Rathdowney State School

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

1. Purpose

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

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

This Responsible Behaviour Plan, developed for the students at Rathdowney State School, is intended to uphold and reinforce the positive and moral values of our society that have already been established in the home. It is designed to facilitate high standards of behaviour so that teaching and learning in our school can be effective and students can participate positively within our school community. It is also intended to equip students with a basis from which to develop the social skills to become tolerant, caring and responsible citizens in the community.

This plan is designed to provide direction for staff, students and parents of the school. It has been aligned with the existing School Behaviour Plan.

2. Consultation and data review

Rathdowney State School developed this plan in collaboration with our school community. Data and opinions were gathered from parents, staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director and Executive Director (Schools) in February, 2013, and will be modified and reviewed as required by the school and then, reviewed again in 2016 as required in legislation.

3. Learning and behaviour statement

School beliefs about behaviour and learning

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

At Rathdowney State School we hold a set of beliefs in relation to children. These beliefs influence our decision-making and guide our interaction with the children at our school.
We believe that education is a life-long process. As such, each child at Rathdowney State School should develop a heightened self-awareness and a sense of responsibility to himself/herself and others.

We believe that schools are for students. The development of each individual student and the fostering of sensitivity and respect for others should be of paramount importance. So therefore; we believe children, staff, and other members of our school community have non-negotiable rights:

(a) To feel safe  
(b) To learn and to teach  
(c) To be respected physically and emotionally.

We believe every student should be accepted as an individual. Children come to this school with their own unique personalities, backgrounds and experiences. These are accepted as the bases from which learning and personal growth is supported.

We believe that each child is responsible for his/her own behaviour and that all behaviour is linked to learning outcomes.

We believe students do best in a safe, positive and cooperative learning environment which values each individual’s contributions.

We believe that behaviour is learned and can, therefore, be relearned. This is done through a process of relearning more appropriate behaviours in a supportive environment.

We believe there is an onus on teachers to be thoroughly professional, to use effective teaching strategies and to be available for consultation with parents and others.

We believe that different school settings are available to meet the needs of individual children and that all children have a right to have access to the setting that best meets his/her needs.

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 Rathdowney State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful.

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.
### Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Rathdowney State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and while on school excursions. 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 School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

#### SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Use equipment appropriately</td>
<td>Walk</td>
<td>Participate in school approved games</td>
<td>Rails are for hands</td>
<td>Use own bike/scooter only</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet and objects to yourself</td>
<td>Sit still</td>
<td>Wear shoes and socks at all times</td>
<td>Walk one step at a time</td>
<td>Walk bike/scooter to the gate</td>
</tr>
<tr>
<td></td>
<td>Use ICT’s/electronic devices appropriately and responsibly both in and out of school</td>
<td>Enter and exit room in an orderly manner</td>
<td>Be sun safe; wear a broad brimmed hat</td>
<td>Carry items</td>
<td>Wait in the designated area under the school, until the bus arrives and stops</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Ask permission to leave the classroom</td>
<td>Be prepared</td>
<td>Be a problem solver</td>
<td>Move peacefully in single file</td>
<td>Have your name marked on the bus roll</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Complete set tasks</td>
<td>Return equipment to appropriate place at the bell</td>
<td>Use toilets during breaks</td>
<td>Leave school promptly</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td>Take an active role in classroom activities</td>
<td>Use toilets only for appropriate purposes</td>
<td>Use toilets only for appropriate purposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow instructions straight away</td>
<td>Keep work space tidy</td>
<td><strong>BE RESPECTFUL</strong></td>
<td>Leave school promptly</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Respect others’ personal space and property</td>
<td>Be honest</td>
<td>Respect others’ right to learn</td>
<td>Raise your hand to speak</td>
<td>Wash hands</td>
</tr>
<tr>
<td></td>
<td>Care for equipment</td>
<td></td>
<td>Talk in turns</td>
<td>Respect others to join in and follow rules</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Clean up after yourself</td>
<td></td>
<td>Be a good listener</td>
<td>Care for the environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use polite language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait your turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Through reinforcement from home, with all stakeholders working together
Rathdowney State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Staff and parents support each other by sharing successful practices.
- New staff and students are inducted in student behaviour expectations as outlined in the school's Responsible Behaviour Plan for Students.
- Individual support profiles and plans are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to consistently support these students across all classroom and non-classroom settings.
- Development of specific policies to address:
  a) the use of personal technology devices (Appendix 2)
  b) procedures for preventing and responding to incidents of bullying (Appendices 3-5)

