Banana State School 2018 - 2021 Responsible Behaviour Plan for Students

The Code of School Behaviour

Better Behaviour Better Learning

1. Purpose

Banana State School is committed to the provision of a safe, supportive, and disciplined learning environment, 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

Banana State School developed this plan in consultation with our school community - parents, staff and students. A review of school data relating to attendance, suspensions and exclusions, unexplained absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director, Kay Kirkman, in February 2018, and will be reviewed in 2021 as required in legislation.

3. Learning and behaviour statement

- At Banana State School we expect high standards of personal achievement and behaviour.
- Our school community has identified the following school rules for all members of our school community to follow:
  - Be respectful
  - Be a friend
  - Be prepared.
- We expect all students to take responsibility for their actions and make good choices.
- Students are expected to demonstrate a positive attitude towards others.
- Our school is committed to doing something about bullying; refer to Appendix 1, where our Bullying Prevention Strategy is outlined.
- Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education and Training's Code of School Behaviour.
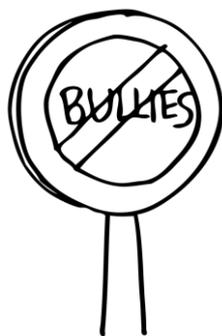
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- **Universal behaviour support**
- A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School Expectations Matrix on the next page outlines our agreed rules and specific behavioural expectations in all school settings.

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The Code of School Behaviour

Better Behaviour Better Learning

		ALL AREAS	CLASSROOM/ LIBRARY	PLAYGROUND	STAIRS	TOILETS	BUS LINES/ BIKE RACKS
BE RESPECTFUL		▪ Take responsibility for your own actions ▪ Respect others ▪ Respect staff ▪ Show good manners ▪ Respect property and care for equipment ▪ Care for the school environment ▪ Put things away ▪ Walk, not run ▪ Be polite ▪ Stand in line, quietly	▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner ▪ Respect others' right to learn ▪ Raise your hand to speak ▪ Ask permission to leave the classroom ▪ Respect school books ▪ Don't talk over the top of each other or the teacher ▪ Stay in my seat ▪ Put my hand up ▪ Use my indoor voice ▪ Hold scissors pointing down	▪ Participate in school approved games ▪ Use self-control ▪ Use school equipment in a responsible manner ▪ Pick up your rubbish	▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items securely down the stairs with you	▪ Respect privacy of others ▪ Look after school property	▪ Use own bike only ▪ Walk bike to the gate ▪ Wait quietly under the building and then walk to the gate and wait inside until the bus stops
BE A FRIEND		▪ Use polite language ▪ Wait your turn ▪ No bullying ▪ Keep hands, feet and objects to yourself ▪ Treat others as you'd like to be treated ▪ Be inclusive, as everyone in this school is your friend ▪ Be careful and kind ▪ Share and take turns ▪ Listen carefully ▪ Help others	▪ Be honest ▪ Listen and look when someone is talking to us ▪ Be helpful ▪ If you can't say something nice, don't say anything at all ▪ Look after each other's things	▪ Be a problem solver ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Be safe ▪ Consider the feelings of others	▪ Wait your turn ▪ Show self-control when using the stairs		▪ Have your name marked on the bus roll ▪ Leave school promptly
BE PREPARED		▪ Be on time and ready to learn ▪ Come to school dressed properly ▪ Be in the right place at the right time ▪ Follow instructions straight away ▪ Clean up after yourself ▪ Be polite	▪ Complete set tasks ▪ Take an active role in classroom activities and do your best ▪ Keep work space tidy ▪ Talk in turns ▪ Sit nicely on the carpet	▪ Return equipment to appropriate place at the bell ▪ Care for the environment ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat ▪ Bring a healthy lunchbox	▪ Walk quietly and orderly so that others are not disturbed	▪ Wash hands ▪ Walk ▪ Use toilets during breaks	▪ Keep your belongings nearby

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

- Explicit teaching of appropriate behaviour to all students
  - Providing differentiated curriculum within the school's pedagogical framework to engage students and promote learning organised into a tiered continuum of behaviour supports.
  - Defining, teaching, reteaching and modelling the expected behaviours and providing opportunities for practice in the settings in which they will be used.
  - Actively supervising students, promoting expected behaviour, preventing and correcting inappropriate behaviour and acknowledging positive behaviour continuously.
  - Differentiating behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills to:
    - all students

