style="list-style-type: none"> <li>– Playing non-learning-related games</li> <li>– Using others’ passwords</li> </ul>	<ul style="list-style-type: none"> <li>– Looking up pornographic images</li> <li>– Intentionally breaking equipment</li> </ul>
	<b>Not behaviour related</b>	<ul style="list-style-type: none"> <li>– Accidentally going to an inappropriate website</li> <li>– Pop-ups</li> </ul>	

<b>Late</b>	<b>Definitions</b>	Not in class at the appropriate time	
	<b>Inappropriate</b>	– Student returns late after bell or from breaks	
	<b>Not behaviour related</b>	– Late due to circumstances out of their control	
<b>Lying/Cheating</b>	<b>Definitions</b>	Student delivers a message that is untrue and or deliberately violates rules	
	<b>Inappropriate</b>	– Cheating on tests – Copying work from others – Lying to anyone – Omitting the truth	
	<b>Not behaviour related</b>	– Misinterpretation of a message	
<b>Other conduct prejudicial to the good order and management of school - Theft</b>	<b>Definitions</b>	The acquisition of other's property without permission and with intent to permanently deprive	
	<b>Inappropriate</b>	– Taking another student's work/lunch/property/hats	– Taking a student's money – Refusal to return the property of another – Taking a staff member's property
	<b>Not behaviour related</b>	– Accidentally taking another's property eg confusion over whose lunch box belongs to whom	
<b>Other conduct prejudicial to the good order and management of school - Unsafe behaviours</b>	<b>Definitions</b>	Behaviours which endanger self or others	
	<b>Inappropriate</b>	– Running on the cement – Being in 'out of bounds' areas (within the school) – Climbing on/Sliding the outside of the stair railing – Jumping down stairs – Pushing to get into line – Using playground for 'tiggy' – Jumping over seats – Spitting – Using big balls in the undercover area – Encouraging others to fight	– Climbing on rooves – Using equipment unsafely eg. power points, fans – Projectiles eg. water bombs, egging, throwing objects, sling shots – Spitting on others

	Not behaviour related	Making unintentional contact with peers as part of a game – bumping into someone	
Physical Misconduct	Definition	Student engages in non-serious, but inappropriate physical contact without intent to harm.	Actions involving serious physical contact with intent to harm where injury may occur (e.g. hitting, punching, hitting with an object, kicking hair pulling, scratching, biting, abusive spitting).
	Inappropriate	<ul style="list-style-type: none"> <li>– Low level pushes,</li> <li>– Jostling with others</li> <li>– Play fighting</li> </ul>	<ul style="list-style-type: none"> <li>– hitting</li> <li>– punching</li> <li>– hitting with an object</li> <li>– kicking</li> <li>– hair pulling</li> <li>– scratching</li> <li>– biting</li> <li>– abusive spitting</li> </ul>
	Not behaviour related	– Accidental contact during a game	
Possess Prohibited Items	Definition	Student is in possession of substances/objects capable of causing bodily harm or property damage or declared by the school as prohibited	
Prohibited Items	Inappropriate	<ul style="list-style-type: none"> <li>– Possessions of water bombs</li> <li>– Chewing Gum</li> <li>– Laser pointers</li> <li>– Liquid paper/White-out</li> <li>– Spraying deodorant around the room/area</li> <li>– Spraying deodorant on another’s body (except head)</li> </ul>	<ul style="list-style-type: none"> <li>– Cigarettes</li> <li>– Matches, lighters</li> <li>– Firecrackers</li> <li>– Gasoline</li> <li>– Lighter fluids</li> <li>– Aerosol sprays such as spray paint</li> <li>– Condoms</li> <li>– Spraying deodorant into people’s faces</li> <li>– Using deodorant as a weapon</li> <li>– Sniffing deodorant, glue, petrol, paint</li> <li>– Water bombs in use or affecting others</li> <li>– Bringing guns, knives, other potentially dangerous items to school</li> </ul>
Misconduct involving object			
Substance misconduct involving tobacco and other legal substances			