In keeping with the beliefs and values of Rathdowney State School, we aim to develop:

- enjoyment of learning and teaching
- self-esteem
- equality of opportunity
- justice
- honesty
- respect, tolerance and appreciation of individual differences
- respect for property, a student’s own and others’

Consistent with these aims, the underlying principles in dealing with behaviour issues are:

- recognition of appropriate behaviour
- administration of logical consequences which aim to improve behaviour

**Positive acknowledgement of appropriate behaviour include the following:**

Acknowledgement / encouragement / reinforcement of responsible behaviour.
Certificates
Public and private acknowledgement/ recognition
Verbal reward
Stickers/ stamps/ prizes
Citizenship awards program

School processes that help to facilitate appropriate standards of behaviour and behaviour support include:

- creation of a whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively-developed programs and procedures
- access to professional development, education and training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum ranging from whole-school positive, preventative action for all students, through to intensive intervention for specific groups or individuals.

Essential to effective learning is a safe, supportive and disciplined environment. All members of the school community are expected to uphold the agreed rights and responsibilities. These are listed as Appendix 8.
**Reinforcing expected school behaviour**

At Rathdowney State School communication of our key messages about behaviour is supported through reinforcement, which gives students feedback for engaging in expected school behaviour.

Formal recognition of positive behaviour is made through the school’s Citizenship Award system. Staff award students who have exhibited significant positive behaviours, which are helpful to others in the school community, with a citizenship award on the weekly school parade. Once students have been given 10 such awards, the achievement is celebrated on the weekly parade with the student receiving a Citizenship Certificate and an accompanying prize (movie ticket, pizza voucher, etc.). (Appendix 1c) After earning 5 certificates the student’s achievement is celebrated with an outing with staff during the school holidays.

**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**

There are some years, at Rathdowney State School, when a small number of students are identified as needing extra targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk, if not addressed in a timely manner.

Rathdowney State School delivers the targeted behaviour support to students in the following ways:

- The school has a comprehensive Code of Behaviour (Appendix 1).
- The document clearly outlines specific school rules and the consequences of non-compliance.
- School and/or classroom processes, strategies and/or programs that facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour include:
  - Positive reward structures in place
  - Celebration and sharing of positive outcomes on weekly whole school parades
  - Accessing behaviour support to present timely and appropriate lessons and workshops to class/small groups or individual students when required
  - Whole-school weekly focus on a particular positive behaviour to be practised (Focus Forty Program)
  - Behaviour Advisory Team to work with class, groups or individual students to target particular behaviours as identified by the class teacher
  - Good home-school communication systems.
Intensive behaviour support

Rathdowney State School is committed to educating all students, including those with high behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement are planned together with the school’s Guidance Officer. Parents and teachers are expected to work in partnership to support each other in modifying problematic behaviour in certain children. Sometimes referrals may need to be made to other agencies to enlist appropriate support in dealing with difficult and challenging behaviours. Such agencies could include: the AIMS Program at Boystown and other district and regional support teams, family counselling through the Iloura Centre in Beaudesert, psychologist based at the Beaudesert Hospital, “Life Without Barriers” organisation and similar agencies as may be appropriate to the specific behaviour needs which have to be addressed.

The school’s visiting Guidance Officer and/or Behaviour Advisory Team:

- works with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works closely with staff and parents to achieve continuity and consistency.

5. 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

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 Rathdowney State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**

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

- incident report (*Appendix 6*)
- debriefing report (*Appendix 7*)

**6. Consequences for unacceptable behaviour**

Rathdowney State School is committed to educating all students, including those with high behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.
Rathdowney State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 1b) is used to record all minor and major problem behaviour.

