Deception Bay North State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour
(Revised June 2018)

1. Mission

At Deception Bay North State School, we are committed to fostering respectful, responsible, resilient learners in a safe, supportive and disciplined learning environment.

As a Positive Behaviour for Learning (PBL) school, we are committed to increasing the consistent use of positive teaching and reinforcement strategies among all school staff and the school community, to decreasing the need to use reactive measures in our school, and to implementing effective intervention to support student behaviour and well-being.

2. Purpose

This 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.

Every member of the school community, staff, parents and students, plays an important role in creating an environment where students learn, achieve and thrive.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Our school plan communicates our shared expectations for student behaviour to staff, parents and students.

3. Consultation and data review

Deception Bay North State School developed this plan in collaboration with our school community. One School student data including One School behaviour records, absence data, attendance records, School Wide positive Behaviour SET Survey results and School Opinion Survey data also informed the development of this behaviour plan.

4. Learning and behaviour statement

All areas of Deception Bay North SS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our
school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Using a whole-school approach to promote positive behaviour across the school will develop a safe and productive learning environment. In our whole-school approach the school community works together to establish the expectations for behaviour. The expectations are simple, clear and explicit.

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

- I am Respectful
- I am Responsible
- I am Resilient
- I am a Learner

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

**Setting up for Success – Effective Classroom Practices**

Effective, research-based classroom practices and have been modified to meet the needs of Deception Bay North SS. They increase instructional time and increase student engagement time.

Positive Behaviour for Learning schools include the following practices

- Expectations & rules
- Procedures & routines
- Strategies to acknowledge appropriate behaviour
- Strategies to respond to inappropriate behaviour
- Active supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty

Each week Positive Behaviour for Learning (PBL) lessons will be provided. The weekly focus will be introduced during school parade each Monday, and the lessons continued daily.
Classroom Behaviour Support Plan and Classroom Display

All teachers, including support teachers and specialist teachers, will display a classroom Behaviour Support Plan. This plan outlines how behaviour will be managed within the teacher’s learning environment (Appendix A).

Classroom Behaviour Display
Each classroom at Deception Bay North SS will display the following in the classroom/learning environment:

- School Rules
- School Behaviour Matrix
- Classroom Rules
- Classroom Behaviour Support Plan
- Rewards system
- Consequences system
- PBL posters (lessons)
- Essential Skills for Classroom Management Flipchart (located on teacher’s desk)

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Deception Bay North SS we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

Research shows that students are more likely to respond positively when they know what is expected of them and when responses to behaviour are fair and consistent. Classroom behaviours are aligned with school-wide expectations and referred to regularly.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
## Deception Bay North State School
### Expectations Matrix

<table>
<thead>
<tr>
<th>School Rules</th>
<th>All Settings</th>
<th>All Teaching Areas</th>
<th>Playground</th>
<th>Toilets</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I AM A LEARNER</strong></td>
<td>- Show Whole Body Listening - Use kind words - Look after belongings - Follow instructions - Place rubbish in the bin - Keep hands, feet and objects to yourself</td>
<td>- Show Whole Body Listening - Use kind words - Look after belongings - Follow instructions - Place rubbish in the bin - Use an inside voice - Share and take turns - Hands up to speak - Ask before leaving room</td>
<td>- Use kind words - Look after belongings - Follow instructions - Place rubbish in the bin - Share and take turns - Use friendly behaviours - Keep hands, feet and objects to yourself</td>
<td>- Look after bathroom facilities - Follow instructions - Place rubbish in the bin - Respect others' privacy</td>
<td>- Show Whole Body Listening - Look after belongings - Follow instructions - Place rubbish in the bin - Walking not talking</td>
</tr>
<tr>
<td><strong>I AM RESPECTFUL</strong></td>
<td>- Right place, right time - Show friendly behaviours - Ready to learn - Use time wisely</td>
<td>- Right place, right time - Show friendly behaviours - Ready to learn - Use time wisely - Be on task - Walk in the classroom - Stop and knock</td>
<td>- Right place, right time - Show friendly behaviours - Ready to learn - Use time wisely - Be on task - Walk in the classroom - Stop and knock</td>
<td>- Right place, right time - Show friendly behaviours - Use the correct toilets - Use toilet paper appropriately - Flush toilet and leave tidy - Wash hands with soap - Leave when finished</td>
<td>- Right place, right time - Show friendly behaviours - Use time wisely - Enter and leave quietly - Walking not talking</td>
</tr>
<tr>
<td><strong>I AM RESPONSIBLE</strong></td>
<td>- Show a positive attitude - Show positive thinking - Show perseverance - Have a go - Try your best</td>
<td>- Show a positive attitude - Show positive thinking - Show perseverance - Have a go - Try your best</td>
<td>- Show perseverance - Have a go - Try your best - Be a good sport</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>I AM RESILIENT</strong></td>
<td>-</td>
<td>-</td>
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</tr>
</tbody>
</table>