			<ul style="list-style-type: none"> <li>– Using an item as a weapon to harm or threaten to harm</li> </ul>
	Not behaviour related	<ul style="list-style-type: none"> <li>– Finding a combustible item in the school grounds and surrendering it to the office</li> <li>– Using deodorants for personal use</li> <li>– Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day.</li> </ul>	
Property misconduct	Definitions	Low intensity misuse of property for a purpose for which it was not intended and does not cause physical harm to self or others	Students participating in an activity that results in substantial destruction or disfigurement of property
	Inappropriate	<ul style="list-style-type: none"> <li>– Breaking/damaging pencils, rubbers, rulers</li> <li>– Ripping/damaging paper or work</li> <li>– Misusing school bags (swinging, kicking, taking)</li> <li>– Drawing on desk</li> <li>– Throwing lunch or wrappers on the floor</li> </ul>	<ul style="list-style-type: none"> <li>– Breaking school property with intent</li> <li>– Throwing desks, chairs</li> <li>– Throwing rocks, objects at people and buildings</li> <li>– Computer misuse</li> <li>– Graffiti</li> </ul>
	Not behaviour related	<ul style="list-style-type: none"> <li>– Property misuse due to lack of knowledge/understanding/maturity</li> </ul>	
Substance misconduct involving illicit substance	Definitions	Student is involved in a process of consuming (past, present); dealing or in possession of alcohol, drugs or paraphernalia	
	Inappropriate		<ul style="list-style-type: none"> <li>– Any alcoholic products or illegal drugs, brought into the school grounds</li> <li>– Attending school seemingly under the influence of alcohol or a drug</li> <li>– Misuse of prescribed/non-prescribed medication</li> </ul>
	Not behaviour related	<ul style="list-style-type: none"> <li>– Prescribed medication accompanied by a doctor's letter and with parent consent – this is to be kept at the office</li> <li>– Where a medical condition exists</li> <li>– Asthma puffer, cough lozenges</li> </ul>	
Substance misconduct involving tobacco and other legal substances			

		– Student disclosing the use of drugs at home or elsewhere (refer to office)	
Threat/s to others		Making another feel uncomfortable or threatened	
	Inappropriate	<ul style="list-style-type: none"> <li>– Standing over a student to make them give their property (Teacher discretion. Inform office)</li> <li>– Telling a child if they do something (eg tell the truth) they will be hit after school (Teacher discretion. Inform office)</li> </ul>	– Gang-related behaviour
	Not behaviour related	– Being taller than another child	
Truant/Skip class	Definitions	Unexplained absence/s with or without parent’s knowledge	
	Inappropriate	<ul style="list-style-type: none"> <li>– Deliberate failure to return to class after an acceptable amount of time – consider age appropriateness</li> <li>– Student leaves class without permission or stays out of class without permission (phone office to report)</li> </ul>	<ul style="list-style-type: none"> <li>– Leaving the premises without permission</li> <li>– Repeated absence from school with/without parent permission</li> </ul>
	Not behaviour related	<ul style="list-style-type: none"> <li>– Absence due to health reasons or reasons out of the individual’s control</li> <li>– Authorised cool down time</li> <li>– At an official school appointment eg. Guidance Officer</li> <li>– Repeated lateness, early departures (record on roll)</li> </ul>	
Verbal misconduct	Definitions	Low intensity, infrequent instances of inappropriate language	<ul style="list-style-type: none"> <li>– Swearing or curse words directed towards others in a demeaning or provoking way.</li> <li>– Repeated intentional use of inappropriate language.</li> <li>– Disrespectful messages include negative comments related to religion, race, gender, ethnicity, appearance, disabilities or other personal matters</li> </ul>

	Inappropriate	<ul style="list-style-type: none"> <li>– Swearing or putting down directed at a student as a once-off eg swearing, demeaning, racial</li> <li>– Saying, “This sucks”</li> </ul> Swearing not directed at a person	<ul style="list-style-type: none"> <li>– Repeated name calling and personal attacks about self, peers and family members</li> <li>– Swearing at an adult eg “F.... you”, “F..... off”</li> </ul>
	Not behaviour related		
Third minor referral		Third occurrence of minor behaviour after previous minor behaviours have been addressed using traffic light or playground escalation procedure	

