

Tamrookum State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour: Better Behaviour / Better Learning

1. Purpose

Statement of Purpose: To provide our students with an environment in which quality educational outcomes are achieved.

School Vision: Our school is committed to continuous improvement through systematic review and evaluation of curriculum and pedagogy. For students to participate fully in a modern world that is constantly and rapidly changing they need to be provided with opportunities to develop skills and understandings of information technologies, multi-literacies and communication, critical and higher order thinking, problem solving and teamwork.

School Motto: Our school motto supports our aim to promote the development of our students as responsible and active members of society who, with pride in their community, respect for themselves and consideration for other people are motivated to becoming lifelong learners: ***“Knowledge is Life.”***

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

A focus on promoting behaviours that facilitate learning is crucial to supportive, safe and cohesive learning communities that contribute to staff and student wellbeing.

In establishing a Responsible Behaviour Plan for Students, our school community is committed to the following values and beliefs:

- all members of the school community have the right to work and learn in a safe, supportive learning environment where positive relationships are fostered
- the effort to achieve positive behaviour is a shared responsibility of the student, the home and the school
- all students can learn to manage their own behaviours and accept responsibility for their actions.

The following rights underpin the Tamrookum State School Code of Behaviour:

- The right of all students to learn
- The right of all teaching staff, teacher aides, volunteers to teach
- The right of all to be safe in the confines of the school and whilst using internet.

All members of school communities are expected to: conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents/carers are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:

- provide safe and supportive learning environments both within the physical confines and whilst using the internet.
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/ carers
- promote the skills of responsible self-management.

Upon enrolment, all parties are expected to sign an agreement, including students (where appropriate), parents / carers and Principals. This agreement will require all parties to abide by the Tamrookum State School Responsible Behaviour Plan based on **The Code of School Behaviour** and other endorsed conditions stipulated by the school (**refer to appendix A**).

2. Consultation and data review

Tamrookum State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and South East Region Assistant Regional Director and will be reviewed in 2016 as required in legislation.

3. Learning and Behaviour Statement

Values & Beliefs

At Tamrookum State School our school community is committed to:

- striving for excellence in both effort and achievement
- student competency in numeracy and literacy
- mutual respect, empathy, co-operation and understanding
- a curriculum that prepares students for a technologically advanced and globalised world in life-long learning.
- a knowledge of cyber safety
- catering for individual differences
- self-control, self-motivation and responsible behaviour

- clear expectations and appropriate discipline
- active partnerships throughout the School Community
- effective community input into planning and decision-making.

All children are expected to self-manage their own behaviours in order to maximise learning opportunities. Tamrookum State School values a high standard of behaviour of all students. This will help provide a safe, supportive and disciplined environment that is essential for effective learning.

School Rules:

1. Behave in a manner that respects the rights of others including the right to learn.
2. Follow directions promptly
3. Keep hands, feet, objects, and inappropriate comments to yourself
4. Use school and other people’s property in an appropriate way
5. Never engage in Cyber bullying.
6. Be Sunsafe

DRESS CODE

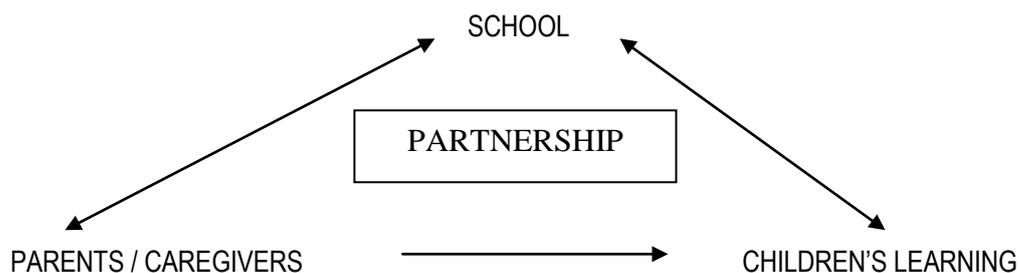
Our dress code reflects our school identity and pride. Tamrookum State School staff and P & C actively support and encourage all children to wear their uniform and to wear it proudly.

The Tamrookum 3C’s

The following 3C’s of Care, Consideration and Cooperation reflect the values and beliefs included in our vision and underpin the Responsible Behaviour Plan to create together a safe, supportive and disciplined learning environment through:

| | | |
|----------------------|--|---|
| CARE | <ul style="list-style-type: none"> • Caring for ourselves • Caring for others • Caring for the environment | through safe and sensible behaviour at all times |
| CONSIDERATION | <ul style="list-style-type: none"> • Showing respect to others and self • Showing courtesy to all • Considering the rights of others | including the right to be safe and learn without disruption |
| COOPERATION | <ul style="list-style-type: none"> • Understanding that with rights come responsibilities • Accepting consequences for personal behaviour • Displaying pride in ourselves, our community and our school | adhering to school rules at all times; cooperating with others; and maintaining an appropriate dress standard |

To optimise all opportunities for learning it is important that a partnership exists between the parents/caregivers and the school, the parents/caregivers and their child/children’s learning and a partnership between the school and the children.