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- identified groups of students whose behaviour still does not meet the behaviour expectations despite the teaching given to all students
- identified individual students whose behaviour continues to be inappropriate despite participating in the teaching given to all students and their involvement in small group programs.
- Ensuring differentiated approaches recognise disability, while not accepting inappropriate behaviour.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Banana State School Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff.
- Individual support profiles are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  o Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) Appendix 1
  o The Use of Personal Technology Devices* at School Appendix 2
  o Knives at school Appendix 3

Teachers build strong, positive relationships with students using the following rewards for appropriate behaviour both in and out of the classroom

- working with parents to address any concerns about student wellbeing at school
- implementing school policies and procedures – homework, dress code, school rules
- supporting Student Council initiatives
- taking students on camps and excursions
- taking students for sport and other activities outside of the classroom
- encouraging and assisting students to achieve their goals.

We believe in recognising positive behaviour and rewarding student achievements. Classroom teachers use a range of age appropriate strategies. Awards are regularly presented on weekly parades.

Beaut Banana Citizens

Staff members hand out 'Yellow Cards' to students they **observe** following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules, they can choose to give them a Yellow Card. Students can drop the Yellow Cards in the designated collection box at the School Office. Staff members can elect to save the cards and place them in the collection box if this is an easier strategy.

On fortnightly parades, 10 cards are drawn out of the collection box. These students are able to choose a reward from a Prize Box. All cards are kept and the positive behaviours recorded in OneSchool.

Banana Gems
All students commence on the Bronze Level and then work through Silver, Gold, and Diamond Levels. There will be a culminating event for this tiered reward program at the end of each term; this could be a school trip based upon an enjoyable and educational outing, such as a musical performance or a special afternoon tea with parents.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for working together to fix and prevent problems. There are times when students do actually learn from making mistakes. Students need to understand that there are consequences for their actions. Staff members are required to consistently implement the strategies embodied in this plan in a fair and calm manner.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to discuss our school's expectations with the student and ask for a change in behaviour. Students should be given a warning and the opportunity to correct their behaviour. Staff should act promptly so that learning is not disrupted and students don't get hurt.

Our preferred way of re-directing low-level problem behaviour is to ask them to think about what they've done and how they might be able to act more respectfully, how their actions have impacted on others and what they could have done differently. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. around them.

- **Targeted behaviour support**

Each year a small number of students at Banana State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.
Individual programs are put in place for these students. These programs will be designed to address a student's particular needs. There will be a focus on building better behaviour, so there will a reward incorporated for the sustained display of positive social behaviour. Students, staff, parents and the Principal will all have a role in developing these individual programs.
Students whose behaviour does not improve after participation in such a program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

- **Intensive behaviour support**

Banana State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. In our small school, staff members develop appropriate behaviour support strategies for these students on an individual basis. The impact of support for individual students is monitored through continuous data collection. The student

will usually play an active role in this data collection and be encouraged to take some responsibility for communication between home and school.
Staff members make adjustments as required for the student, and work co-operatively to achieve continuity and consistency.

A referral system is put in place when a student has needs requiring the intervention of specialist staff. A staff member contacts parents to begin the referral and support process. If a support team is established, this could include individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Emergency responses or critical incidents

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

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

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

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

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

Approach the student in a non-threatening manner
> (Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, 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 Banana 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
- debriefing report (for student and staff) (Appendix 5).

6. Consequences for unacceptable behaviour

Banana 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. It is also very important that all students aren't forced to accept consequences for the

unacceptable behaviour of some students. A referral form (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour. Parents are contacted at this point and an interview is arranged to discuss the unacceptable behaviour; all staff who have recorded incidents are asked to be present at this interview.

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 Principal

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause suspicion 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 the 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 aimed at a resolution with the student, apology, restitution or detention for work completion.
- a logical individual exclusion that does not involve the whole class or group.
- behaviour monitoring for a defined period, in which the student is required to make a visible effort towards achieving expected school behaviour.
- 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 the Principal.

Major behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to the Office.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal from classroom, alternate lunchtime activities – such as doing jobs, loss of privilege, restitution – including replacement of damaged equipment, loss of break times, warning regarding future consequence for repeated offence
                                        AND/OR
- **Level Two:** Parent contact, referral to specialist personnel, suspension from school

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Student Disciplinary Absences are to be used after consideration has been given to all other responses.

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

	Area	Minor	Major
Being Respectful	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance
Being a friend	Movement around school	• Running on concrete or around buildings • Running up or down stairs • Not walking bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other		• Possession or selling of drugs
Being prepared	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Littering	
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

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 from all staff members
At Banana State School, all staff members are authorised to issue consequences for problem behaviour and 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.

