Boonah State School

Responsible Behaviour Plan for Students
based on Education Queensland's *Code of School Behaviour*

Purpose

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

At Boonah State School we recognise the close relationship between learning, achievement and behaviour, and are committed to providing a safe, supportive and disciplined school environment where both academic and social-emotional well-being of all school community members is valued, encouraged, modelled and actively promoted.

Boonah State School's *Responsible Behaviour Plan for Students* focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students how to develop strong quality relationships with others and to use positive and appropriate behaviours, which demonstrate respect for themselves and others, and are acceptable within the community.

Our Plan is focused on supporting and promoting the positive behaviours of all students while acknowledging that some students choose ineffective behaviours to meet their needs and that these need to be addressed within a framework of positive behavioural support. As well as identifying and reinforcing existing positive behaviours, our Plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills.

Consultation and Data Review

Boonah State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through P&C meetings, Staff Meeting and review committee during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

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

Learning and Behaviour Statement

All areas of Boonah State School are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We have a vision of Boonah Brilliance to set high standards for behaviour and learning (see Appendix 1).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Boonah State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules (The 4 Pillars to Boonah Brilliance) to teach and promote our high standards of responsible behaviour:
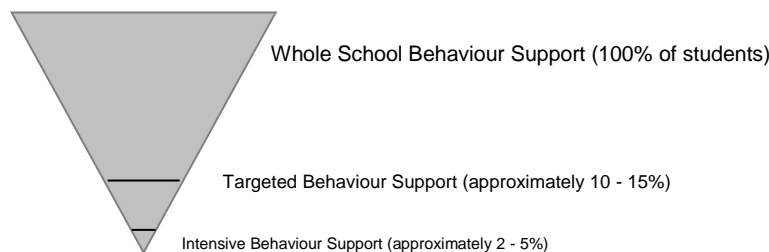
- Safety
- Responsibility
- Respect
- Active Learning.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

Boonah State School, like many schools, has a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Most students will have little or no difficulties in being self-managed. Some students may need additional support and timely intervention on some occasions. For a variety of reasons, a small number of students may need more intensive support and/or flexible learning options to assist them to continue their learning.

From 2013 Boonah State School will be working towards embedding the KidsMatter Framework.

Whole School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10 - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

Boonah State School's standards of positive behaviour are identified in a school matrix of expected behaviours (See Appendix 2). All acknowledgments of positive behaviours, teaching of expected behaviours and procedures for responding to unacceptable behaviours are related back to this Expectations Matrix.

Effective behaviour support at Boonah State School includes:

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

Whole School Behaviour Support

Boonah State School is working to refine their whole school approach to the explicit teaching of expected behaviours. This involves the explicit teaching and modelling of behaviours articulated in our expectations matrix to assist children in making positive behaviour choices. This is the role of all members of the school community and it has been clearly identified as essential by the parents and staff of the school.

To support the success of the expectations matrix, expected behaviours are explicitly taught in the locations the behaviour is expected to be used and are reinforced through a variety of means including; focus lessons, parade reminders, special events and visual prompts around the school.

All members of our school community are committed to:
- Showing respect and caring for others;
- Taking care of personal belongings and the belongings of others;

- Helping others work and learn, and ;
- Maintaining our school as a safe, clean, healthy and happy place;

Classes
- Negotiated class expectations related to school expectations
- Least to most intrusive management of behaviour
- Expected behaviours taught explicitly as part of the daily curriculum
- Consistency of language and approach across the school
- Non-coercive approaches that encourage self-evaluation are used
- Appropriate behaviour recognised at Assemblies with weekly 'Boonah Brilliance' awards

Individuals
- Support available to every child in the classroom, playground or office.
- Appropriate behaviour is recognised through 'Boonah Brilliance Boosts' which are collated to reward children at the incremental levels of 5, 10, 20, 35 and 50.

Parents
- A three way partnership between student, parents and the school is encouraged.
- Parent involvement in the classroom is encouraged.
- All new students and parents are introduced to the requirements of these procedures and plans and the uniform code.

