DAYBORO STATE SCHOOL
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

The Code of
School Behaviour
Better Behaviour
Better Learning

1. Purpose

Dayboro State School's vision is to inspire students to reach their full potential in a safe, caring and educationally challenging environment.

The Responsible Behaviour Plan for students 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.

2. Consultation and data review

Dayboro State School developed this plan in collaboration with our school community. Initially broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. The school's involvement with the School Wide Positive Behaviour Scheme commenced in 2008 and has led the plan to grow and change to better meet our school needs.

The ongoing review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, undertaken by the SWPBS Committee continues to inform the development process.

This current version of the plan, endorsed by the Principal, the President of the P&C will continue to be reviewed regularly to ensure that it remains relevant and responsive to changes within the school.

3. Learning and behaviour statement

The establishment of good discipline in our school depends on both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

We at Dayboro State School operate by the following beliefs about behaviour and learning:
- appropriate behaviour should be taught
- individuals learn at different rates through a variety of learning styles
- students, parents and teachers are part of a team
- good manners and respect are expected
- our school community provides appropriate social role models
- a stimulating environment enhances learning
- positive self esteem enhances behaviour and learning
- gender is not a determinate of capacity to learn or consequences of inappropriate behaviour

At Dayboro State School, we believe that our school community should:
- have a consistent approach to students' behaviour across the school with clearly defined expectations;
- respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching;
- respect the fundamental right that students be treated with respect and learn without being interrupted by others; and
- take a positive approach by acknowledging appropriate behaviour.

We also believe that consistent consequences should be applied so that they:
- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

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

Universal Behaviour Support

Since 2008 Dayboro State School has been involved in the School Wide Positive Behaviour Support Scheme, which includes the creation of a positive whole school culture by ensuring that:
- expectations are defined through the development of the Dayboro Behaviour Expectation Matrix
- behaviour expectations are taught systematically in all classes
- a system exists for acknowledging observance of the behaviour expectations
- a system exists for responding to inappropriate behaviour
- effective processes are in place to monitor and analyse behaviour data to inform decision making
- the SWPBS leadership team exists to shape and support implementation.

Our school community has identified the 5Bs to be taught as the values

The 5 Bs Our School Code
Be Respectful
Be Responsible
Be Positive
Be Proud
Be Tolerant

Underpinning our core values are our three rules: *Safety, Respect and Learning*, which shape our code of behaviour and inform the behaviour matrix.

Our three rules are:
Respect
Safety
Learning

Dayboro State School Behaviour Expectations

The **Dayboro State School Behaviour Expectation Matrix** featured below outlines a basic set of behaviours that all students will be taught and encouraged to follow.

All students and staff across all settings (including travel to and from school and co-curricular activities)

	Indicators	Behaviours
RESPECT	Respect yourself Respect others Respect property	• Use manners and polite language • Represent your school with pride • Keep hurtful or bullying actions and words out of our school - no put downs • Resolve conflicts sensibly - keep your cool • Play fairly and show good sportsmanship • Share equipment and clean up after yourself • Treat school property, the property of others and personal property with care • Recognise and praise the achievements of others • Understand, accept and appreciate that people are different • Care for and protect the school environment • Treat everyone respectfully
SAFETY	Work and play safely Follow school procedures Be in the right place at the right time	• Follow staff directions and school safety rules • Keep dangerous and banned items at home • Keep hands and feet to yourself • Report injury or illness immediately to your teacher or other staff • Move safely around the school and follow the rules of the area • Use equipment and other objects safely
LEARNING	Be ready to learn Contribute to learning Produce best work	• Be on time and ready to learn • Be an active learner and allow others to learn without disruption • Complete all tasks to the best of your ability • Approach tasks confidently and positively - have a go! • Take pride in your learning • Accept that mistakes are a valuable way to learn

With our beliefs about respect, safety and learning, all staff and students will be:

RESPECTFUL   RESPONSIBLE   POSITIVE   TOLERANT *and* ***PROUD.***

Recognising the diversity that exists in the school population, Dayboro State School's Behaviour Management Plan allows for a continuum of school wide instructional and behaviour support featuring:
- explicitly taught lessons focussing on appropriate behaviour
- clear expectations set out in the Dayboro Behaviour Expectation Matrix
- a focus on safety, respect and learning
- continuum of procedures for encouraging expected behaviour
- continuum of procedures for responding to inappropriate behaviour
- procedures for ongoing data collection, monitoring and evaluation
- explicitly taught lessons focussing on cyber safety
- explicitly taught lessons to respond to and prevent bullying including cyber bullying. (See Appendix 9)

Positive behaviours are promoted through recognition and rewards including the 5Bs Assembly Awards and Gotcha tickets issued by staff member in class and in the playground.

