Emu Park State School

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

1. Purpose

Emu Park State School is committed to ensuring all young Queenslanders have a right to and receive a quality education.

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

The use of a non-coercive approach that builds relationships, encourages self-evaluation and focuses on quality is evident in all we do.

At Emu Park State School we believe, children learn best in a supportive environment that caters for their individual needs. A stable and supportive learning environment therefore supports our focus on quality teaching and learning. We want our students to be socially, emotionally and academically competent.

2. Consultation and data review

Emu Park State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken in its early development and focus groups as part of this redevelopment.

Further refinement and review was recently conducted in 2018, consisting of surveys and face to face meetings to gather information and opinion. The development of our Whole Be+ing initiative has also influenced some change in process.

The Plan was initially endorsed by the Principal, the President of the P&C and Executive Director (Schools) in October 2012. After renewed consultation it has been redeveloped and this current plan was re-endorsed by P&C and Assistant Regional Director in July 2018.

3. Learning and behaviour statement

Evidence based research shows that when students are happy and healthy their capacity to engage is enhanced. Students develop a growth mindset and improve their ability to cope in the complex world around them. Our aim is to develop socially, emotionally and academically competent beings, and enable students to reach their potential and flourish.

Emu Park State School operates by the following beliefs:

- all children have the right to learn in an environment with little disruption
- education is a life-long process
- gender is not a determinant of capacity to learn
- children with disabilities are encouraged to access all educational opportunities
- children learn at different rates
- students, parents and teachers are part of a team
- the school is a focal point of the community
- good manners and respect are expected
• children learn by a variety of activities
• our school community provides appropriate social role models
• an attractive environment enhances learning
• the child’s self-esteem is developed
• personal safety is encouraged.

Staff and students at Emu Park State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. Positive behaviours are to be rewarded and negative behaviours are to be corrected with the use of “Natural Consequences”. Ultimately, each individual must be responsible for his/her own actions.

Parental consultation, support and involvement are essential to the Supportive School Environment at this school.

This policy should be read in conjunction with our policies on:
• Use of Personal Technology Devices; and
• Bullying.

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

At Emu Park State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies including:
• Behaviour lessons conducted by classroom teachers. The ‘School Pride’ unit is implemented in all classrooms at the beginning of the school year and targets learning of our school values and school rules, as well as strategies to deal with bullying behaviours.
• Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Our code is based on five values:
• Respect: Self, others and the environment
• Fun: Learn whilst having fun and being safe
• Effort: In everything we do
• Partnerships: Students, families, staff and community working together
• Confidence: To be the best we can

And six habits:
• Happy
• Grateful
• Resilient
• Aware
• Positive
• Healthy

Our rules during instruction are:
• Use your manners
• Listen attentively
• Wait for your turn to speak
• Leave others’ property alone
• Walk when moving around the classroom
• Follow teacher instruction without complaint
• Be cheerful
• Think before doing
• Always strive to do your best
• Be friendly and polite
• Be honest
• Have a go
• Compliment and encourage others

Our rules during play are:
• Follow teacher instructions willingly
• Think before doing
• Play in designated areas
• Walk on the concrete
• Wear a hat in the sun
• Be friendly and polite
• Take pride in your surroundings
• Ensure sports equipment is returned
• Toilet, drink and line up before the second bell

Our school provides students with the following initiatives that support strong social and emotional competencies.

Whole Be+ing
Whole Be+ing Education is Emu Park State School's program that synchronises our six habits to enrich the social, emotional and academic competence of every being in our community. The program aims to develop a ‘way of being’ by focusing on six habits: Happy, Grateful, Resilient, Aware, Positive and Healthy. The Whole Be+ing Program is based upon the principles of neuroscience and positive psychology to intentionally develop "Whole Be+ing". Our journey commenced with the acceptance that a happy child is more likely to engage with our curriculum and school community. This simple thought has now grown to a program that combines our curriculum and pedagogy with mindfulness. We believe that the success of our Whole Be+ing program relies on the support of our teachers, students and the wider community to ‘Be Here’, ‘Be Mindful’, and ‘Be Awesome’. Encompassing the six habits into our daily lives encourages our school community to be more mindful of practising an inherent ‘way of living’. Giving us the ability to be mindful of the way in which our beliefs influence our thoughts, our thoughts influence our words, our words influence our actions, our actions influence our habits, our habits influence our values, and our values become our destiny. Our six habits are explicitly taught across all year levels creating "awesome" beings.

The Zone Chart
Our Zone Chart is a five step visual that allows students to see exactly where they sit on a reactive social / behavioural scale. The zone is in every class room across the school.