**Minor and major behaviours**

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

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

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or 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 (including; the use/threatened use of weapons, eg knives; and cyber-bullying)
- require the involvement of school principal.

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

Major problem behaviours may result in the following consequences:

- **Level One**: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence,
  
  AND/OR

- **Level Two**: Parent contact, referral to Guidance Officer, referral to BAT Team, 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.

**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. Some methods that staff members might use to achieve this are to have students:

- articulate the relevant expected school behaviour

Responsible Behaviour Plan 2013
- 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 Rathdowney State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

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

- Supportive
- Fair
- Logical
- Consistent

1 : Class and Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by:

- Ignoring inappropriate behaviour where possible to avoid needlessly interrupting lesson/class activity.
- Giving clear and specific directions
- Reinforcing positive behaviour
- Using non-verbal messages to alert or cue the student
- Restatement of a rule
- Giving the student a choice eg. to work or play appropriately or move to a different area or activity.
- The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply
- Continual or serious disturbances may result in the student being referred to the Principal and parents/carers being notified

2 : Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg. to work/play appropriately or move to a different area/activity.

3 : Time away/ Time Out

The student is sent to a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, focussed, non-punitive manner. Continual or serious disturbance may result in the student being referred to the principal and parents/carers being notified.

4 : Teacher/ Student/ Parent Plan of Action

If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher, student and parent. If additional support is required to implement the plan, the teacher will make a referral to the BAT team or the Guidance Officer.

5 : School Intervention and Recording of Student’s Inappropriate Behaviour

The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision-making processes, incidents of inappropriate behaviour are recorded as outlined in the school’s Code of Behaviour. (Appendix 1)
6 : External Assistance

A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, guidance officer, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7 : Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan will involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

8 : Suspension Procedures

This is implemented in line with the Education Queensland policy.

9 : Recommendation for Exclusion

This is implemented in line with the Education Queensland policy.

Prior to the formal exclusion process, the Principal may impose a Behaviour Improvement Condition where a student's behaviour warrants grounds for exclusion. The Principal may decide that the student's continued attendance at Rathdowney State School is subject to the student complying with a behaviour improvement condition for the challenging behaviour and require the student to undertake a behaviour management program. The program must be:

- Reasonably appropriate to the challenging behaviour
- Conducted by an appropriately qualified person.
- Designed to help the student not to re-engage in the challenging behaviour.

- For more detailed information about school rules and consequences of unacceptable behaviour refer to Appendix 1.

- For details on the school’s Anti-Bullying Framework refer to Appendices 3-5.
7. Network of student support

Students at Rathdowney State School are supported through positive reinforcement and a system of targeted behaviour supports by:

<table>
<thead>
<tr>
<th>SCHOOL-BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>District Advisory Visiting Teacher for Behaviour Support</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Parents</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Principal</td>
<td>Access to Behaviour Management Funding</td>
<td>Police Liaison Officer</td>
</tr>
<tr>
<td>Teacher Aides</td>
<td></td>
<td>Qld. Health Services (School Nurse)</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td></td>
<td>Local Council</td>
</tr>
<tr>
<td>Advisory Visiting Teachers</td>
<td></td>
<td>Illoura Family Counselling Centre</td>
</tr>
<tr>
<td>School Chaplain</td>
<td></td>
<td>Disability Services Queensland</td>
</tr>
<tr>
<td>School’s Adopt-a-Cop</td>
<td></td>
<td>Child Youth and Mental Health</td>
</tr>
</tbody>
</table>

8. Consideration of individual circumstances

Rathdowney State School uses strategies that take into account the different abilities, skills, and life experiences of the students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act and react to others.

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 the school community members will always be considered.