For those students who choose not to respond appropriately, on a regular basis, strategies emphasising problem solving as a means of changing behaviour are implemented.

Targeted behaviour support
As described above, students may require support to facilitate acceptable standards of behaviour. These strategies include:
- Referral to restricted play situations
- Referral to Time Out
- Communication with parents/caregivers
- Consideration of daily communication book/card
- Referral to GO or external support officers (eg Power, Leo)
- Individualized Behaviour Plans

Intensive behaviour support
A team approach to behaviour support includes the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies.
Students with severe or recurring behaviour problems are referred through the SSS (Student Support Services) Committee, which meets on a weekly basis. The student's classroom teacher is expected to attend the meeting when the referral is discussed. Before meeting with the SSS Committee a systematic assessment procedure needs to be followed including collation of data about previous incidents/consequences.
- Support is then provided for the case manager to develop an Individual Behaviour Plan for the referred student. Parents/ carers are asked to sign off on Individual Behaviour Plans. Strategies included in this plan should be preventative and restorative and the plan should be reviewed regularly.
- Referrals are made to the Regional/District Behaviour Support service.

Behaviour Records
Records of behaviour incidents both positive and negative will be kept on the One School data base.

These records will be regularly examined to determine:
- Trends – areas of improvement, areas of concern
- Places in the school that need to be monitored
- Particular changes in behaviour for individual students

- Areas of focus for teaching appropriate behaviour

As well as to inform the process of reporting to parents on behaviour once per semester.

5. Consequences for unacceptable behaviour

Dayboro 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 4) 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 fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:
- 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, referral to SSS.
                            AND/OR
- Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school

- 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:

	Minor	Major
Being Safe	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds	
	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting
	• Not wearing a hat in playground • Not wearing shoes outside	
		• Possession or selling of drugs
Being Responsible	• Not completing set tasks that are at an appropriate level • Refusing to work	
	• 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
	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	
	• Minor dishonesty	• Major dishonesty
	• Littering	
	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

<u>Relate problem behaviours to expected school behaviours</u>
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.

<u>Ensuring consistent responses to problem behaviour</u>
At Dayboro 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.

Dayboro State School reserves the right to take action and provide consequences for behaviour outside the school grounds that affects the good order and management of the school. Behaviour on social media or anywhere in the school community that reflects badly on the school or affects students, teachers or admin staff or adversely causes harm the school will act to protect its good name and to protect the members of the school community appropriately.

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
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 Dayboro 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
- [Health and Safety incident record](link) (link)
- debriefing report.

7. Network of student support
Students at Dayboro State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Deputy Principal
- Administration Staff
- Guidance Officer

- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- 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.

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

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, the school Student Support Services Committee and/or the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be:
- Supportive
- Fair
- Consistent.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. Students are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour, it is important that the principles of natural justice are followed– this means ensuring that:
- the student is fully aware of the alleged behaviour
- the student is given the right to respond to the accusations giving their side of the story
- the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student.

When making a decision about a consequence, the person making the decision will consider the student's:
- Age
- Previous behaviour record
- Degree of provocation
- Intention of the action
- Honesty and perceived level of genuine remorse.

Additionally, the severity of the incident and amount of reliable evidence will be considered as well the individual circumstances and actions of the student and the needs and rights of school community members.

The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination.
All consequences must be in accord with the *Education (General Provisions) Act 1989* and with the student behaviour policies of Education Queensland

Consistent
A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:
▪ provide the opportunity for all students to learn;
▪ ensure the safety of all staff and students; and
▪ assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In 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.