Positive behaviour is rewarded through the upward progression on a scale and a small negotiated reward at the end of the day for those students who finish in the zone.

Anti-social or negative behaviour causes downward movement on the five step scale and attracts a range of contextual consequences.

A small sheet with The Zone Chart is sometimes sent home showing a student’s end of day position. This is used when increasing a parent’s awareness of student behaviour.

Some basic rules apply to its use in the classroom:
• All students start in the cloud at the beginning of each day.
• Direction of arrows show possible movement.
• Students may move directly to step three if behaviour warrants.
• Consequences are to be related to the action.
• Movement upwards from steps two or three may be negotiated.
Rostered Play
Rostered Play is a way of addressing social issues and generally providing students with a break from one another. Children still have the same time and game opportunities as other students but the play area is designated. It is generally monitored through the use of a card system.

Zones of Regulation

*Life is 10% what happens to us and 90% how we react to it. (Charles Swindoll)*

The Zones are a systematic approach used to teach self-regulation by categorising states of alertness and feelings into four coloured zones. This framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts.

Our feelings and state determine our zone:

- The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation or terror when in the Red Zone.
- The Yellow Zone is used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles or nervousness when in the Yellow Zone.
- The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick or bored.

A formal recognition and monitoring system has been developed and is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Emu Park State School implements a range of proactive and preventative processes and strategies to support student behaviour:

- Induction programs in our Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- A comprehensive Award Program.
  - **Personal Achievement Award:** Student achievement is determined by whether or not students have been consistently following school rules. These are based directly on our school values and are outlined in the table on the following page. There are four levels of award to achieve – Bronze, Silver, Gold and Platinum.
  - **Aussie of the Month:** Aussie of the Month and their parents are invited for morning tea with the School Principal. Students are nominated by their class teacher for outstanding and consistent demonstration of our school values.
  - **Values Awards:** Students are provided with raffle tickets if seen doing the right thing. Seven names are picked randomly from the box during Friday assembly to receive a small prize.
  - **Tidiest Classroom Award:** This award is chosen by our school cleaners. The class with the tidiest area receives a small trophy to keep for the week.
  - **Academic Award:** This is a very large trophy that is awarded to the class that shows the most improvement in an academic area. It is awarded twice per year.
  - **End of Year Bursary:** Each year, a variety of community organisations and families donate bursaries to our school to present to winning applicants at end of year school ceremonies.
  - **LEAP Awards:** LEAP Projects are planned out across a school year. Students are awarded points and receive LEAP Pins to recognise their achievement. Our five levels of awards are reflective of our school colours and are named after gem stones. Each gem has certain properties that Students are progressing towards - Citrine, Aquamarine, Emerald, Sapphire and Obsidian.
Year 6 Leadership: All year 6 students are encouraged to meet the requirements of being a leader. A card consisting of indicators is signed off by a range of staff to show adherence to our school rules and values. These leaders receive special privileges throughout the year.

We believe that teachers should have their own management plans that aligns with Emu Park State School’s code of behaviour.

The essential components of this plan are:
- Documented knowledge, analysis, and understanding of the students (these should be notes kept with teacher’s class lists and planning)
- An Education Plan
- An Acknowledgement Plan (sits within our Zone Chart)
- A Correction Plan (sits within our Zone Chart)
- A Crisis Plan for complex behavioural support.

PHASE 0: General behaviour support - 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 Emu Park State School’s expectations. Encourage students to reflect on their own behaviour and how it aligns with school and community expectations.

PHASE 1: Targeted behaviour support - Each year a small number students are identified through our data as needing extra 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 student’s learning and social success at risk if not addressed in a timely manner. Students operating in Phase 1 are generally those students who have a behaviour plan, may have had multiple detentions in a one week period, and/or have been physically aggressive, and/or have been identified bullying.

PHASE 2: Intensive behaviour support – Emu Park State School is committed to educating all students including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students operating in Phase 2 are generally students who are continuing to demonstrate non-compliance with their behaviour plan, and/or have had repeated afternoon detentions, and/or have been intimidating staff.

PHASE 3: Complex behaviour support - To ensure a safe and effective learning environment, at times a student must be removed from the school for a period of time or on some occasions indefinitely. Students operating in Phase 3 are generally students who are smoking, possess drugs or weapons, are intimidating or can be ongoing persistent behaviours from previous phases.

5. Consequences for unacceptable behaviour

We make 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. Consequences vary according to phases of support and the context in which the behaviour occurs. The table below shows possible consequences. These are likely consequences but will vary according to the age and awareness of the child, disability and significant life events.

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.
Staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and 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.