Targeted behaviour support

At Boonah State School, teachers implement planned and incidental strategies in the classroom and playground to teach effective work habits, to develop social skills and to build a good rapport with and between students. Minor breaches of behaviour are dealt with by the staff member in charge of the group. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom expectations. This includes but is not limited to:

- Inappropriate verbal language;
- Inappropriate physical actions;
- Harassment/bullying;
- Physical contact (bumping, pushing);
- Disruption;
- Littering;
- Lateness.

Teachers support students through the following targeted interventions:
- Relationship building with students through one on one support with curriculum work, proximity in the classroom;
- A whole school approach to harassment (refer to Appendix 3);
- Use of recognition to target support and encourage on-task and appropriate behaviour;
- Contact with parents when problems persist,

Teachers keep a record of both the student's behaviour and the targeted support in order to gauge when more intensive support is warranted.

Extended Support

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place. More serious breaches include:
- Continual harassment/bullying of others including cyber-bullying;
- Constant inappropriate language;
- Vandalism;
- Physical and verbal aggression;
- Continued defiance;
- Inappropriate use of technology devices
- Theft.

Teachers and staff can develop and implement the following targeted interventions such as:

- Structured break time play through organised activities
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a 'retreat' area from the classroom;
- Alternative play areas;
- Modification of timetable.
- Daily Behaviour Monitoring - to monitor student behaviour progress at school by teachers and administration to provide feedback for parents and caregivers.
- Curriculum Adjustment Program where students are supported by teacher aide or learning support teacher, class work is adjusted, or students work with other children or staff.
- Parental Communication is more formal and can be a daily approach.
- In-School Alternative Placement which would involve the students accessing their educational programs in another part of the school for a period of time.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Head of Curriculum are focussed on a coordinated approach to setting a more positive pattern of behaviour.

Intensive behaviour support

Teachers use records of student behaviour and targeted support to determine when a student needs more extensive support. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Student Wellbeing Forum. The Student Wellbeing Forum meets to identify students who may require intensive support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the cooperative development of the support approach. Personnel are involved include, the Classroom Teacher, Principal, Guidance Officer, and the Behaviour Support Consultant. Supportive strategies used at this point vary from student to student. The following are a range of strategies to support the student at school:

- Work with the Advisory Visiting Teacher – Behaviour;
- Counselling with the school Guidance Officer;
- Modified timetable or attendance;
- Teacher Aide support through school or district behaviour funding;
- Invitation to parents/caregivers to attend Triple P program;
- Recommendation to parents to access outside agencies.
- A Functional Behavioural Assessment process to develop, review and revise the student's Individual Behaviour Support Plan.
- Interagency student referral to services such as: Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety, Police and other Local Youth Services.

Consequences for unacceptable behaviour

At Boonah State School individual class or year level teachers are primarily responsible for dealing with minor infringements of this school's plan (refer to Appendices 4&5). The Administration Team and Wellbeing Forum become responsible for responding to students who exhibit persistent or extreme unacceptable behaviour. The application of any consequences should be supportive, fair, logical and consistent.

Strategies to implement supportive, fair, logical and consistent consequences include graduated processes of support for managing inappropriate student behaviour
- in the classroom, and
- in non-classroom settings (e.g. playground, walkways, undercover areas, assembly)
- on day trips, camps and excursions

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses to these can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

The following table outlines some student behaviours and possible consequences which would be put in place within the framework of a graduated process of support and intervention. These consequences are not in sequential order and any may be applicable to the behaviour presented at the Principal's discretion.