MANAGING EXTREME BEHAVIOUR
Refer to Emergency Responses or Critical Incidents Section

When a student is responsible for a dangerous behaviour or a serious or persistent breach of school discipline, the procedures below will be followed:
- inform the Principal immediately in person, by intercom or by sending a message to the office with a teacher aide or student;
- the student will be removed from the classroom or playground and taken to the office;
- the student's parents will be contacted;
- suspension procedures may be implemented.
- If a student is suspended, outside agencies may be involved with school staff, the student and his/her parents in designing a plan for the student to return successfully to the school.

Detailed notes of the incident will need to be made by teachers and the Principal. These will be kept in the office file along with any formal suspension documents.

Procedures for the suspension and or exclusion of students

Students may be suspended and or excluded for the following reasons:
- **Persistent and repeated non compliance;** includes disruptive behaviours, refusing to follow instructions/directions, absence from classes, non cooperation, breach of behaviour management strategy, lying etc.;
- **assault;** includes hitting, kicking, punching, throwing objects at other students etc;
- **verbal abuse**;
- **harassment**; includes racial and sexual harassment, intimidation, etc;
- **vandalism**;
- **unlawful behaviour**;
- **improper/indecent behaviour**;
- **use of or possession of illegal drugs**.

The procedures to be followed will be those outlined in the Education (General Provisions) Amendment Act 2006 and the explanatory notes that accompany it.

Re-entry Meeting:
Following a suspension from school, a student will be provided with a coordinated and supportive program to enable him/her to re-enter the school successfully. Those involved in the re-entry process may include:
- the student involved in re-entry;
- the student's legal care giver;
- a representative of the school administration;
- the classroom teacher;
- support personnel;
- any other relevant parties.

At the re-entry meeting an agreement will be reached between the school and the student. This agreement firstly will acknowledge the behaviour that resulted in suspension and seek to make appropriate restoration, outline expectations, consequences and the support to be provided. It will be provided to all parties in a written format.

The student will be warmly welcomed back into the school and his/her progress will be carefully monitored. The agreement or behaviour plan will be adjusted, if necessary, following discussion with all relevant parties in order to support and promote the successful re-entry of the student into the school.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

Appendix 2

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

Purpose
1. Dayboro 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 Dayboro 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 Dayboro 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 Dayboro 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 Dayboro 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.

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 Dayboro 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. Dayboro State 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.

14. Dayboro State School participates in the National Day of Action Against Violence and Bullying on a yearly basis, we include our whole community in a range of activities including a pledge to "Say No Way! To Bullying".

Appendix 3
Dayboro State School Internet Use and Cyber-Safety Policy

Rationale

Access to email and internet services and facilities are provided to students and staff at Dayboro State School to support learning and administrative needs. We acknowledge that access to these services is a necessary part of modern schooling and must be used in a responsible manner.

Scope

This policy applies to staff and students, accessing information technology and on-line services at Dayboro State School.

Responsibilities

Access and Security
Users will:
- Refrain from disabling settings for virus protection, spam and filtering that have been applied as a department standard (including use of mobile internet devices, mobile phones with internet capability or other devices with internet capacity)
- Ensure that external memory drives (USBs) are checked for viruses each time they are connected to department computers
- Ensure that communication through the internet or email services are related to learning
- Keep passwords confidential, and change them when prompted or known by another user
- Use passwords that follow the password conventions and guidelines
- Protect their personal e-mail account by keeping their user names and passwords to themselves at all times
- Log off at the end of each session to maintain school network security
- Promptly tell their supervising teacher if they suspect they have received a computer virus or spam or if they receive a message that is inappropriate or makes them feel uncomfortable
- Seek advice from teachers and parents/caregivers if another user asks for excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student
- Report any instances of electronic bullying to the relevant site webmaster (including out of school hours), keeping copies of pertinent material for evidence.
- ensure that they do not forward emails or other messages containing:
  o A message that was sent to them in confidence
  o A computer virus or attachment that is capable of damaging recipients' computers
  o Chain letters or hoax emails

Refrain from publishing or sending:
- Unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments
- Threatening, bullying or harassing another person or making excessive or unreasonable demands upon another person
- Sexually explicit or sexually suggestive material
- False or defamatory information about a person or organization.

Ensure that personal use is kept to a minimum and internet and email services are generally used for genuine curriculum and educational activities. Use of unauthorised programs and intentionally downloading unauthorised software, graphics or music that has little or no relevance to learning at school, has serious consequences.