Some organisational practices our school employs in catering for individual differences include:

- Individual home-school communication books for each student. These books are brought to school daily by the students allowing parents and teachers to communicate with each other readily, as needed.
- Formal and informal parent-teacher interviews
- Telephone/email communication between home and school
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 departmental procedures

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

Some related resources

- National Safe Schools Framework ([ncab.nssbestpractice.org.au/resources/resources.shtml](ncab.nssbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](www.valueseducation.edu.au))

**Endorsement**

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Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2015

Responsible Behaviour Plan 2013
Rathdowney State School

CODE OF BEHAVIOUR

SCHOOL RULES

All our school rules relate to 3 basic rules
- Be safe
- Be respectful
- Be responsible

Everyone at Rathdowney State School is expected to:
- behave in a courteous, polite and honest manner at all times
- use courteous, and decent language always
- follow direct instructions
- be punctual
- behave responsibly
- respect the rights of others
- treat public or private property with care
- observe good standards of personal health and hygiene
- keep the school clean and tidy at all times
- show pride in themselves and their work
- encourage and allow others to do their best
- make all visitors to the school feel welcome

Below are listed rules for specific purposes

RULES RELATED TO DRESS
- Students are expected to wear school uniform everyday to show pride in our school
- The only permitted jewellery items are a watch and a single stud or sleeper in each ear. When appropriate, usually for safety reasons during sport, all jewellery must be removed and handed to the care of the supervising teacher.
- Make up is only permitted to be worn for specific purposes eg. Performance of plays, etc.
- Students must wear shoes at all times unless otherwise directed by a teacher (refer to school’s dress code)

RULES RELATED TO PROPERTY
- Students may use the library at lunch time from 1.00pm and must be supervised by a teacher or teacher aide.
- Students are only permitted to be inside classrooms or on verandahs during lunch hours, with special permission from a teacher
- Expensive games, electronic games, mobile phones, i-pods, or similar, cameras, toys or jewellery should not be brought to school (see Appendix 2)
- School electronic equipment is to be used only as directed by staff.
- Students will accept full responsibility for personal possessions brought to school.
- Students will ensure all equipment borrowed is returned to the designated area from where it was obtained
Bicycle racks are out of bounds during school times.

Garden areas are out of bounds – students are to use walkways

**RULES RELATED TO HYGIENE**

- Students will remain in classroom for the first 10 mins of each break to eat their lunches. If they need longer to eat their lunches, they are to finish eating in the eating area under block C
- Students will use toilets for the appropriate purpose and in the correct manner
- Students will place all litter in appropriate receptacles
- Students will wash hands after using the toilet, before eating and before commencing schoolwork after play.

**RULES RELATED TO SAFETY**

- Students will remain in their designated play area (out of bounds areas are)
  - c) front of school
  - d) transpiration area
  - e) garden areas
  - f) school car park
  - g) areas outside the school boundary
- Students are not to run on paved and concrete areas, on verandahs or in classrooms
- Students are to remain in school grounds unless parental and/or administrative permission is given
- Students are to remain in classrooms during school hours unless given teacher’s permission to leave
- Climbing is restricted to playground equipment
- Students will proceed in an orderly fashion while moving around the school
- Students are not to throw missiles
- Students are not to bring dangerous objects to school
- Students will wheel bicycles to and from gates and racks
- Students will wear helmets when riding bicycles to/from school
- Students must wear hats and be encouraged to wear sunscreen when in the sun
- Students must wear swim shirts for all school swimming events and lessons.
- Students must wear suitable shoes at all times unless permitted by a teacher to remove them for a specific purpose
- Students will obey correct safety rules
- Students can only be in a school car park if accompanied by a responsible adult
- Students are to walk along verandahs at all times
- Students are not to use staffroom stairs unless going to music room, or in an emergency
- Students can only use office stairs when going to the office/library, in an emergency, or as otherwise directed by a teacher

**RULES RELATED TO BUS TRAVEL**
1) Students are to stay seated when bus is moving, and wear seatbelts while bus is in motion.

2) Students are to wait until bus has completely stopped before getting on or off.

3) Students are to obey all directions from the driver.

4) Students are to behave sensibly and safely – having respect for all others on the bus. They are to use a moderate voice.(no yelling).

5) Students are to be responsible for all their own belongings while on the bus.

6) Changes to an individual student’s bus routine are to be notified through the school’s office before 2:50pm each day.

