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

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

2. Consultation and data review
Rosella Park School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during semester 2, 2011 as part of the QSR. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

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

3. Learning and behaviour statement
All areas of Rosella Park School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

As a school community we are committed to Schoolwide Positive Behaviour Support, which is comprised of a broad range of systemic and individual strategies for achieving important social and learning outcomes while preventing problem behaviour with all students.

Schoolwide Positive Behaviour Support is:
- A proactive schoolwide system of support for defining, teaching and supporting appropriate student behaviours to create positive school environments
- Creating and sustaining schoolwide, classroom and individual systems of support that improve lifestyle results for all learners
- Building effective environments in which positive behaviour is more effective than problem behaviour so that academic success is achieved

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Rosella Park School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Show **RESPECT**
- Be **POSITIVE**
- Remain **SAFE**

If our students can demonstrate these behaviours we believe that learning outcomes will improve.

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 Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

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

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

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td>SHOW RESPECT</td>
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<td>BE POSITIVE</td>
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<tr>
<td>REMAIN SAFE</td>
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</table>

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

- Behaviour lessons conducted by classroom teachers, where specific skills are explicitly taught;
- Reinforcement of learning from behaviour lessons on parade and during active supervision by staff during classroom and non-classroom activities.
Rosella Park 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.
- Schoolwide Positive Behaviour Support committee members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Rosella Park School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles 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:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

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

Rosella Park School RPS Awards
Staff members hand stickers out each day 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 sticker, telling them explicitly the behaviour they liked. When students are given a sticker they put it on their sticker chart in their classroom. Once a student has 10 stickers, they are eligible for a RPS award, issued on parade (held Friday mornings). The student will also have their efforts recognised in the next edition of the school newsletter.

At the end of each term, the number of RPS awards earned by students are tallied. Students with an agreed number of awards are eligible to receive a more powerful reinforcer for following the school rules. Stickers or awards are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, 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 respectfully, more positively or more safely. 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.

Intensive behaviour support: Behaviour Support
Rosella Park 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. Each student requiring individualised behaviour support has a case team who

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection, and
- makes adjustments as required for the student.
Once intensive behaviour support has been identified as a need, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes 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. Consequences for unacceptable behaviour

Rosella Park School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The OneSchool Behaviour Incident wizard is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. As soon as possible following the incident, the staff member will refer the incident to Administration through a OneSchool incident referral.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office; alternate lunchtime activities; loss of privilege; restitution; loss of break times; warning regarding future consequence for repeated offence; ‘community service’
  AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, 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.
The following table outlines examples of major and minor problem behaviours:

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

A more comprehensive, although not exhaustive, list of minor and major behaviours can be found in Appendix 3 of this document.

**Detentions** – a principal or teacher can detain a student as a consequence for disobedience, misconduct, or for another breach of school discipline/rules. A period of detention must not be more than 30 minutes during lunch breaks, or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent/carer must be informed prior.

**Suspension** – a principal may suspend a student from the school under the following circumstances:
   a) Disobedience by a student
   b) Misconduct by the student
   c) Other conduct that is prejudicial to the good order and management of the school

**Recommendations for Exclusion** - a principal may recommend exclusion of a student from the school under the following circumstances:
   a) Disobedience by a student
   b) Misconduct by the student
   c) Other conduct that is prejudicial to the good order and management of the school;

If the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

**Relate problem behaviours to expected school behaviours**

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

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

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

Ensuring consistent responses to problem behaviour
At Rosella Park School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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 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 (refer to Nonviolent Crisis Intervention Training/Procedures)

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 Rosella Park 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.

Physical Restraint
Principal and School Staff:
Use physical restraint:
• as an immediate or emergency response
• when other options have been considered, such as allowing the student to withdraw or move away, or moving other people from the situation
• after considering the welfare of student, staff and other students
• with such force as is reasonable under the circumstances
• in conjunction with teaching and reinforcement of alternative appropriate behaviour

When developing strategies to deal with situations involving use of physical restraint:
• Use risk management procedures
• Follow procedures in accordance with Code of Conduct
• Follow procedures in accordance with the Student Protection module within the departments Policy and Procedure Register
• Consider any issues that might exacerbate the situation, such as:
  - Body language, tone of voice or facial expressions
  - Student’s sensitivity to sounds or touch
  - Student’s method of communication
• Assume calm demeanour to avoid escalating student’s behaviour
• Maintain appropriate observation or monitoring of student during and after incident of physical restraint

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

- incident report on *OneSchool*.
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

### 7. Network of student support

Students at Rosella Park School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Behaviour Support Centre Staff

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.

Rosella Park 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

The implementation of any strategies to support student behaviour, whether whole school, targeted, intensive behaviour support or applying consequences, will be done taking into account factors such as the student’s age, cognition, background, emotional state and the particular context.