7. Network of student support

Students at Banana State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Teacher Aides
- Administration Staff
- School Cleaner
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Based Police Officer.

Support is also available through the following government and community agencies – Disability Services Queensland, Child and Youth Mental Health, Queensland Health, Department of Communities (Child Safety Services), Police and the Banana Shire Council.

Students are also introduced to online support through trusted websites such as Bullying No Way!

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.

Banana 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 nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

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

The Code of
School Behaviour

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Endorsement

_____   _____
Principal   **P&C President or**
                                           Chair, School Council

Date effective: from …………………………………………. to ……………………………………

**Bullying Prevention Strategy
(including Cyberbullying)**

Rationale

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

School community beliefs about bullying

Bullying is repeated intimidation intentionally carried out by a more powerful person or group in order to cause physical and/or emotional hurt.

Each instance of behaviour, including bullying and harassment, in our school should be dealt with on an individual basis, dependent on the situation, the persons involved, the needs of the person experiencing the behaviour and the seriousness of the incident, conducive to a supportive and safe school environment.

Students need to learn to distinguish appropriate and inappropriate behaviours as a part of their development at school, at home and within the community. There is a responsibility of schools and families to support students in developing conflict resolution skills and resilience, and sustain this during a variety of social interactions at home, in the community and at school.

Bullying behaviour might include;
1. Physical: Pushing, kicking, hitting, pinching and other forms of violence or threats
2. Verbal: Name-calling, sarcasm, spreading nasty rumours, cruel teasing
3. Emotional: Excluding, tormenting, ridiculing, humiliating, threatening gestures
4. Racist: Using racist taunts, gestures or graffiti
5. Sexual: Abusive sexual comments, homophobic slurs or gestures
6. Cyber or online: Texting hurtful comments, setting up hate websites, phoning a mobile to abuse a victim.
7. Indirect bullying: spreading rumours, or explicit ostracism from social groups or activities.

Banana State School practices a "zero tolerance" approach to harassment, intimidation and bullying in all its forms in line with Education Queensland's Student Protection Policy. Our school and school community endorses each teacher's right to teach, each student's right to learn and the right of all school community members to safety.

Bullying undermines such values and prevents students from achieving their full potential in the educational and social setting. Bullying affects *all* members of the school community and we are committed to providing a safe and supportive learning environment for all. For these reasons bullying cannot be tolerated and must be addressed with immediacy and consistency.

At Banana School bullying of any kind is not tolerated and the members of Banana State School accept their responsibility to promote positive relationships and to prevent bullying.

Educational Programs

It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Banana State School. At Banana State School we use the following educational strategies.

- We ensure pupils are exposed to Bully Prevention Strategies and information through the delivery of the Australian Curriculum V8 HPE Units from Prep to Yr 6, the delivery of the 'Respectful Relationships' program from Prep to Yr 6 and the work of the School Chaplain.
- Students are proactively involved in writing anti-bullying codes for their classroom or conducting surveys to find out where, when and how bullying is occurring.
- We inform parents that bullying will not be tolerated.
- We keep records of incidents.
- We train students in acceptable ways of behaving.
- We encourage and reward good behaviour.

Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Banana State School we promote effective social skills and positive relationships by:

- Ongoing recognition of positive behaviours through setting Behaviour Goals for each term based upon our School Expectations and our Banana Gems Program.
- Fortnightly, Beaut Banana Citizen Awards are given out on parade. These students are nominated by any member of staff at Banana State School for displaying positive behaviours and social interactions with peers, staff and visitors.
- Development of classroom specific behavioural expectations aligned to our school's Responsible Behaviour Plan
- Annual orientation to school's Responsible Behaviour Plan, outlining school-wide expectations
- Continued feedback to parents through phone calls and face-to-face interviews
- Allowing all students to have time with our School Chaplain to talk about their feelings and/or any problems they may be having.

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

Banana State School does not accept, condone nor tolerate bullying, harassment, teasing in any form. Our **Responsible Behaviour Plan** reflects the strategies and consequences in place for dealing with bullying. If bullying is reported or suspected, it needs to be addressed immediately. The member of staff who has witnessed the incident or has been approached about an incident should ensure the safety of the victim and deal with the issue immediately and appropriately. A clear account of the incident should be recorded and given to the principal or school delegate.