7) Notification of changes to the school bus timetable will be the responsibility of the bus company.

8) Students must cooperate with the driver’s instructions to allow him/her to meet his/her obligation to safely convey students to their designated stops.

9) Requests by the driver to cease unruly behaviour by students must be complied with.

10) Students are not to eat or drink on the bus unless permitted by driver.

10) Students’ arms and heads to be kept completely inside windows, and feet off seats.

11) Students must stand well clear of bus after getting off. Students are to wait at the kerb side until the bus has departed, and there is a clear view of both sides of the road before crossing.

12) Students may be required to share seats so no students have to stand, sit on engine cover, on steps or in the aisle. Students should not refuse to share a seat.

**RULES RELATED TO EXCURSIONS**

- Students will comply with school rules while on excursion
- Students are to stay with the group at all times
- Students, when travelling on different forms of transport, are to remain seated with feet sensibly placed and facing the front while the vehicle is in motion, and wait until instructed to move.
- Students are not permitted to take money unless otherwise organised as per excursion notice

**RULES RELATED TO ROUTINES IN THE CLASSROOM**

Each class will establish its own set of behaviour within the framework of this policy. This includes the setting of rules by specialist teachers. The specialist teachers will set rules with each class to establish the positive behaviour expected of the students.

**STUDENT MANAGEMENT & CONSEQUENCES**

In acknowledging that positive reinforcement is a most effective form of discipline at individual, class and school level, it is desirable that:

- Clear classroom rules will be negotiated and established with students in each class
- The logical consequences of behaviour will be discussed with, and understood by, all students
- Class meetings or discussions will be held to revise or reinforce rules and consequences
There will be a consistent approach to discipline within the school.

If the problem is not of a serious nature, the staff member will talk with the student and try to reach an understanding. The problem will be discussed and acceptable behaviour will be encouraged.

If the problem is of a more serious nature or is repetitious, unacceptable behaviour, the following process is recommended:

- identification of the action
- discussion of the action with the child
- establishment of a logical consequence

Disciplinary measures that staff may apply include, from least to most intrusive:

- discussion
- detention/time out
- setting of a task or removal of a privilege or extra duties
- referral to the principal
- parent interview
- referral to Guidance Officer (if appropriate) or the Behaviour Advisory Team. Discussions with these specialists may result in Individual Behaviour Support Plans being formulated by teachers in consultation with other stakeholders to support identified students.
- suspension – a ministerial process
- exclusion

**SPECIAL NOTE**

The application of logical consequences requires that students take responsibility for their own behaviour.

To be most effective, the student must be able to see the connection between their behaviour and the consequences. The consequences need to be applied consistently, logically, calmly, firmly and without moral judgement.

Consequences should be:

- known beforehand
- natural
- logical
- consistently kept

This leads to absolute fairness.

**CONSEQUENCES FOR INAPPROPRIATE PLAYGROUND BEHAVIOUR:**

Unacceptable Behaviour may be recorded on OneSchool under each student’s profile at the supervising teacher’s discretion. Parents are informed. Repeated offences will lead to discussions with parents/carers.

1. First Offence – name to be recorded with the type of offence (minor misconduct)
2. Second Offence – recorded – consequence at teacher’s discretion (minor misconduct)
3. Third Offence – action at principal’s discretion (eg. repeated minor misconduct, or major misconduct - conduct such as:
   - fighting
   - abusive language
   - dangerous behaviour
   - wilful and continued vandalism).
Continued harassment/bullying

   Communication with school, parents and child – There may be a possibility of enacting suspension or exclusion procedures.

SPECIAL NOTE
In cases where the severity of an offence warrants more serious action the child will be referred to the parents and police even in the 1st instance.