### 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 Regulation 1997
- Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies

• Safe, Supportive and Disciplined School Environment
• Inclusive Education
• Enrolment in State Primary, Secondary and Special Schools
• Student Dress Code
• Student Protection
• Hostile People on School Premises, Wilful Disturbance and Trespass
• Police Interviews and Police or Staff Searches at State Educational Institutions
• Using the Department's Corporate ICT Network
• Managing Electronic Identities and Identity Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

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

**Endorsement**

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President</th>
<th>Executive Director or Executive Director (Schools)</th>
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</table>

Effective Date: 1 January 2010 – 31 December 2013
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Rosella Park 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

Breach of this policy 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.

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

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

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

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

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

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

**Purpose**

1. Rosella Park School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Rosella Park School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Rosella Park School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Rosella Park School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

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

7. The anti-bullying procedures at Rosella Park School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Rosella Park School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Rosella Park School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
### RESPECT – Minor Disruptions

<table>
<thead>
<tr>
<th>Operational Description</th>
<th>Operational Definition</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being impolite</strong></td>
<td>Not using manners. Eg. Please, thank-you, pardon, excuse me. Swearing indirectly Telling someone to do something instead of asking Inappropriate non-verbal actions (flinching at someone, pulling faces, mimicking, mocking, scratching head at someone) Scaring/taunting others (intimidating or fake head butting/hitting)</td>
<td>Tactical Ignoring Non-verbal cue use Non-verbal redirection Positive reinforcement of others around Rule reminder/Questioning to redirect Discussion about effects Verbal direction Give a choice Move student in the room Time Out Referral to ‘Support Team’ member Use of buddy class Loss of privilege – eg free choice time, playtime Monitor sheet Detention – lunchtime Community Service Restorative conversations Contact Parents Negotiated early departure Try to use logical / natural consequence to match the disruption.</td>
</tr>
<tr>
<td><strong>Name calling</strong></td>
<td>Negative nicknames Commenting negatively on someone’s appearance, abilities, family and friends Sexual comments (you’re gay) Calling someone a name that person does not like</td>
<td></td>
</tr>
<tr>
<td><strong>Disrespecting the environment</strong></td>
<td>Destroying plants/pulling out the garden Destroying school property (graffiti, breaking, scratching smaller equipment at school) Torturing or killing wildlife Not putting rubbish in the bins Slamming doors and/or windows Letting water go to waste Purposely blocking toilets</td>
<td></td>
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<tr>
<td><strong>Acting without permission</strong></td>
<td>Leaving the classroom without a green tag from the teacher Not letting a teacher know if you are leaving the area they are supervising/teaching in during class or eating times Using the school telephones without permission of staff Taking other people’s things without their permission</td>
<td></td>
</tr>
<tr>
<td><strong>Acting with disregard to others around them</strong></td>
<td>Saying things that may hurt other’s feelings or frighten them Leaving belongings around for others to trip on them Invading other people’s personal space</td>
<td></td>
</tr>
<tr>
<td><strong>Disregarding instructions</strong></td>
<td>Not in the right area at the right time Back chatting (Mumbling after you have said something, replying with attitude or when it is not required with a negative tone of voice or body language) Non-compliance (refusing without reason)</td>
<td></td>
</tr>
<tr>
<td><strong>Not accepting outcomes</strong></td>
<td>‘Talking back’ when a decision has been made by a teacher and Failing to question the decision respectfully Arguing about a consequence Giving attitude when a decision has been made (sulking, rolling eyes, body language)</td>
<td></td>
</tr>
<tr>
<td><strong>Choosing inappropriate actions</strong></td>
<td>Breaking/not following school rules Arguing instead of questioning respectfully Responding to inappropriate behaviours with another inappropriate behaviour (hitting, swearing, name calling, spitting, yelling back)</td>
<td></td>
</tr>
<tr>
<td><strong>Not wearing or treating the school uniform correctly</strong></td>
<td>Not wearing the school uniform Non-school/sports shirt Non-school hat (caps) Not dark blue short/skirt/tracksuit Non enclosed shoes Jewellery Damaging yours or others’ school uniform Breaking school rules whilst in school uniform outside of school or on excursions</td>
<td></td>
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</tbody>
</table>
# RESPECT – Major Disruptions

<table>
<thead>
<tr>
<th>Operational Description</th>
<th>Operational Definition</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| Overtly impolite        | Malicious swearing and making threats directed at another person  
                         | Sexual actions and gestures towards another person             | Parent contact  
                         | Possible Withdrawal from class – use of buddy class          |
| Overtly disrespectful to the environment | Destroying school property (graffiti, breaking, scratching equipment at school on a large scale)  
                                             | Killing wildlife  
                                             | Damaging cars on/near school premises                     | Withdrawal from playground  
                                             | Referral to Principal                                        |
| Participating inappropriately | Leaving the school grounds  
                                      | Storming out of a teaching space (student may be angry, swearing, threatening)  
                                      | Barging in to other classrooms without permission         | Negotiated early departure  
                                      | Suspension                                                  |
|                         |                        | Case Meeting          |
|                         |                        | Exclusion             |