The principal or school delegate will investigate the issue by:
- Interviewing all concerned
- Recording the incident and findings
- Notifying parents/caregivers that an incident is being investigated

The principal needs to manage the complaint by:
- Establishing the details of the complaint including how the complainant wishes the situation to be resolved
- Notifying parents/carers of the victim and bully that an incident is being investigated
- Advising all of their rights and responsibilities
- Attempting to find a resolution that is acceptable to all concerned
- Recording the incident and findings

Dealing with the incident through strategies such as
- Conflict resolution
- Implementing consequences Counselling through referral to School Chaplain or Guidance Officer for both the bully and the victim
- Keeping teachers, parents/carers informed

At Banana State School, we ensure there are consequences for inappropriate behaviour and rewards for good behaviour that are clearly stated and known by all and enforced. As bullying is so destructive, we take positive steps to eradicate it.

At Banana State School we support victims and perpetrators by:
- Ensuring something is done to protect the victims and stop bullying, fighting or cruelty
- Giving students access to help privately; listening to them and encouraging them to tell about bullying in safety
- Talking about and incorporating anti-bullying strategies in lessons and on parades
- Encouraging all staff in classrooms and on Playground Duty to be vigilant and fair in their responses to bad behaviour
- Celebrating the differences of individuals
- Working to raise children's self-esteem
- Being assertive, not aggressive role models
- Not blaming victims for being bullied
- If the victim is hurt, we seek medical attention and ring the parents
- Assuring parents that we are dealing with the situation and keeping them informed.

At Banana State School, the consequences for bullying might include the following:
- If bullying is witnessed, the first step is to remove the bully, perhaps to 'time-out' where they can go and cool off
- Negotiating ways for the bully to accept responsibility for his/her actions; an attempt will be made to help bullies change their behaviour
- Working towards an apology that includes recognition that bullying behaviour is wrong; wherever possible the students will be reconciled
- Sitting down with the Principal and talking about what happened and why, in these discussions, facts will be stated about unacceptable behaviour and the consequences of actions
- Having discussions that allow everyone a chance to air their grievances and to resolve minor incidents
- Withdrawal of school excursion privileges
- Filling in a report on OneSchool, sending a letter home and/or holding a meeting with parents
- Keeping bullies in during breaks and/or having them eat alone

- Having the bully on an 'In-House' Suspension when his/her work is done alone for a designated period ie day/ week.
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate.

Consistency is extremely important, two aspects are important here, each staff member needs to develop "individual consistency" within his/her own teaching; "school-wide consistency" is also necessary in that all staff members are adhering as closely as possible to the agreed policies and strategies for the school.

Signs of bullying

Bullying/harassment/teasing comes in many forms that staff, students and parents need to be aware of including:

- Physical Assault including bumping, pushing, shoving, hitting, punching, hands on others, knocking hats off heads)
- Altering personal belongings of others, handling/shifting hats, bags, books, pencils etc with the intention to annoy, tease or harass
- Verbal assault, abusive and/or inappropriate language
- Inappropriate 'joking' about issues sensitive to others
- Inappropriate body language, gestures such as pointing at, looks and insinuating or suggestive actions
- 'Put downs', name calling, continuous teasing of any form
- Excluding from a group or situation
- Note writing about other people
- Emails, chat-lines on the internet using threatening language etc
- Inappropriate mobile/telephone contact including text and video messaging

Other forms of behaviour distinguished from bullying that need to be dealt with as unacceptable behaviours are:
- Rough Play
- Name calling (two way)
- Fighting

Bullying may occur by individuals or groups (ganging) against individuals or groups (victims).

Ways parents can help students affected by bullying behaviour

Parents can assist in making major difference to the mindset of children vulnerable to bullying. Some suggestions include:
- **Closely monitor** your child/ren's **feelings** about school and other children. Look beyond the superficial responses (eg; "How was school today?" "Good.") and check for signs of real contentment
- When bullying is detected, it is important to **listen carefully** and find out exactly what is happening. Don't get angry and ring the school immediately. Find out who said what, and why. Remain calm but supportive, confident and protective.
- **Take measured action**. For example, telephone and make an appointment with the appropriate person at the school (Teacher or Principal). You may ask the child who would be best to talk to. Discuss

- what has been happening, and why. Work out a joint strategy with the school, for example, what you'll do and what the school will do.
- **Keep records**. Every bullying incident must be recorded, so that the school has clear evidence of what is going on. (It's not enough to say, 'Sally has been bullying my daughter.' A school needs dates, words said, actions, if it is to respond effectively.)