CONSEQUENCES FOR MISBEHAVIOUR ON THE BUSES

Drivers will enact the Dept. of Transportation’s code of conduct for dealing with student misbehaviour on buses. As an example of steps that may be taken by the driver, the following could apply

i. Driver brings complaint to principal
ii. Driver brings further complaint to principal – parents notified
iii. Driver issues first warning to exclusion – principal notiﬁed
   parents notiﬁed
iv. Driver issues second warning to exclusion – principal notiﬁed
   parents notiﬁed
v. Driver excludes student for one day  - principal notiﬁed
   parents notiﬁed
vi. Driver excludes student for 1 to 5 days – principal notiﬁed
   parents notiﬁed
   Department notiﬁed
vii. Possible exclusion from bus route for an unspecified period

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR
WHEN IN THE CHARGE OF VISITING TEACHER OR ADULT

* The visiting teacher/adult should report inappropriate behaviour by a student in his/her charge to the class teacher (or principal) as soon as possible after incident has occurred so that he/she can either:

- take action him/herself
- in cases of more serious nature refer it to the principal
- post incident on OneSchool

*Visiting teachers/adults should have a copy of guidelines of expected behaviour for children in their charge. (These guidelines are prepared by the school)

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR WHEN ON EXCURSION

* If, when in charge of a parent, a child misbehaves, the parent refers the matter, as soon as possible, to the teacher in charge.  
* The teacher will take over the direct supervision of the child, for as long as necessary.  
* Where the misbehaviour on excursion is of a serious and continued nature, it will be referred to the principal for action. After recording the incident on OneSchool, the principal then could
  [A] Exclude the student from the activity
  [B] Notify the parents
  [C] Exclude the student from all future excursions

* In extreme cases of severe misbehaviour, e.g. behaviour which places the safety of themselves or others at risk, or criminal behaviour of any kind while on excursion, students may be sent home at the parents’ expense.
* In cases where accompanying parents behave in inappropriate ways on school excursions, the principal may ask the parent to leave the excursion immediately and at their own expense.
CONSEQUENCES FOR WILFUL HARASSMENT, BULLYING, RACISM, SEXUAL HARASSMENT

As this type of behaviour is at odds with the school’s Code of Behaviour as described in this plan, any intimidation of anyone in our school community by anyone in our school community will be regarded very seriously.

CONSEQUENCES TO STUDENTS

The same steps as described earlier in this document under the sub-heading, “Consequences for Inappropriate Playground Behaviour”, will apply.

Special Note
When dealing with victims of bullying/harassment (including cyber-bullying), staff should show care and compassion for the victim and be supportive of his/her need for protection.

Staff will take steps to help the victim to develop skills in dealing with harassment through:
- building self-esteem
- training in assertiveness (versus aggressiveness)
- training in reconciliation and cooperativeness

(Appendices 3-5)

CONSEQUENCES TO ADULTS

This is to be treated extremely seriously. Instances of harassment, intimidation or bullying by adults should be referred to the principal and properly investigated. If appropriate, the principal may need to counsel the adult in question and refer him/her to the school’s Behaviour Plan. In cases where a bona fide case of abuse by an adult has been established it could be considered a criminal offence, in which case it should be referred to the police.

MANDATED RESPONSIBILITIES

Truancy

Effective truancy management is assisted by regular and thorough class roll checks. All absences should be explained by parents.

Absences which appear to be without valid excuse, greater than 3 days duration without parental advice or that begin to form a regular pattern over time should be reported to the administration.

Follow-up phone calls to parents, interviews with parents or absentee notes from parents will be employed to seek reasons for absences. Where no valid excuse is tendered and the student does not return to normal school attendance, the police will be advised.

Abuse/Neglect

Any member of staff suspecting that a student may be suffering from any form of abuse or neglect should report the matter to the principal.

The principal will then deal with the matter within the Department of Education, Training and the Arts’ policy and procedural guidelines.

Drug-Related Matters

Drugs, as defined for the purpose of this plan, are any non-prescription drugs, including alcohol, tobacco and illegal substances.

The use of these substances by students will be treated very seriously. Any staff member suspecting that a student may be using any of these substances will report the matter to the principal as soon as possible.