4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

At Tamrookum State School, processes and procedures to uphold our values and beliefs about learning and behaviour include a wide variety of proactive strategies coupled with effective approaches to more problematic behaviours.

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



Whole-School Behaviour Support

In order to recognise and encourage positive student behaviour, the following proactive and reactive whole school behaviour strategies and programs are implemented across the school:

- Clear communication of expectations, roles, rights and responsibilities of all members of the school community
- Classroom Management Plans incorporating proactive and reactive strategies, class rewards and acknowledgements and consequences for unacceptable behaviour
- Professional Development for staff
- Collaborative Curriculum Planning to ensure consistency and alignment of curriculum and pedagogy
- Engaging curriculum based on the Early and Middle Phases of Learning Philosophies
- Effective teaching and learning strategies that promote engagement of all students
- Explicit teaching and modeling of appropriate behaviours
- Explicit teaching by Police of Cyber Safety and cyber bullying.
- Inclusive practices
- Supported eating and play through student support services for students with disabilities not coping in the playground
- Individualised learning programs
- Implementation of Individual Behaviour Support Plans to meet individual student needs
- Values Education
- Social skills programs
- Extra Curricular activities
- Student leadership programs - student council, sporting captains, playground leaders, peer mediation programs
- Proactive / reactive targeted bullying programs: Interwoven with our Responsible Behaviour Plan for Students is our Anti-Bullying Policy developed as part of the "Friendly Schools and Families Program". This is a proactive program with discreet lessons to help children develop assertive skills within the school.
- Positive reinforcements consistently applied: awards on parade, "Sunshine" awards for commendable playground behaviour, commendation visits to Administration; student of the month awards; specialist teacher awards
- To encourage students to uphold the Code of Behaviour and acknowledge those who achieve this consistently, five levels of behaviour recognition have been established. Student positions on these levels are reviewed twice per term. Students receive certificates for improving their behaviour to a higher level. Each Term, students who achieve 50 Sunshine Awards are invited to a Positive Reward Day with their parents.

Student Empowerment

Opportunities will be made for our children to be challenged to maintain a positive outlook towards their rights to learn, their responsibility to allow teachers to teach and their rights to be safe.

Targeted Behaviour Support

Due to their inappropriate behaviours, some students may be at risk of educational underachievement. Teachers respond to minor breaches of behaviour according to protocols established in their Classroom Management Plans. Further targeted behaviour support may be required for identified students and or those who consistently breach the Responsible Behaviour Plan – examples may include, but are not limited to: physical aggression, persistent non-compliance, inappropriate language.

The following practices are in place for inappropriate behaviours:

- Conferencing between Teacher / Administration and Student
- Liaison between school personnel and parents/carers in the development and implementation of Individual Behaviour Support Plans
- Student referral to school Guidance Officer and / or external agencies
- Anti-bullying programs
- Supported play programs available to all year levels
- Flexible learning options.

Intensive Behaviour Support

Due to their inappropriate behaviours, some students may be at considerable risk of significant educational underachievement. Other students' conduct may pose risks to the safety and well-being of members of the school community. In these situations, case managers employ a variety of more intensive behaviour support mechanisms as:

- Parent / Teacher / Administration conference meetings
- The development of Individual Behaviour Support Plans detailing modified curriculum and assessment, classroom activities and or playground programs to address learning needs of individuals and groups
- Counselling with Guidance Officer
- Inclusion in social skilling / anger management programs involving outside agencies
- Referral to Behaviour Advisory Teacher (BAT) / external agencies (e.g. Child Youth and Mental Health) / alternative education sites (e.g. RAPT, Positive Learning Centres – STEPS or PLACE, Bardon Road Behaviour Support Program, Tennyson Special School)
- Modified attendance time to build success
- Specific special education strategies to support students with disabilities and learning difficulties that also have behavioural control difficulties, which may include, but are not limited to:
 - a. Visual School Rules
 - b. Visual Behaviour Plans used as a de-briefing tool
 - c. Visual and Written Social Stories targeting specific appropriate behaviour
 - d. Explicit teaching of appropriate behaviour
 - e. Detailed Behaviour Support Plans in Individual Education Plans (IEP / EAP) that outline positive and reactive strategies required to support the student. Details include information on environmental changes, focused support, and positive programming. Reward systems and clearly defined consequences for inappropriate behaviour are also clearly outlined.

5. Emergency responses or critical incidents

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

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and

- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- One School behaviour incident entry
- One School record of contact entry
- Health and Safety incident record
- debriefing report (for student and staff).

Please note that these guidelines do not apply to planned use of physical intervention for students with severe self-injurious (e.g. head banging) or self-harming (e.g. deliberate cutting of self) behaviours. The use of physical intervention as a planned strategy for self-injurious or self-harming behaviours can only be considered within an intensive behaviour support program for a specific individual.

6. Consequences for unacceptable behaviour

Tamrookum State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The OneSchool data system – behaviour incident report is used to record all minor and major problem behaviour.