Behaviour	Possible Consequences
Inappropriate student behaviours at this level include: ▪ minor incidents ▪ ignoring instructions and direction ▪ lateness to class ▪ littering ▪ swearing ▪ inappropriate use of mobile phones and other electronic devices ▪ uniform/hair/makeup/jewellery transgressions ▪ eating/drinking in classrooms and play areas designated as non-eating areas	Teacher/Teacher Aide initiated actions could include: ▪ verbal negotiation ▪ reminder of classroom expectations ▪ in-class separation or isolation ▪ removal from classroom for one-on-one resolution ▪ Buddy Class/Thinking Chair Referral ▪ assign student to accompany you on yard duty ▪ contact with parents.
Inappropriate student behaviours at this level include: ▪ referrals from staff to admin ▪ repeated defiance ▪ all forms of harassment – including cyber-bullying through the use of technology (e.g. mobile phones, chat rooms, emails, web pages – Face Book, My Space ▪ strong verbal abuse towards students and staff ▪ inappropriate use of school intranet/internet	Teacher/Admin actions or Wellbeing Forum Actions could include: ▪ a monitoring program ▪ resolution meeting as required ▪ peer mediation or restorative conference ▪ referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer, ▪ Individual Behaviour Support Plan ▪ exclusion from school intranet for defined period. ▪ restitution ▪ monitoring and anecdotal notes by teachers ▪ parent contact ▪ interagency referral ▪ Internal withdrawal from class and playground
Inappropriate student behaviours at this level include: ▪ stealing ▪ truancy/unexplained absenteeism ▪ school refusal ▪ physical aggression towards students and staff ▪ smoking ▪ pornography ▪ intimidation of staff ▪ harassment of staff through the use of technology (e.g. Utube, web pages, chat rooms, etc) ▪ vandalism ▪ sexual harassment/misconduct.	Initiated actions may include: ▪ referral back to Wellbeing Forum to review Individual Behaviour Support Plan ▪ parent/carer interview and involvement in Support Plan ▪ referral to outside agency ▪ referral to/consultation with the principal ▪ Internal withdrawal from class and playground ▪ suspension in line with Education Queensland Policy ▪ re-entry meeting or restorative conference on return from suspension ▪ police notification
Inappropriate student behaviours at this level include: ▪ unexplained absenteeism ▪ possession of drugs ▪ possession of a weapon ▪ supply of drugs ▪ use of a weapon ▪ violent assault.	Principal in consultation with other staff determines the most appropriate course of action which may include any of the following: ▪ Individual Behaviour Agreement ▪ Altered contact time at school ▪ Parent/carer interview ▪ Police notification (if illegal behaviour)*(ref: http://education.qld.gov.au/health-safety/promotion/drug-education/* ▪ suspension in line with Education Queensland Policy *SMS –PR 021 Safe Supportive Disciplined School Environment* ▪ recommendation for exclusion in line with Education Queensland Policy *SM -16 Student Disciplinary Absences*

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.

The school has evacuation and lock down procedures in place.

<u>Basic defusing strategies</u>
Avoid escalating the problem behaviour
Maintain calmness, respect and detachment
Approach the student in a non-threatening manner
Follow through
Debrief
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.

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.

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.

The network of student support

Boonah State School operates a team approach to behaviour support. The Student Wellbeing Forum meets fortnightly to discuss specific cases and make recommendations regarding courses of action for individual students. Members include:
- Principal;
- Head of Curriculum;
- Support Teacher Literacy and Numeracy
- Chaplain
- SWD Support Teacher;
- Guidance Officer;
- Classroom teachers who attend to discuss the needs of individuals or groups in their class.

The school is also able to access support both within the Department of Education, Training and Employment and through the community. An outline of some of these includes:

School-Based Services	District and Other E.Q. Services	Community Services
• Guidance Officer • Student Support Teacher • Mentor Teacher	• District Advisory Visiting Teacher for Behaviour Support • Senior Guidance Officers • Access to Behaviour Support Funding • Parenting Programs • AIM Team • Guidance Officer – Intensive Behaviour Support.	• Doctor and/or Specialist • Local Police Officers • Department of Child Safety • Juvenile Aid Bureau • Police Liaison Officer • Qld Health Services (Nurse)

Consideration of individual circumstances

Boonah State School's responses to inappropriate behaviour always consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. We believe the fair and just practices we employ will ensure that educational outcomes for the diverse needs of students are maximised.
A range of significant factors are considered when choosing responses to student behaviour, including: context, emotional well-being, culture, gender, socioeconomic situation and impairment – all of which may influence the way in which students act and react to others.