Deception Bay North State School June 2018
These expectations are communicated to students via a number of strategies, including:
• Behaviour lessons conducted by classroom teachers;
• Reinforcement of learning from behaviour lessons at parades and during active supervision by staff during classroom and non-classroom activities.

In each classroom, procedures are defined, posted, explicitly taught and referred to regularly. When procedures are taught and reinforced over time, routines are established that help students meet classroom expectations.

Deception Bay North SS implements proactive and preventative processes and strategies to support student behaviour, such as communication through the school newsletter, induction programs for staff and weekly PBL lessons.

Reinforcing expected school behaviour

At Deception Bay North SS, communication of our key messages about behaviour is reinforced by providing students with feedback when they demonstrate expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Staff give consistent and appropriate acknowledgement and rewards.

Teachers develop a menu of reinforcers that include social attention, activities and tangible items that appeal to all students. This will include:
• Free and frequent
• Intermittent
• Strong and long term

An example of classroom reinforcers to recognise students who are following classroom rules and procedures.

<table>
<thead>
<tr>
<th>Free &amp; Frequent</th>
<th>Intermittent</th>
<th>Strong &amp; Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>High rates of specific</td>
<td>Positive phone calls home</td>
<td>Recognition by the principal</td>
</tr>
<tr>
<td>positive verbal feedback</td>
<td></td>
<td>Student of the week</td>
</tr>
<tr>
<td>Stickers</td>
<td>Extra computer time</td>
<td>Class party</td>
</tr>
<tr>
<td>Thumbs up</td>
<td>Read in favourite spot</td>
<td>Gift certificates</td>
</tr>
<tr>
<td>Notes home</td>
<td>Free reading</td>
<td>Class snack</td>
</tr>
<tr>
<td>House Cup</td>
<td>Post card home</td>
<td>Lunch with the teacher</td>
</tr>
<tr>
<td>Smiles</td>
<td>Talk time with peer</td>
<td></td>
</tr>
<tr>
<td>High fives</td>
<td>Choose your partner during activity</td>
<td></td>
</tr>
</tbody>
</table>

Deception Bay North State School June 2018
Responding to unacceptable behaviour

The following diagram shows the Positive Behaviour for Learning (PBL) continuum. Tier 1 students apply to all students. PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

Tier 2 or “targeted” interventions support students who are not responding to Tier 1 interventions and who need some assistance. These students usually have both academic and behaviour difficulties, often seek more teacher attention, or are withdrawn and more anxious than their typical same-age peers. These students may require additional social skills, self-management skills, teacher monitoring, and home-school communication.

A smaller group of students will need individualised and intensive Tier 3 supports as well as universal and targeted support. Deception Bay North State School will continue to build upon the foundations of the school-wide system to support these students.

Department of Education and Training Queensland (2016)
Department of Education and Training NSW (2016).
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 remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

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

Targeted behaviour support
Teachers are responsible for the case management of all of the students in their class. As case managers, teachers:

- Build and foster a positive rapport with each student in the class
- Greet students warmly each day and model the belief that each day is a new day
- Arrange and conduct parent teacher meetings when requested or required
- Write Individual Behaviour Support Plans and Re-entry contracts for students when required
- Refer students to the Student Support Team if required
- Attend student re-entry meetings
- Call case management meetings to discuss individual students with the Principal, HOC Student Services, Guidance Officer, Behaviour Teacher or Chaplain as needed
- Meet with the HOC - Student Services regarding student’s behaviour
- Meet with the Student Success Teacher to arrange coaching in behaviour management practice
- Work directly with the Student Support Team regarding Red Zone (Tier 3) Students
- Provide additional academic and/or social/emotional support to Orange Zone (Tier 2) students as needed
- Hold regular informal discussions with their line manager.