**General Statements**

1. We have high expectations of our Student Leaders. Their behaviour is to be exemplary. Students not demonstrating good behaviour will lose their badge and the privileges that accompany it. The length of time the badge is removed is proportionate to the inappropriate behaviour. Students may need to earn their privileges back.

2. For the safety and enjoyment of all, invitations to attend off-campus activities, such as school camps, may be withdrawn if a student’s behaviour within school grounds does not comply with our code of student behaviour.

3. Expectations and consequences for behaviours remain the same for permanent staff members and visiting staff members. In short, having a replacement teacher for the day is not an excuse for poor behaviour.

4. “Time Out” when used on the Zone Chart is not seen as a detention. This is a time when the student is required to attend a different class for a short period of time. This removes the audience for the child and gives them time to cool down before returning. The remainder of the class uses this to re-establish the learning that was eroded by the poor behaviour.

5. “Restricted Play” may be used to separate individuals or groups from each other or the rest of the school. It is not a consequence but a strategy. Restricted play designates the space in which a student can play for a designated period of time.

Summary Table of Behaviours and Consequences follows.
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| **Phase 0**  
General behaviour support  
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. Encourage students to reflect on their own behaviour and how it aligns with school and community expectations. | Curriculum Plan.  
Pedagogical Adjustments.  
Acknowledgement of positive behaviours.  
Effective use of "The Behaviour Zone".  
Social skills programs.  
Class goals.  
Seating Plan.  
Class Meetings.  
Class Adjustment Plans.  
Zones of Regulation. | Breaching school rules or expectations.  
Failure to follow instructions.  
Failure to participate in the program of instruction.  
Verbal abuse towards peers.  
Vandalism.  
Aggressive or threatening behaviour.  
Disrupting the learning for others.  
Having a mobile phone without school approval. | Informal warning.  
Formal warning.  
Time Out.  
Detention.  
During the detention natural consequences should be applied.  
Reflection Sheet (Appendix A).  
Loss of Leadership badge and privileges. | Time out should be conducted by a buddy teacher.  
Detention may be completed the following day if necessary.  
Behaviours reaching Step 3 are to be formally recorded.  
Record persistent Step 2 behaviours to build an accurate picture. |
| **Phase 1**  
Targeted behaviour support  
Each year a small number of students are identified through our data as needing extra 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' and other students learning and social success at risk.  
Students operating in Phase 1 are generally those students who have a behaviour plan, may have had multiple detentions in a one week period, and/or have been physically aggressive, and/or have been identified bullying. | Curriculum Plan.  
Pedagogical Adjustments.  
Acknowledgement of positive behaviours.  
Effective use of "The Behaviour Zone".  
Social skills programs.  
Class goals.  
Seating Plan.  
Class Meetings.  
Class Adjustment Plans.  
Zones of Regulation. | Repetition or higher level of above behaviours.  
Physical aggression including fighting.  
Bullying, including cyber bullying.  
Running away from a staff member.  
Inappropriate exposure.  
Refusal to attend detention. | Behaviour monitoring through "Behaviour Zone Slip" or email to parents regularly.  
After school detention.  
Loss of privileges — off school activities.  
Direct contact with parent. | Detentions conducted without preventing students from eating.  
3 detentions in a week period will lead to an after school detention.  
No more than 20 minutes in one day. Increased time with parent consultation.  
After school detention up to 30 minutes on any one day. |
### Phase 2
**Intensive behaviour support**

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

Students operating in Phase 2 are generally students who are continuing to demonstrate non-compliance with their behaviour plan, and/or have had repeated afternoon detentions, and/or have been intimidating staff.

| Pedagogical Adjustments. | Intimidation of staff. | Step 2 Time Out with negotiation can be sent to administration. |
| Acknowledgement of positive behaviours. | Effective use of “The Behaviour Zone”. | |
| Social skills programs. | Class goals. | |
| Seating Plan. | Class Meetings. | |
| Class Meeting Plans. | Zones of Regulation. | |
| Parent meeting. | Include goals and rewards and consequences. | |
| Involvement of administration team. | Referral to support network. | |
| Ongoing parent involvement. | |

### Phase 3
**Complex behaviour support**

To ensure a safe and effective learning environment, sometimes a student must be removed from the school for a period of time or on some occasions indefinitely. Students operating in Phase 3 are generally students who are smoking, possess drugs or weapons, are intimidating or can be ongoing persistent behaviours from previous phases.

| Pedagogical Adjustments. | Smoking. Possession of drugs. Possession of a weapon. Sexual harassment. Violent assault or damage to property. Verbal or physical abuse towards adults. Behaviour outside the school that negatively affects school reputation. | Parents should be made aware that suspension is imminent unless a significant behaviour change without lead in time. |
| Acknowledgement of positive behaviours. | Effective use of “The Behaviour Zone”. | |
| Social skills programs. | Class goals. | |
| Seating Plan. | Class Meetings. | |
| Class Meeting Plans. | Zones of Regulation. | |
| Parent meeting to establish awareness and develop a plan for modification. | Include goals and rewards and consequences. | |
| Involvement of administration team. | Referral to support network. | |
| Ongoing parent involvement. | |
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. In short a critical incident occurs when a student is unsafe or unmanageable.