Consequences for breaking the rules or breaching the school's *Responsible Behaviour Plan for Students* vary according to a number of factors which may include:

- Age of the child;
- Previous behaviour record;
- Severity of the incident, including breaches of safety;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action;
- Honesty and perceived level of genuine remorse.

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 will be considered at all times. "Consistency will be in responding to the behaviour, but not necessarily in the nature of the response".

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- 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

Related school policies and documents

- Use of Personal Technology Devices at Boonah State School.
- Expected Behaviour Matrix

Some related resources

- Bullying. No Way! (**www.bullingnoway.com.au**)
- School Wide Positive Behaviour Support (**www.learningplace.com.au/deliver/content.asp?pid=24668**)

Endorsement

_____	_____	_____
Principal	**P&C President or** **Chair, School Council**	**Regional Executive Director or** **Executive Director (Schools)**

Date effective:

from ……………………………………… to ……………………………………

BOONAH BRILLIANCE

As a *school* we **embrace**
Boonah Brilliance by:
*Providing a safe and supportive
learning environment
*Having an unrelenting focus on improvement
*Believing every child can succeed

As a *wider community* we **celebrate**
Boonah Brilliance by:
*Promoting success in all forms
*Modelling a culture of high performance
*Engaging in productive partnerships

As a *student* we **achieve**
Boonah Brilliance by:
*Knowing the learning intent
*Following the steps to success
*Fulfilling the success criteria

As a *parent* we **support**
Boonah Brilliance by:
*Maintaining a positive partnership
with the school
*Accepting responsibility as a child's
primary educator
*Providing ALL the necessary tools for success

As a *teacher* we **facilitate**
Boonah Brilliance by:
*Being positive, professional and passionate
*Using data to inform continuous improvement
in self and students
*Engaging in a meaningful feedback cycle
with students, parents and Admin

Being the best we can be at all times!

BOONAH STATE SCHOOL EXPECTATIONS MATRIX

Boonah Brilliance is being the best we can be at any given time. The "pillars" of Boonah Brilliance are…