Intensive behaviour support: Student Support Team
Deception Bay North SS 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. The Student Support Team:

- analyses the patterns of behaviour of concern;
- works to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- where appropriate includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and may include regional behavioural support staff.

5. Consequences for unacceptable behaviour
Deception Bay North SS 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.
# Managing Behaviour - Classroom Behaviour Management Flowchart

**DEFINE AND TEACH BEHAVIOUR EXPECTATIONS (MATRIX AND LESSONS)**

**MODEL, PRACTISE AND REINFORCE EXPECTATIONS (AWARD, PRAISE)**

**OBSERVE BEHAVIOUR AND DECIDE: 1. LEVEL 2. CONSEQUENCE 3. FUTURE STRATEGY**

## LOW LEVEL BEHAVIOUR

Acts of misconduct/misbehaviour which interfere with teaching and learning.

- Teacher (Class, Specialist, Support, SFP) Managed (not recorded)
- Minor reprimand (transferring)
- Minor interruptions to learning (talking, noise, calling out, late returning to class, work avoidance, off task)
- Not interacting fairly
- Minor dishonesty
- Out of seat
- Unprepared for learning
- Using put downs (minor)
- Moving unsteadily (e.g. running, swaying on chair etc)
- Inappropriate language, tone or attitude
- Off task
- Taking property without permission
- Wrong place/ wrong time

**STRAATEGIES**

Staff will apply behaviour management strategies appropriate for the situation (that show consideration for the likely reason for behaviour) including, but not limited to the following:

- Remain calm and composed
- Establish procedures and routines
- Acknowledge appropriate behaviour
- Discourage inappropriate behaviour
- Active supervision (for無
- Multiple opportunities to respond
- Activity sequencing and offering choices
- Academic success and task difficulty
- Give direct instructions
- Cuing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Rule reminder or warning
- Move position in class
- Suspensive consequences

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAISE &amp; REWARD APPROPRIATE BEHAVIOUR</td>
<td>MINOR BEHAVIOUR</td>
</tr>
</tbody>
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## MINOR BEHAVIOUR

Acts of misconduct/misbehaviour which may include repeated acts of misconduct and/or misbehaviours against people or property, which do not seriously endanger others’ health, safety or well-being.

- Teacher (Class, Specialist, Support, SFP) Managed (recording)
- Parent notified by teacher dealing with incident
- Onschool entry by teacher dealing with incident

**STRAATEGIES**

Staff will apply behaviour management strategies appropriate for the situation (that show consideration for the likely reason for behaviour) including, but not limited to previous strategies as well as the following:

- Quiet talk 1:1
- Restorative relationship (apologies/thank you)
- Restoration chat
- Logical and natural consequences (pick up, make up time etc)
- Identity appropriate behaviour
- Class reinforcement
- Give a warning
- Thinking chair

<table>
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</table>

## MAJOR BEHAVIOUR

Acts of misconduct/misbehaviour which may include repeated acts, high level disruption to teaching/learning and/or serious threats to health, safety or property.

- Admin managed
- Parent notified by staff member dealing with incident
- Onschool entry by office

**STRAATEGIES**

Admin will apply behaviour management strategies appropriate for the situation (that show consideration for the likely reason for behaviour) including, but not limited to the following:

- Previous strategies
- ISP developed through SST behaviour referral
- Time-in-office (must have admin approval)
- Restorative Conference/Chat with realisation plan
- Parent contact/conference
- ISP/behaviour contract or External Behaviour Support
- Suspension
- Loss of privileges eg. Leader Badge or activity involvement
- Community Service (reflects behaviour/excellence, fix, repair, financial etc.)

**Immediate Action:**

- De-escalate the situation,
- Move other children away;
- Keep hands off;
- Use a calm voice;
- Ensure safety for all.

<table>
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</tr>
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*Deception Bay North State School June 2018*
Managing Behaviour – Out of Class and Playground Behaviour Management Flowchart

LOW LEVEL BEHAVIOUR
Acts of misconduct/misbehaviour, which interfere with contact prejudicial to the good order and management of the school.