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

## Relate 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:

1. Recognise students displaying appropriate behaviour
2. State the expectation at Richlands East State School.
3. Corrective teaching and practise of what is expected.
4. Positive verbal acknowledgement.  
and/or
  1. Traffic light escalation (in class or playground), including parent contact
  2. Conference with child
    - Why do you think I'm talking to you?
    - Tell me what happened
    - What happened when you did that? (Focus on the impact on others, yourself and the students)
    - What is the expectation at Richlands East? What does this look like sound like, feel like?
    - How can this get fixed up? (input from any "victims" of the behaviour)
    - What can you do to make sure this doesn't happen?/What can you do instead?
    - What will happen if this goes on? What would other students say is a fair thing?
      - Outline of consequences/sanctions should behaviour continue.
    - Practise of expected behaviour by child
    - Plan for future action
  4. Contact parents
  5. Make up time.

### Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

## 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.
- Inform the Deputy Principal/Principal.

### 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:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - 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.
  - 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/her or to others.

Appropriate physical intervention may be used to ensure that Richlands East State School's staff demonstrate 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. The following records must be maintained:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

## **7. Network of student support**

Students at Richlands East 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
- Positive Choices Room Staff
- School Chaplain
- Senior Guidance Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health (CYMHS)
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

## **8. Consideration of individual circumstances**

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Richlands East 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 information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that 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

- School-wide 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

Principal

P&C President

Assistant Regional Director

Effective Date: ..... to .....

### **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 handed in at the office in the morning before school begins and collected at the end of the day. 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 Richlands East 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<sup>1</sup>, 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.

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

### **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 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*

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

#### Purpose

1. Richlands East State School 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 Richlands East State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Behaviours which could potentially lead to bullying and will not be tolerated at Richlands East State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Richlands East State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the

entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Richlands East State 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 to which our students are already accustomed.

## **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 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 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an 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.

Richlands East State 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 school-wide 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 5-step process (High Five) for non-physical incidents or the 1-step process for physical incidents (report to an adult in charge immediately) (see Appendix 6) 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. Richlands East State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. 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 Richlands East State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
15. Richlands East State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## WORKING TOGETHER TO KEEP RICHLANDS EAST STATE SCHOOL SAFE

We can work together to keep knives out of school. At Richlands East 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 a 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 or delegate 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, including suspension.
- 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 Richlands East State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Deputy Principal or Principal.

## Appendix 4

### Richlands East State School Incident Referral

Record Incident (Single Student)
Page Safe

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Student Curriculum & Assessment Behaviour Support Finance School Management Reports System Administration Help

#### Record Incident (Single Student)

##### Student Involved \*

Student \* Family name  Given names

Staff member \* Family name  Given names

Date of Incident \*

Incident Type \*

Location \*

Location Category \*

Subject

Restricted to \*

Witnesses [Select Witnesses](#)

##### Incident Details \*

Incident details should include information on:

- Location
- Staff and students present
- Lesson or event
- Observed behaviour of the student
- Who or what the behaviour was directed toward
- Action taken to de-escalate the behaviour

7000 characters maximum - 7000 characters remaining

[Guidelines](#)

##### Behaviour Strategies

Categories *	Strategies	Motivation for Behaviour	Referrals *
<input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Defiant/threats to adults <input type="checkbox"/> Disruptive <input type="checkbox"/> Dress code <input type="checkbox"/> IT misconduct <input type="checkbox"/> ...	<input type="checkbox"/> Referral to Positive Choices Prog -playground only <input type="checkbox"/> Natural Consequence <input type="checkbox"/> Redirection <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Yellow Traffic Light	<input type="text"/>	<a href="#">Select Staff</a>

##### Record of contact

Edit	Date of Contact	Contact Type	Contact Details
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

##### Attachments

Open	Delete	Name
<input type="text"/>	<input type="text"/>	<input type="text"/>

⚠ In accordance with the Information Privacy Act 2009 and the Right to Information Act 2009, all school-based employees need to be vigilant in the way personal information (of staff and students) is collected, stored, accessed, amended, used and disclosed.

Please remember that any information you record here may be released to the student and their family, and may be used to inform future decisions regarding the student's education.

## Appendix 5

### Incident Report

Name:..... Date: .....

Person Completing Form: .....

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred <b>immediately</b> before the incident? Describe the activity, task, and event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