After investigating the matter thoroughly, the principal will contact the parents. In the case of usage of legalised substances such as tobacco or alcohol, the principal may impose a suspension of up to 5 days. Any possession or use of illegal substances is a criminal offence and will be reported to the police.
Rathdowney State School

Working it out (years 2-7)
(To be completed during detention/time out)

Name…………………………….Class……………….Date………………

What I did
........................................................................................................
........................................................................................................
........................................................................................................

What rule (or right) I broke or infringed (Be Safe, Be Respectful, Be Responsible)
........................................................................................................

Why I did it.
........................................................................................................
........................................................................................................
........................................................................................................

What I think I could do to fix it up.
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................

Teacher/Principal comments:........................................................................
........................................................................................................

Signed…………………………………………… …..Date……………….

Parent/Carer Signature………………… …………… Date………............
**Appendix 1 (b)**

**Rathdowney State School**  
**Behaviour Referral Form**

**NAME OF STUDENT:** __________________________________

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

<table>
<thead>
<tr>
<th>School Expectation Category</th>
<th>Be SAFE</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
Thank you for being a good citizen

“To make the world a friendly place, one must show it a friendly face”

Signed:______________ Dated:_________
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 mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. There is also a risk of inappropriate use causing harm. 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 no longer be permitted to have a personal technology device at school unless for a specific purpose as agreed between the student’s parents and 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 handed into the office at the beginning of the school day. The device will be returned at the end of the day, or, in special circumstances, with the agreement of parents and the principal, they may be used for a specific purpose during school hours.

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 Rathdowney 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) build a culture of distrust and disharmony.

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

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

A 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 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 Principal.

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 3

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

Purpose

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

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

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

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

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

Rationale

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

7. The anti-bullying procedures at Rathdowney State 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.
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 non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The anti-bullying process is 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 Rathdowney State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Rathdowney State School uses behavioural data for decision-making. This data is entered into our database 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.

14. Parents are often the first to alert the school about instances of bullying. Rathdowney State School acknowledges a need to inform parents of some supportive and appropriate responses to reports of bullying from their children. *(Appendix 5)*
**ARE YOU BEING BULLIED**

**Can I deal with this problem using our 4 steps?**
1. Ignore/walk away/talk to someone else.
2. Tell them calmly and firmly that you don’t like what they are doing. Tell them to stop.
3. Ask a friend to support and witness the problem.
4. Ask a teacher to help sort out the problem.

**YES**

- Solve it by yourself
- Ask a friend
- Find a teacher
- Explore your options

**NO**

- Tell someone who will care:
  - Trusted adult
  - Teacher
  - Parent
  - Friend

**What Else Can You Do?**

**TO AVOID BULLYING:**
- Examine own behaviour.
- Network of friends.
- Avoid location/people.
- Assertiveness training.
- Develop positive self image.

**TO DEAL WITH BULLYING:**
1. Ignore it.
2. Walk away.
3. Don’t give them the satisfaction.
4. Call their bluff.
5. Divert their attention in another direction.
6. Personal script.
7. Negotiate.
WHAT CAN PARENTS DO TO HELP?

Parents can assist in making major difference to the mindset of children vulnerable to bullying. Here are some suggestions:

- Closely monitor your child’s feelings about school and other children. Look beyond the superficial responses (e.g. “How was school today?” “Good”) and check for signs of real contentment.

- When bullying is detected, it is important to listen carefully and find out exactly what is happening. Don’t get angry and ring the school immediately. Find out who said what, and why. Remain calm but supportive, confident and protective.

- Take measured action. For instance, ring and make a private appointment with the appropriate person at the school (teacher, principal, guidance officer). You may ask the child whom it would be good to talk to. Discuss what has been happening, and why. Work out a joint strategy with the school (what you’ll do: what the school will do).

- Keep records. Every bullying incident must be recorded, so that the school has clear evidence of what is going on. (It’s not enough to say, ‘Sally has been bullying my daughter.’ A school needs dates, words said, actions, if it is to respond effectively.)

- Initiate actions designed to build up your child’s confidence and self-esteem, such as
  - Spending more time with him/her in favoured activities (sport, hobbies, outings, etc)
  - Praising him/her for achievements and for being ‘such a great kid’
  - Avoiding negatives (including things you normally nag about) – now is not the time for criticism!
  - If something goes wrong (a bad mark, some crisis or other), reminding him/her that he/she is a wonderful person, and that whatever went wrong is trivial (as appropriate).