- Teacher (class, playground) managed
- Not recorded on onschool

MINOR BEHAVIOUR
Acts of misconduct/misbehaviour which may include repeated acts of misconduct and/or misbehaviours against people or property, which do not seriously endanger others’ health, safety or well-being.

- Teacher (class, specialist, support, etc) managed (recorded)
- ONSCHOOL ENTRY BY TEACHER DEALING WITH INCIDENT (REF TO CLASSROOM TEACHER)

MAJOR BEHAVIOUR
Acts of misconduct/misbehaviour which may include repeated acts, high level disregard in the playground and/or serious threats to health, safety or property.

- Admin managed
- Parent notified: staff member dealing with incident
- ONSCHOOL ENTRY

STRATEGIES
1ST AND 2ND OFFENCE/S
Staff will apply behaviour management strategies appropriate for the situation (that show consideration for the likely reason for behaviour) including, but not limited to the following:

- Establish expectations
- Give clear instructions
- Learning with peer assistance
- Immediate consequence
- Descriptive consequence
- Nonsensical or rewarding
- Verbal reminder or warning
- Admin support
- Restorative relationship (apology & fix-up)
- Logical and natural consequence (pick up, make up time, etc)
- Make broken repairs and replace
- Sit out of play until next (2-5 min max)
- Sustain response
- Work with me
- Take a break
- Take a timeout

For low level behaviour: students need a warning/renovation, then all out of play before decision is given. If student refuses to sit out of play then a decision may be given.

BEHAVIOUR RESOLVED?
YES
PRAISE & REWARD APPROPRIATE BEHAVIOUR
NO
MINOR BEHAVIOUR

BEHAVIOUR RESOLVED?
YES
PRAISE & REWARD APPROPRIATE BEHAVIOUR
NO
ACTIVITIES ATTENDANCE MONITORED BY CLASSROOM TEACHER USING TRACKING CARD

BEHAVIOUR RESOLVED?
YES
PRAISE & REWARD APPROPRIATE BEHAVIOUR
NO
- CASH/CREDITS (refund for items or services)
- PRIZE PRIORITIES (gifts, games, activities)
- COMPETITION
- EXCLUSION
Low level, Minor and Major Behaviours

When managing behaviour, in both the classroom and the playground, the staff member first determines the level and the impact of the behaviour:

**Low level** behaviours are those that are minor breaches of the school rules and do not seriously harm others and do not violate the rights of others in any other serious way;

Low level behaviours are managed by the staff member through redirection and supportive conversation.

**Minor behaviours**

Minor level behaviours are acts of misconduct which may include repeated acts of minor misconduct and/or misbehaviour against people or property which do not seriously endanger others’ health, safety or wellbeing.

Staff will apply behaviour management strategies that are appropriate for the situation. Parents are notified and the behaviour is recorded on One School.

**Major behaviours**

Major level behaviours are acts of misconduct which may include repeated acts of minor misconduct, high level disruption to teaching/learning and/or serious threats to health, safety or property.

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 to the student and remind them of the expected school behaviour.

Major behaviours may result in a student being suspended or excluded from school,

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe 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 an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is 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

1. 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.

2. Move other children away

3. Maintain calm, 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.
4. 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.

5. 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, remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

6. 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Deception Bay North’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 placing oneself 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 a restrictive hold.

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 and 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; and
- 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;
- 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


7. Network of student support

Students at Deception Bay North State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain.

External support is also available through the following government and community agencies:

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

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.

Deception Bay North SS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

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

12. Endorsement

__________________________________________  ____________________________
Principal                             P & C President

Dated

____________________________
Appendix A

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.

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

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. Phones brought to school must be handed into the office upon arrival at school, and collected when dismissed at 3 p.m.

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.

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 Deception Bay North 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.

Recording of events within the school grounds 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 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.
The recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

**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 this 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.
Appendix B
Deception Bay North State School Anti-Bullying Policy

1. Rationale
Deception Bay North State School seeks to promote positive behaviour and provide a safe environment for learning. Deception Bay North State School is committed to providing a learning environment where the school values of relationships, resilience, respect, responsibility and learning can be fostered and nurtured.

This policy outlines the processes for preventing and responding to incidents of bullying and reflects the principles of Queensland Government Department of Education, Training and Employment, National Safe Schools Framework and the Friendly Schools Plus initiative to a develop safe, supportive and respectful school environment.