Minor and major behaviours

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

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

Minor 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 problem behaviours
- do not require involvement of specialist support staff or Principal.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Principal.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

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

Suspension or a Proposal to Exclude

Suspension – is applied after consideration has been given to all other responses. While suspensions may be applied in any of the phases of learning (early, middle, or senior), it is particularly important to consider the age and maturity of students, timing of the decision, individual circumstances relating to the student and the needs and rights of school community members. Grounds for suspension include disobedience, misconduct and other conduct of the student that is prejudicial to the good order and management of the school or state schools. The student is withdrawn from interschool sport for the week of the suspension.

On re-entering school after suspension or exclusion, students and parents will be asked to have an interview with the Administration team. This meeting will focus on the establishment of an Individual Behaviour Support Plan.

Exclusion - A student may be suspended with a proposal to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, a student may be suspended with a proposal to exclude for the student's contravention of a Behaviour Improvement Condition.

Behaviour Improvement Condition – A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion i.e. if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools 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

Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

7. The Network of Student Support

The network for support at Tamrookum State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- Special Needs Advisory Committee
- School Guidance Officer
- Regional Senior Guidance Officer
- Advisory Visiting Teachers –Behaviour, ESL, SLI, PI, HI, VI, ASD
- Police Liaison Officer
- Indigenous Liaison Officer
- Alternative educational programs: BEN Centre, RAPT, Bardon Road Behaviour Support Program, Tennyson Special School or Postive Learning Centres – STEPS or PLACE
- Autism Qld

Government agencies such as the local Child Youth Mental Health Service, Department of Communities (Child Safety), Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

8. Consideration of Individual Circumstances

When choosing responses to student behaviour, a range of significant factors is considered. These include context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

Consequences for breaking the rules or breaching the School's Responsible Behaviour Plan for students vary according to a number of factors which may include:

- Age of the child / Developmental Stages of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

Tamrookum State School is mindful that students at educational risk are supported to develop appropriate socially acceptable behaviours so they can become responsible members of the community as indicated in the below statement. Students at educational risk are those students whose experience of schooling, together with other factors in their lives, makes them vulnerable to not completing twelve years of schooling or equivalent qualification, or not achieving to their potential, the essential knowledge and skills for effective participation in work, relationships and families, and as active citizens in the community.

Consideration is also made concerning students with disabilities and the impact any disabilities have on their ability to control behaviour, being mindful that all students and staff have a right to learn and work in a safe, supportive environment.

9. Related Legislation

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

10. Related Policies

- 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
- Code of Conduct for School Students Travelling on Buses

11. Some Related Resources

- 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
- National Framework for Values Education in Australian Schools
- National Framework for Values Education in Australian Schools – Queensland
- MindMatters
- School Wide Positive Behaviour Support

Endorsement:

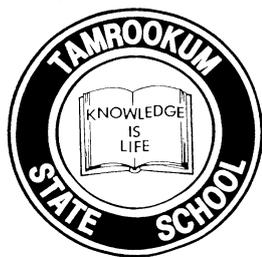
Ms Liz Salmoni
Principal

Mrs Lou Cheevers
P&C President

Ms Samantha Knowles
Assistant Regional Director

Date effective :

June 2013 to June 2016



TAMROOKUM STATE SCHOOL

Enrolment Agreement for Responsible Behaviour

Date

Dear Parents / Guardians,

At Tamrookum State School our school community is committed to the following values and beliefs:

- all members of the school community have the right to work and learn in a safe, supportive learning environment where positive relationships are fostered
- the effort to achieve positive behaviour is a shared responsibility of the student, the home and the school
- all students can learn to manage their own behaviours and accept responsibility for their actions.

All members of school communities including **students, parents and staff are expected to:** conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- attend school regularly and participate actively in the school's education program
- take responsibility for their own behaviour and learning including meeting homework requirements
- demonstrate respect for themselves and wear school uniform with pride . Show other members of the school community and the school environment due respect
- behave in a manner that respects the rights of others, including the right to learn and abide by all school rules
- cooperate with staff and others in authority.

Parents/carers are expected to:

- show an active interest in their child's schooling and progress including attending open evenings and parent interviews
- cooperate with the school to achieve the best outcomes for their child and inform school if there are any problems that may affect the child's learning ability
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour and inform the school of reason for absence
- inform the school if your address or phone numbers change
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:

- provide safe, challenging and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management
- treat students and parents with respect and tolerance
- provide information regarding school curriculum, children's progress, responsible behaviour plan, extra curricular activities and inform parents on any major issues.

Should your child be suspended you will be expected to collect your child immediately.

We agree to abide by the Tamrookum State School Responsible Behaviour Plan based on *The Code of School Behaviour* and other endorsed conditions stipulated by the school.

Student Name:..... **Signature:**.....

Parent / Guardian Name:..... **Signature:**.....

Principal Name: **Signature:**.....

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Tamrookum State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

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

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, ipads, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

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

Purpose

1. Tamrookum State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Tamrookum State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Tamrookum 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 Tamrookum 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 Tamrookum 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 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 school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. 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.

10. Tamrookum School uses behavioural data for decision-making. Behaviour incidents are entered into *OneSchool* 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.