Initiate actions designed **to build up your child's confidence and self esteem**, such as:

- Spending more time with him/her in favoured activities (eg; sport, hobbies, outings, etc)
- Praising him/her for achievements and for being 'such a great kid'
- Avoiding negatives, including things you normally nag about. Now is not the time for criticism!
- If something goes wrong (eg; a bad mark, some crisis or other), reminding him/her that he/she is a wonderful person, and that whatever went wrong is trivial (as appropriate).
- **Foster friendships** and a positive peer group. Encourage your child to invite friends home, or offer to take them out for a special treat, thereby strengthening the network and intimate relationships. Whatever you do, don't treat the peer group as the enemy. This will isolate your son/daughter and make him/her even more unhappy and vulnerable.
- **School Chaplain** is available to students, parents and staff to discuss issues which may arise from resolving bullying incidents.

Teach your child how to be confident. This is largely common sense, but here are reminders:

- 'Walk tall'; don't hunch or 'crumple'
- Look people in the eye; don't stare at the floor
- Speak clearly and distinctly, not in a whisper
- Breathe calmly and keep the pace normal, don't fidget and twitch
- You may like to **demonstrate** these things, and explain that sometimes other people take advantage of you if they think you're scared
- If specific hurtful words were used, it can be helpful to '**desensitise**' your child to such words
- Laugh about them. Talk about how silly words are
- Offer appropriate advice about ways to 'deflect' the bullying, such as non committal replies. Whatever you do, don't advise a violent response. This will only make the situation worse, and could put your child in the wrong.

Constantly check for progress, and keep the school informed of how things are going. As a parent, you are well placed to know what's happening. Remember that our door is always open!

Reporting and monitoring bullying

At Banana State School, reports of bullying are taken seriously. Students and parents may report bullying in the following ways:-

- Directly to a member of staff
- Data collected through class discussions
- Via an annual survey of bullying incidents

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Banana State School uses a whole school approach to supporting acceptable and unacceptable student behaviour, which includes staff, parents and students. Staff are actively involved in planning approaches used to support student behaviour to ensure consistency throughout the school. Support for students, staff and parents are also available through our Cluster Behaviour Management Teacher and the Guidance Officer.

Staff are encouraged to document all reports of bullying as they arise to capture data to better inform the school's Responsible Behaviour Plan. This may take the form of:

- Anecdotal Records of classroom incidents
- OneSchool Incident Application as part of the Behaviour Module

Related legislation

- *Education (General Provisions) Act 2006*
- Education (General Provisions) Regulation 2006
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Workplace Health and Safety Act 1995*
- Workplace Health and Safety Regulation 1997

Related policies

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

Some related resources

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

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, iPods 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.

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 Banana 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 bullying[1] 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
  may be subject to discipline (including suspension and recommendation for exclusion).

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

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

Facebook
As Facebook is available to people over the age of 13, we do not promote the use of this social network with our students.

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.

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[1] *The Department of Education and Training does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

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 Principal.

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

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Knives at school

We can work together to keep knives out of school. At Banana State School:
• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student who has a knife at school can receive very serious consequences.

What kinds of knife are banned?

Students are not allowed to have any type of knife at school including:
• flick knives, ballistic knives, sheath knives, push daggers, trench knives,
  butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

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

What will happen if a student brings a knife to school?

• If a student has a knife at school, the principal may call the police and of course, parents.
• With the parents present, police can search the student and his/her property at school if they think the student has a knife.
• If a student has a knife at school, he/she may be disciplined with suspension.
• If the principal thinks a student has a knife in his/her bag, the bag can be confiscated until police arrive.
• If a student has a knife at school, it can be confiscated by the principal and given to the police.
• Any student may face serious disciplinary consequences if he/she brings a knife to school.

How can students help to keep Banana State School safe?

• Contact the teacher if they being bullied or threatened at school.
• Immediately tell a teacher or adult if they think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

The Code of
School
Behaviour

Better Behaviour
Better Learning

Queensland
Government

Banana State School
Behaviour Referral Form

Problem Behaviour			
Minor (Please tick)		**Major** (Please tick)	
Defiance/Disrespect Low intensity brief failure to follow directions		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		**Physical Aggression** Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		**Inappropriate / Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		**Disruption** Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		**Dress Code** Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		**Harassment / Bullying** Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Be Respectful		Be a Friend		Be Prepared	
Others involved in incident					
None		Peers	Staff	Other	

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions that can be asked of misbehaving students after a challenging situation:
- What happened?
- What were you thinking at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions? In what way?
- What do you think you need to do to make things right?

Questions for those who were harmed:
- What did you think when you realised what happened?
- What effect has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.