The 4 "pillars"	SAFETY	RESPONSIBILITY	RESPECT	ACTIVE LEARNING
All Settings	*Keep hands, feet and objects to ourselves *Walk on hard surfaces inside and outside *Follow instructions and directions. *Care for ourselves and others *Leave valuable, dangerous or banned items at home	*Take responsibility for our own behaviour choices * Be honest *Treat others in the way we would like to be treated *Be in the right place at the right time *Wear correct uniform at all times *Name all belongings	*Respect the personal space and property of others *Respect and value the difference in others *Respect and care for our school environment *Use polite, positive language *Wait our turn *Follow adult instructions	*Take every opportunity to learn *Believe in ourselves- we can do it! *Accept responsibility for our own learning *Ask questions and request help where needed
Learning Environments	*Ask permission to leave the room *Sit appropriately *Enter and exit the room in an appropriate manner *Care for equipment and use it safely *Keep the classroom and our personal workplace tidy	*Be a good listener *Support our friends *Accept responsibility for our own learning *Complete set tasks on time *Accept responsibility for lost or damaged property *Return anything borrowed on time	*Raise our hand to speak *Respect the rights of others to learn *Respect the teacher's right to teach *Talk in turns *Support and encourage classmates	*Have all our school equipment ready for learning *Take an active role in classroom activities *Do our best at all times *Manage our time
Eating Areas	*Eat only our own food *Sit on a seat in the correct area while eating (P-2 – Bus Area & 3-7 Undercover area) *Ask for permission to leave the area	* Put litter in the bin *Put lunch boxes away once released *Follow Tuckshop procedures	*Allow space for others to sit *Take any uneaten lunch home	*Make healthy food choices *Recognise that food gives us energy and helps with our learning
Play Areas	*Play safely in correct areas *Play and follow school approved games and rules *Wear shoes, socks and broad brimmed hats at all times *Stop playing when the bell rings *Use equipment safely	*Share equipment and invite others to join in * Return equipment at end of playtime *Be a good role model for younger students *Go to the teacher when problems become serious	*Play fairly and show good sportsmanship *Care for the environment	* Establish and agree on rules before play *Use positive, friendly words to solve problems
Transition and Lining Up	*Join the line behind the last person *Walk on pathways and keep to the left *Walk bikes, scooters etc. inside the school grounds	*Sit/stand quietly in appropriate areas	*Respect other peoples' personal space *Walk quietly and appropriately	*Recognise that safe, sensible movement around the school allows us and others to learn without disruption
Toilets	*Wash our hands *Use the toilets and urinals as intended and leave as soon as you are finished	*Return to our area/class promptly *Report damage or problems *Responsibly use the soap and toilet paper * Flush the toilet	*Respect the privacy of others *Keep the area clean and tidy	*Use toilets before class and during break times
Cyberspace	*Report bullying and inappropriate messages *Keep our password secret *Keep personal information to ourselves	*Use computers and the internet appropriately and with supervision *Log off and move away when we have finished using the computer	*View and send only appropriate pictures, messages and information *Respect the privacy of others *Hand all Personal Electronic Devices (PEDs) to the office before school and collect them at 3:00pm	*Use our phone outside of school hours *Follow the school internet usage policy *Use computers/iPads as learning tools
Bus	*Sit and wait on the correct seats at 3:00pm (ABC – red, Nature's Kids – yellow, Fassifern – Brown) *Listen quietly and respond appropriately while the roll is marked *Walk from the gate to the bus when instructed *Remain seated after entering the bus	*Be responsible for our own behaviour *Assist new/occasional bus travellers	*Follow bus drivers' instructions *Speak politely and listen to adults	* Be aware of all road rules and codes of behaviour for bus travel
Wider community (O.H.S.C.; Excursions)	*Use crossings and obey the crossing supervisors *Follow all road safety rules *Stay with the group *Go to the toilet with a buddy.	*Arrive on time *Return permission notes and payment by the due date *Be prepared with all requirements	*Represent our school with pride *Be respectful and courteous to others	*Become involved in all learning experiences
Before & After School	*Walk bikes and scooters past the school and across roads *Go directly to the Undercover area and sit quietly before school until released by a staff member at 8:30am *Choose the oval or classroom only once released at 8:30am *Report to the office if late (after 9:00am) *Avoid using play equipment before and after school	*Store bags, bikes, skateboards and scooters in appropriate locations	*Sit quietly and listen to the staff member when being released. *Go directly to the classroom once released if instructed by your teacher	*Get everything needed for the day from your bag before entering the classroom (books, pencils, notes etc) *Take everything needed home in your bag (homework, notes, books etc)

Appendix 3 – Whole School Approach to Bullying/Harassment

Definition – What bullying IS and what bullying is NOT.

Bullying is repeated, sytematic verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying that is carried out through information and communication technologies.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students at Boonah State School can identify the following roles they may take in different circumstances:
- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.
- **Target:** student who has been subjected to the bullying behaviour.

What do students do when confronted with Bullying Behaviour?

Students are encouraged to use the Hi-5 when initially confronted with potential bullying behaviour. This is an important first step as it empowers students to deal with inappropriate behaviour immediately. It can also be useful when establishing if behaviour is indeed bullying or not (as per definition above).

Hi-5

1. Use friendly language to tell the person what they are doing that you don't like and how it makes you feel and that you would like them to stop.

2. Ignore the behaviour.

3. Walk away from the behaviour.

4. Use assertive language and tone to tell them to stop.

5. Report, report, report until the behaviour stops.

How do I report Bullying behaviour?

All reports of bullying behaviour will be investigated and responded to appropriately (refer to School Response to Bullying Behaviour). Students, parents, staff or community members are encouraged to report bullying behaviour to a school Bully Buster. Anonymous reports can be sent to BullyBuster@boonahss.eq.edu.au

What is a Bully Buster?

Bully Busters are staff who have been trained in the school's response to Bullying Behaviour. They can be identified by referring to the Bully Buster lists displayed in classrooms, playgrounds and the school's website.

How does the school respond to Bullying Behaviour?