Try to use logical / natural consequence to match the disruption.
## POSITIVE – Minor Disruptions

<table>
<thead>
<tr>
<th>Operational Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Being unprepared and not ready | Using class times for drinks and toilet breaks  
Not having stationery and books ready by the time a lesson is to begin  
Homework late or not submitted  
Not going to the toilet and lining up within 5 mins after the bell has rung | Tactical Ignoring  
Non-verbal cue use  
Non-verbal redirection  
Positive reinforcement of others around  
Rule reminder/Questioning to redirect  
Discussion about effects  
Verbal direction  
Give a choice  
Move student in the room  
Time Out  
Referral to ‘Support Team’ member  
Use of buddy class  
Loss of privilege – eg free choice time, playtime  
Monitor sheet  
Detention – lunchtime  
Community Service  
Restorative conversations  
Contact Parents  
Negotiated early departure | |
| Involvement in bullying | Witnessing teasing/name calling/excluding behaviours and not reporting it to a teacher  
Ignoring/walking past a bullying incident without interrupting or reporting | |
| Participating inappropriately | Irrelevant contributions to discussions resulting in off task behaviour  
Quietly not/too noisily participating  
Not co-operating with peers, teachers or visitors (distracting or preventing others from working)  
Ignoring questions or statements from others  
Not following the rules of games  
Damaging own or others work | |
| Not trying your best | Rushing to get your work done  
Not reflecting on work ethic or the effort made  
Not putting effort into school work or behaviour | |
| Dishonesty | Lying to get out of trouble when a minor rule has been broken  
Misleading others | |
| Not being a worker | Not completing work in given time during classes  
Not completing homework/assignments by the set date | |
| **Parade** | | |
| Not being in the right place, doing the right thing at the right time | Purposely being late for parade  
Sitting/standing away from your class  
Not following all other parade settings rules  
Leaving parade before directed  
Calling out at inappropriate times during parade | |
| Not using sports shed appropriately | Messing up equipment in the shed  
Putting equipment back in it’s wrong place  
Leaving equipment on oval/gardens/in playground | |
| Taking others lunch | Taking someone else’s food  
Offering your food to others (sharing) | |
| Being in wrong area | Moving away from your cohort’s designated area without permission  
Eating in another age group’s area | |
| **Playground/Oval** | | |
| Loud behaviour | Yelling/shouting  
Wolf whistling  
Inappropriate noises | |
| Not being water wise | Leaving the tap on after washing hands  
Splashing water out of the sink  
Blocking sinks or toilets | |
| **Toilets** | | |
| Not leaving school promptly | Playing games at the gates/pick up area  
Standing and talking with others for a long period  
Not listening for name to be called out in pick up area | |
| Inappropriate behaviour while waiting for taxis | Not waiting in the designated area as directed  
Failing to greet the taxi driver when getting in to the taxi  
Arguing with staff or students about where to sit in the taxi | |
| Not arriving at the correct time | Arriving at school before 8:30am  
Arriving at school after 9:00am | |
## POSITIVE – Major Disruptions