1.1 The Aim of Deception Bay North State School
Our aim is to create the conditions for each learner to progress confidently towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

In relation to behaviour, we hold the beliefs:
• that everyone owns their own behaviour;
• that students can and will accept responsibility for this; and
• that the effort to achieve positive behaviour is a shared responsibility of the student, the home and the school.

Fundamental to this is the understanding that development of social skills and acceptable behaviours is a learning process of equal importance to the development of academic skills.

1.2 Links to Australian Curriculum
According to the Australian Curriculum (2013), students are able to develop social and emotional competencies as they better understand themselves and others. This capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with ‘a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing’, with a sense of hope and ‘optimism about their lives and the future’. On a social level, it helps students to ‘form and maintain healthy relationships’ and prepares them ‘for their potential life roles as family, community and workforce members’ (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship. (Australian Curriculum, 2013).
The scope and sequence for the development of social and emotional skill development, based on the Friendly Schools Plus initiative, can be found in Appendix A.

### 1.3 Objectives
- We strive to ensure all students are able to learn and work in an environment where they feel safe and are free from bullying and/or violence.
- We acknowledge that being safe and supported at school is essential for student wellbeing and effective learning.
- We seek every opportunity to encourage school staff, parents and students to work together to develop the knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships.
- We accept responsibility for developing and sustaining support for young people to develop understanding and skills to keep themselves and others safe.
- We implement policies and strategies, guided by current research, on effective approaches to the prevention of bullying and violence.

(National Safe Schools Framework, 2013; Queensland Schools Declaration Against Bullying and Violence, 2013)

### 2. Definitions

#### 2.1 What is bullying?
Bullying is a repeated behaviour that may be physical, verbal, written and/or psychological; where there is intent to cause fear, distress or harm to another; conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is/are unable to stop this from happening.

**Power:**
A person who engages in bullying may display power through various means: physical size and strength; status within a peer group; and recruitment within the peer group so as to exclude others.

**Frequency:**
Bullying is not a random act – it is characterised by being repetitive. Students who are bullied not only have to endure the humiliation of the bullying, but many live in fear of its reoccurrence.

**Intent to harm:**
People who engage in bullying and cyberbullying behaviour usually deny any intent to harm others and may not always be fully conscious of the harm they cause. Causing physical and emotional harm, however, is usually a deliberate act. It puts the person who is bullied in a position of oppression by the person who is engaging in the bullying.

#### 2.2 Cyberbullying
Cyberbullying is when, over a period of time, an individual or a group use information and communication technologies to intentionally harm a person, who finds it hard to stop this bullying from continuing.
2.3 Types and examples of bullying and cyberbullying

Physical bullying – repeatedly and deliberately:
- bumping, pulling, shoving or tripping someone
- throwing things at someone to hurt, annoy or upset them
- hitting, punching, slapping, pinching, biting or scratching someone
- touching someone who doesn’t want to be touched

Verbal bullying – repeated and deliberately
- calling people names or offensive nicknames
- making racial comments about someone or their family
- rude comments or jokes about someone’s religion
- teasing someone or being sarcastic in a way that is hurtful and upsetting
- comments about the way someone may look or behave that are hurtful
- nasty comments about someone’s sexual orientation, perceived or otherwise

Threatening - repeated and deliberately
- making someone feel afraid that they are going to be hurt
- pressuring someone to do things they don’t want to do
- aggressive gestures or looks that make someone feel afraid
- forcing students to do hurtful or embarrassing things
- forcing someone to give you food, money or belongings

Property abuse - repeated and deliberately
- damaging someone’s belongings
- stealing someone’s money
- taking things away from someone
- taking or hiding someone’s belongings

Emotional bullying - repeated and deliberately
- ignoring someone or keeping them out of group conversations (exclusion)
- leaving someone out by encouraging others not to have anything to do with them
• spreading lies or stories about someone to try and get others to dislike someone
• making up things to get someone into trouble
• stalking someone, by continually following them or giving unwanted attention, e.g. staring

Cyberbullying - repeated and deliberately
• ignoring someone or sending nasty messages through social media such as Facebook
• sharing electronic images of people without their permission
• sending harassing, abusive or offensive messages online, e.g. through social media or by phone
• making silent or abusive phone calls
• spreading rumours online, e.g. through social media or by phone

2.4 Bystanders to bullying and cyberbullying
A bystander is someone who sees the bullying or knows what is happening. Bystanders can be identified in the following categories:
• Supporters – support the person bullying, either by helping them to bully the other person or by encouraging the person bullying
• Spectators – gather or deliberately stay to watch the incident (sometimes from concern and sometimes for enjoyment)
• Witnesses – are aware that the incident is occurring (know about the bullying or see it from a distance)
• Defenders – support the person being bullied, either directly, or indirectly.