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 Emu Park 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:

- 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 in the behaviour section of the One School database.

7. Network of student support

Students at our school are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by:
- School teaching and support staff
- School administration
- Support Teacher: Literacy and Numeracy
- Parents
- School Guidance Officer
- Advisory Visiting Teacher
- Child Youth Mental Health Service
- Department of Child Safety
- Queensland Health Services
- Relationships Australia
- Strengthening Family Connections
- Wahroonga/Carinity Counselling
- Family and Child Connect
- Central Queensland Indigenous Development
- Umbrella Network
- Bush Kids.

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.

Emu Park 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.

9. General Information

The Use of Personal Technology Devices* at School

This policy reflects the importance our 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, mobile phones, iPods or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on Emu Park State School’s premises will be confiscated by school staff. They will be made available for collection from the school administration 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 Queensland Police Service (the Police). In such cases the Police may take possession of such devices for investigation purposes and students and parents will be advised to contact the Police directly.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by Emu Park State School because of the potential for theft and general distraction and/or disruption associated with them.

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

We uphold the value of trust and the right to privacy. 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 bullying1 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.

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

**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 the Police. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of Emu Park State School’s administration 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 he/she 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® and devices of a similar nature.*

**Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)**
Emu Park 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.

There is no place for bullying at Emu Park 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.

Bullying behaviours that will not be tolerated at Emu Park 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.

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.

At Emu Park 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.

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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Emu Park 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.

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 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.

The student curriculum modules of the anti-bullying process consist of a relationship unit taught by all teachers in all classrooms at the beginning of each year. At all times simultaneous instruction is our goal in order to maintain consistency of skill acquisition across the school.
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 Emu Park 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’.

Emu Park 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.

[Reference to Appendix B: Bullying Sheet]

10. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Invasion of Privacy Act 1971

11. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

12. Some related resources

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

Endorsement

[Signature]
Principal

[Signature]
P&C President
Appendix A

STUDENT REFLECTION

You are now in a situation where your behaviour is preventing good teaching for you and others. You are asked to complete this form so your teacher can gauge your commitment to learning.

STUDENT: ___________________________ CLASS: ___________________________

DATE OF INCIDENT: / / 

What are you doing that is inappropriate?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What should you be doing?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What steps are you going to take to correct your behaviour?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher Comment:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix B

BULLYING SHEET

Bullying is a major offence at our school. At Emu Park State School there is a zero tolerance policy on bullying. This means that teasing, taunting, threatening, hitting and stealing will not be accepted under any circumstances. If you are found to have bullied or teased someone, you will face immediate and severe consequences.

Bullying is made up of several behaviours. It is usually started by one or more students against a victim. Bullying may also be indirect and cause a student to be left out of a group activity or game because one person has said they can't join in.

What Sort Of People Bully Others?
It has been found that children who bully, quite often don't want to be bullied themselves and so they make sure that the people around them know that they are rough and tough, thinking that people will be scared of them and won't bully them. In a way, this makes them cowards who are frightened of others saying something about them. At some stage in their own lives, someone has bullied them, and they didn't like it so they decided that instead they would be tough and mean so no one picked on them again. This is the worst type of bully because they are not being themselves and may not make any true friends because they are afraid to show who they really are.

Why Else Do People Bully Others?
Bullying can also be used as a tool to conceal and boost low self-esteem. By demeaning others, the abuser himself feels empowered. When a bully says or does something to another person they know that they have upset them. This makes them feel good for a short time and boosts their self-esteem. However, the bully will then experience a low point too, even for just a minute, when they realise that what they did was wrong and may have upset someone.

The Long Term Effects Of Bullying:
The effects of bullying extend beyond the school years. The long-term effects of on-going bullying can damage a person's health and well-being that lasts into adult life. This applies to both the bully and the victim. It damages self-esteem, increases anxiety and can cause serious depression. Bullies are more likely to continue with the aggressive behaviour and engage in delinquency and violence.

In The Future:
It is strongly recommended that you choose to stop the bullying behaviour that you have demonstrated. You are seriously endangering the health and self-esteem of the victims that you choose to attack.