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Operational Description</th>
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<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Involvement in bullying</td>
<td>Encouraging others to bully&lt;br&gt;Laughing or calling out for an audience when someone is being bullied</td>
<td>Parent contact&lt;br&gt;Community Service&lt;br&gt;Possible Withdrawal from class – use of buddy class&lt;br&gt;Withdrawal from playground&lt;br&gt;Referral to Principal&lt;br&gt;Negotiated early departure&lt;br&gt;External Suspension&lt;br&gt;Case Meeting&lt;br&gt;Exclusion&lt;br&gt;Try to use logical / natural consequence to match the disruption.</td>
</tr>
<tr>
<td>Classrooms</td>
<td>Not trying your best</td>
<td>Incomplete work&lt;br&gt;Blatant destroying of schoolwork and/or the work of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dishonesty</td>
<td>Lying to get out of trouble when a major rule has been broken</td>
<td></td>
</tr>
<tr>
<td>Playground/</td>
<td>Not arriving at the correct time</td>
<td>Unauthorised/Unexplained absences</td>
<td></td>
</tr>
<tr>
<td>Oval</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational Description</td>
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<td></td>
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<tr>
<td>-------------------------</td>
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<td></td>
</tr>
<tr>
<td>Invading other people’s personal space</td>
<td>Touching other student’s clothes or body (face, legs, arms, hair)  Gently/playfully hitting, tapping, poking, prodding, slapping, tripping, kicking, pinching  Shoving when travelling around the school  Leaning on body or arms around shoulders  Piggy backing or leap frogging  Pushing other students in their wheelchairs/other students’ wheelchair  Picking up another student</td>
<td>Tactical Ignoring  Non-verbal cue use  Non-verbal redirection  Positive reinforcement of others around  Rule reminder/Questioning to redirect  Discussion about effects  Verbal direction  Give a choice  Move student in the room  Time Out  Referral to ‘Support Team’ member  Use of buddy class  Loss of privilege – eg free choice time, playtime  Monitor sheet  Detention – lunchtime  Community Service  Restorative conversations  Contact Parents  Negotiated early departure  Try to use logical / natural consequence to match the disruption.</td>
<td></td>
</tr>
<tr>
<td>Running instead of walking in passive areas</td>
<td>Running while:  Entering or exiting classrooms, travelling up or down stairs, on verandas, on port racks, around the classroom, on concrete pathways, under buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate places/times for shoes off feet</td>
<td>Anywhere in the school grounds (unless stipulated by a special event eg sports day events or lunch time activity)  Where shoes are dirty and will wreck the school rooms  While walking to and from school  *Tied correctly and firmly at all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not using supplies and equipment appropriately</td>
<td>Using equipment/supplies/resources for unintended purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misuse of chairs</td>
<td>Rocking, standing on, carrying above head, sitting on them back-to-front, kicking  Touching the teacher’s wheelie chair  Computer chairs: wheeling around room, spinning, moving up and down repetitively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misuse of equipment</td>
<td>Throwing anything to someone or around the room  Running with or passing scissors blade first  Flicking paint, glue, elastic bands or other stationery  Using equipment/supplies/resources for unintended purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blocking passageways</td>
<td>Leaving belongings on the ground  Blocking other people with your body  Holding the door shut so people can’t get in or out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using stairs inappropriately</td>
<td>Running on stairs  No swinging on rails (walkway ceilings)  Sliding down handrails  Jumping from top stairs to landing  Climbing onto landing from under cover area  Climbing below rails to undercover area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of equipment</td>
<td>Swinging rope/equipment over head  Playing on top of or in the way of other games  Swinging on structural beams or trees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing non approved school games</td>
<td>Brandy  Tackling games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ignoring sun safety policies</td>
<td>No wide brim hat on head (caps not enough)  Not wearing correct uniform  Not wearing sun cream when supplied  Swimming: sun safety shirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate behaviour in the toilets</td>
<td>Toilet paper/hand paper thrown around or in sinks  Water being split on the floor  Not going to the toilet, in the toilet  Playing in the toilets  Locking the door and leaving  Not disposing of sanitary items appropriately  Filling up water bottles in sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riding bicycles inappropriately</td>
<td>Sitting on the seat/handles/bar of the bike and peddling or pushing themselves using their feet while inside the school gate  Riding around in the non-designated areas  Students riding 3-wheeler bikes when they are capable of a 2-wheeler  While riding the bike, the student does not have approved head safety gear fastened on.</td>
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</tbody>
</table>
## SAFE – Major Disruptions

<table>
<thead>
<tr>
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<th>Operational Description</th>
<th>Operational Definition</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>Dangerously invading other people’s personal space</td>
<td>Sexual touching of other people Intended and forceful punching, slapping, biting, kicking, hitting, spitting, pinching, pushing, tripping</td>
<td>Parent contact Community Service Possible Withdrawal from class – use of buddy class Withdrawal from playground Referral to Principal Negotiated early departure External Suspension Case Meeting Exclusion Try to use logical / natural consequence to match the disruption.</td>
</tr>
<tr>
<td>Classrooms</td>
<td>Misuse of furniture &amp; equipment</td>
<td>Throwing the item of furniture Pulling chairs out from under someone else Throwing things deliberately and forcefully at someone Taking blades out of sharpener Using staplers as guns Hitting/stabbing with stationery (pens, pencils, glue, rubber, ruler, protractor, sharpener etc)</td>
<td></td>
</tr>
<tr>
<td>Parade</td>
<td>Not leaving sticks and stones on the ground</td>
<td>Intentionally and forcefully throwing a stick/stone at another person</td>
<td></td>
</tr>
<tr>
<td>Staircase/Verandas</td>
<td>Not using stairs appropriately</td>
<td>Pushing others with the intention of hurting</td>
<td></td>
</tr>
<tr>
<td>All Settings</td>
<td>Inappropriate use of equipment</td>
<td>Intentionally and forcefully hitting someone with an object Threatening others with equipment</td>
<td></td>
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</tbody>
</table>

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Guide for staff to use when recording behaviour incidents on *OneSchool*

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
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<tbody>
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</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred *immediately* before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
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 for staff**

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

**Questions for student**

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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