3. Prevention
3.1 At Deception Bay North State Schools we seek to develop student social and emotional competency through:
• School Wide Positive Behaviour Support
• case management meetings
• explicit teaching of skills through Friendly Schools Plus class lessons
• support from the administration team
• support from the guidance officer
• support from the school chaplain
• student leadership team
• House Cup groups
• supported play program
• No Fun Room
• student goal setting
• monitoring of student behaviour
• lunchtime games
• student support team
• support from outside agencies

3.2 Students can protect themselves from cyber harm by noting the following advice:
• Keep your personal details safe. Don’t ever share your personal details, passwords or access codes online
• Students need to always remember that something sent electronically can never be entirely deleted

4. Early response
4.1 Responding to bullying
• All reports of bullying will be taken seriously. Students and parents/carers may report bullying to a staff member or administration.
• The school urges students to report any incident of bullying that they witness. This is promoted within Deception Bay North State School as responsible bystander behaviour in lieu of ‘dobbing’ on others.
• The school is committed to acting promptly to address reported behaviours.
• The school will provide counselling and support when necessary.
• The school will provide individual playground support when necessary.
• Reports of bullying will be referred to administration for process under RBP4S if indicated.
• The school will use the Method of Shared Concern when responding to bullying.

4.2 The Method of Shared Concern
The Method of Shared Concern is a non-punitive multi-stage strategy that addresses group bullying. It facilitates the emergence of a solution to a bullying problem through the use of a series of interviews and discussions with the parties involved.
Rationale
The rationale behind using the Method of Shared Concern is as follows:

• Bullying behaviour is commonly (though not always) undertaken by, or with the support of, a peer group.

• Approached in a non-accusatory manner, individual members of such groups will typically acknowledge the distress of the target and agree to act to reduce that distress. This builds empathy and requires them to become part of the solution.

• A minority of targeted children have in the past acted provocatively and need to recognise their part in the ensuing conflict.

• Once some individual members of the group have begun to act constructively, the group can be brought together to plan how they will finally resolve the matter with the person they have targeted.

• An agreed resolution involving all concerned is likely to cause a shift in group dynamics and be sustainable. It also empowers the student/s being bullied by ensuring they are party to solving the social problems affecting them.

6. Rights and responsibilities of school community members
   6.1 School staff
       All staff have a responsibility to:
       • respect and support students
       • model and promote appropriate behaviour
       • promote the skills of responsible self-management
       • respond in a timely manner to reports of bullying incidents

   6.2 Students
       All students have a responsibility to:
       • follow the school rules
       • take responsibility for their own behaviour
       • demonstrate respect for themselves and other members of the school community
       • behave in a manner that respects the rights of others
       • behave as responsible digital citizens
       • act as responsible bystanders
       • report incidents of bullying to their classroom teacher

6.3 Parents and caregivers
       Parents and caregivers have a responsibility to:
• support their children to become responsible citizens and to develop responsible online behaviour

• report incidents of school related bullying behaviour to their child’s classroom teacher

• support school staff in maintaining a safe and respectful environment for all students

• assist their child to manage themselves and their relationships.

• cooperate with the school to achieve the best outcomes for their child
Appendix C

Appropriate use of social media

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

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

Deception Bay North State School is committed to promoting the responsible and positive use of social media sites and apps.

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

As is set out in the school policy for preventing and responding to incidents of bullying, it is unacceptable for students to bully, harass or victimise another person whether within Deception Bay North State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Deception Bay North State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Deception Bay North State School engaging in appropriate online behaviour.

Role of social media

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

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

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

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

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

**Appropriate use of social media**

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

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

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

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.
The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

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

There are significant penalties for these offences.

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