- Foster friendships and a positive peer group. Encourage your child to invite friends home, or offer to take them out for a special treat, thereby strengthening the network of intimate relationships. Whatever you do don’t treat the peer group as the enemy. This will isolate your son/daughter and make him/her even more unhappy and vulnerable.
  - Teach your child how to be confident. This is largely common sense, but here are reminders:
    - Walk tall (don’t hunch or crumple’)
    - Look people in the eye (don’t stare at the floor)
    - Speak clearly and distinctly (not in a whisper)
    - Breathe calmly and keep the pace normal (don’t fidget and twitch).

- You may like to demonstrate these things, and explain that sometimes other people take advantage of you if they think you’re scared.

- If specific hurtful words were used, it can be helpful to ‘desensitise’ your child to such words. Laugh about them. Talk about how silly words are.

- Offer advice about ways to ‘deflect’ the bullying, such as non-committal replies. Whatever you do, don’t advise a violent response. This will only make the situation worse, and could put your child in the wrong.

- Constantly check for progress, and keep the school informed of how things are going. As a parent, you are well placed to know what’s happening.
## Incident Report

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

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

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions 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.
### The Rights and Responsibilities of All Members of the School Community

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To feel safe</td>
<td>- To learn, teach and support</td>
</tr>
<tr>
<td>- To be respected</td>
<td>- To respect others</td>
</tr>
<tr>
<td>- To work in a supportive environment</td>
<td>- To respect property of self and others</td>
</tr>
<tr>
<td>- To be valued for their skills</td>
<td></td>
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</tbody>
</table>

### The Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To be treated as professionals in regard to decisions and judgements.</td>
<td>- To access timely, appropriate professional development</td>
</tr>
<tr>
<td></td>
<td>- To engage other professionals for specific needs</td>
</tr>
<tr>
<td></td>
<td>- To develop positive relationships with parents which inform and include them as valuable members of the school community</td>
</tr>
<tr>
<td></td>
<td>- To provide a duty of care to students</td>
</tr>
</tbody>
</table>

### The Rights and Responsibilities of Ancillary Staff

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To be given adequate support to carry out their duties</td>
<td>- To perform duties as required</td>
</tr>
<tr>
<td></td>
<td>- To possess a 'blue card'</td>
</tr>
<tr>
<td></td>
<td>- To provide a duty of care to children</td>
</tr>
<tr>
<td></td>
<td>- To work within school policies and procedures</td>
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</tbody>
</table>

### The Rights and Responsibilities of Visitors/ Volunteer Helpers

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To be appreciated and supported for their effort and contribution</td>
<td>- To provide a duty of care to children</td>
</tr>
<tr>
<td></td>
<td>- To possess a 'blue card'</td>
</tr>
<tr>
<td></td>
<td>- To work within school policies and procedures</td>
</tr>
</tbody>
</table>
### The Rights and Responsibilities of Parents

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● To expect a quality education for their children</td>
<td>● To support school policies and procedures</td>
</tr>
<tr>
<td>● To be consulted in school decision-making</td>
<td>● To help their children develop appropriate and acceptable social skills</td>
</tr>
<tr>
<td>● To be promptly contacted when necessary</td>
<td>● To approach school staff in a positive and appropriate manner</td>
</tr>
<tr>
<td></td>
<td>● To be interested in, involved in and supportive of their children’s education</td>
</tr>
</tbody>
</table>

### The Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● To learn</td>
<td>● To learn to the best of their abilities</td>
</tr>
<tr>
<td>● To be treated fairly</td>
<td>● To abide by the school rules</td>
</tr>
<tr>
<td></td>
<td>● To develop self-discipline</td>
</tr>
<tr>
<td></td>
<td>● To keep self and others safe</td>
</tr>
<tr>
<td></td>
<td>● To cooperate with others and follow adults’ directions</td>
</tr>
</tbody>
</table>