Care for the computers, computer systems or networks of Education Queensland by following correct procedures regarding their use at all times.

Refrain from using school services for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose, this also includes subscribing to social networking (and other) sites using Education Queensland email accounts, except for educational purposes.

Be aware that all use of internet and email services can be audited and traced to the e-learning accounts of specific users.

Privacy and confidentiality

Users will:
- protect the security of individual users by keeping email addresses of staff members or students confidential, only providing this information with explicit permission from relevant people involved
- Protect their personal information including names, addresses, photographs, credit card details and telephone number of themselves or others by ensuring they keep this confidential
- Ensure privacy and confidentiality is maintained by refraining from disclosing or using any information in a way that is contrary to any individual's interests.

Intellectual property and copyright

Users will:
- Refrain from plagiarising information and will observe appropriate copyright clearance, including acknowledging the author or source of any information used
- Ensure that permission is gained before electronically publishing users' work or drawings. They will always acknowledge the creator or author of any material published.
- Ensure that any material published on the internet or intranet has the approval of the principal or their delegate and has appropriate copyright clearance.

Misuse and breaches of acceptable usage

Users will be aware that:
- They are held responsible for their actions while using internet and email services
- They are responsible for any content on USB or mobile devices that are brought into the school
- They are held responsible for any breaches caused by them allowing any other person to use their e-learning account to access internet and email services
- The misuse of internet and email services, or inappropriate content on USB or mobile devices, may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

Users will report:
- Any internet site access that is considered inappropriate
- Any suspected technical security breach involving users from other schools, TAFEs, or from outside Education Queensland.

Resources
- www.cybersmartkids.com.au (all ages)
- www.nettysworld.com.au (2 – 7 year olds)
- www.hectorsworld.com   (5 – 10 year olds)
- www.cyberquoll.com.au   (10 – 12 year olds)
- http://cybersmart.engagelive.net (11 – 12 year olds)
- www.cybernetrix.com.au   (12 – 14 year olds)
- www.acma.gov.au
- http://www.staysmartonline.gov.au/

Your Rights – Cyber Safety - *Everyone has a right to feel safe*

The Internet, email and mobile phones have created new methods of social interaction and communication for people to stay in touch with friends and make new ones. Most interactions using these technologies are positive, however some are not.

Your personal safety is important and you need to be aware:

- *That people on the internet may not be who they say they are* – people can hide their identities and pretend to be someone they are not. If something or someone sounds too good to be true, it properly is or they probably are.
- *That you protect yours or others' personal information* on websites, personal 'blogs' and in chat-rooms, including your full name, address, contact phone numbers, financial information, personal details about your life or family, your photograph or your user name/s and passwords by only providing this with the explicit permission of teachers and/or parents/caregivers.

Cyber Bullying

Cyber bullying involves the use of information and communication technologies such as e-mail, mobile phone, instant messaging, and defamatory personal web-sites, to support the repeated, harmful and negative behaviour by an individual or group towards another individual or group.

Cyber bullying can involve:

- sending defamatory, threatening or harassing messages, phone calls, offensive photographs or sounds;
- the purposeful spreading of inaccurate information, such as making-up and passing on rumours;
- distributing someone else's personal information, such as passing on someone's phone numbers, web-addresses; and personal details without their permission;
- sending spam, viruses or offensive web-links; and
- the posting of information, or photos or images without the permission of the subject of the information, photo or image.

If you are cyber bullied:

- **Do not reply** to threatening, harassing or obscene messages.
- Block the sender's messages, or change your e-mail, web-address, or mobile phone number if necessary.
- **Save any threatening or harassing messages** and **report** them to your parents, school or Internet Service Provider; or the Police if appropriate.
- **Do not open unknown attachments or links**.
- If a friend or someone you know is cyber bullied, **give them this same advice.**

Appendix 4

WORKING TOGETHER TO KEEP DAYBORO STATE SCHOOL SAFE

We can work together to keep knives out of school. At Dayboro State School:
- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Dayboro State School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

FOR A COPY OF THE COMPLETE DOCUMENT WITH ALL APPENDICES PLEASE REFER TO DAYBORO STATE SCHOOL WEBSITE AT www.dayboross.eq.edu.au.