Boonah State School's response to Bullying Behaviour has been contextualised from a range of approaches developed by respected researchers – namely *Mediation, Restorative Practice, Support Group Method and Method of Shared Concern.*

The purpose of this response is to support the ring leader, associates and reinforcers to identify the effect of their behaviour and make the appropriate changes and to empower the target, defenders and outsiders/bystanders with strategies and confidence to deal with bullying behaviour.

Step 1. Identify the individuals involved in the problem
All individuals involved in the problem are identified through the initial report. Some clarification may be needed by interviewing the source of the initial report.

Step 2. Identify individuals' roles
The roles individuals have played are identified through initial interviews. The roles may become clear by interviewing only a couple of individuals, so it may not be necessary to interview everyone at this early stage.

Step 3. Prepare the target for a group meeting
The Bully Buster talks with the target to prepare them for meeting with the group. It may be beneficial to prepare the student for exactly what they might say and give them an opportunity to rehearse it – especially if they are particularly worried or scared.

Step 4. Convene a group meeting
Meet with all individuals involved in the problem in a safe, neutral environment which is private and free from interruptions. It is important to allow enough time for the meeting to reach its natural conclusion.

Step 5. Explain the problem
The Bully Buster draws attention to the problem and especially to the distress that the target is experiencing, using evidence provided by the target.

Step 6. Promoting Shared Responsibility
The Bully Buster makes it clear that no one is going to be punished or blamed at this stage and that the purpose of the meeting is to work together to find a solution in which everyone has a responsibility.

Step 7. Sharing thoughts/feelings
Each student is given a chance to share with the group how they are feeling and what they think needs to be done to resolve the situation. A good framework can *be "When you say/do… I feel/think… I acknowledge that I… but I need … to feel safe and happy again".* This will most likely need to be modelled and scaffolded.

Step 8. Developing a solution
The Bully Buster facilitates a conversation which develops an appropriate solution which everyone is satisfied with. It is important that the solution provides appropriate opportunities/strategies to deter the behaviour of the ring leader, associates and reinforcers and empower the target, defenders and outsiders/bystanders.

Step 9. Reaching agreement
Once the solution has been developed it is documented and agreed to by all parties. It needs to be made clear that there will be consequences for those who break the agreement and what those consequences might likely be. The agreement is signed by all parties and everyone is given a copy which can be shared with their parent/carer. All agreements must contain the following condition *"Any breaches of the agreement must be reported immediately without retaliation."*

Step 10. Follow Up
In the weeks following the meeting/agreement, it is important for class teachers and Bully Busters to regularly follow up with individuals to check the effectiveness of the solution. Sometimes the solution may need to be changed/adjusted. It is also important to ensure that consequences are imposed when necessary.

Boonah SS – Classroom Behaviour Support Flowchart

Is the behaviour…?

Minor?
Examples could include, but are not limited to: ignoring adult instructions, late return to class, swearing, dress code transgressions, out of bounds, eating in a non-eating area

Major?
Examples could include, but are not limited to: repeated defiance, all forms of harassment, strong verbal abuse, inappropriate use of internet/intranet, repeated stealing, substance abuse, physical aggression

Student is given 3 warnings to change their behaviour
* The warnings must be visible as well as verbal
* The student must understand what expectation (from the matrix) has not been met for each warning

Student is referred to Admin
* Student must arrive with a completed referral form
* The more detail which is provided allows for more effective and targeted admin intervention
* Admin will add class teacher as a referral when entering on OneSchool

After third warning student is referred to Buddy Class
* Student must arrive with a completed referral form
* Activity to be completed at buddy class can be negotiated between buddy teachers
* Student returns to their class with referral form
* Class teacher contacts parents within 24 hours

Consequences and Parent Contact
* Factors considered could include: age, previous behaviour record, amount of reliable evidence, severity, intent, provocation etc
* Consequences could include: playground withdrawal, loss of privilege, suspension, restorative conference etc
* Parent will be contacted immediately and recorded on OneSchool

If behaviour persists when the student returns to class or student refuses to go to Buddy Class…

Please remember when managing each incident...
- Our aim is to *support* kids to make good choices, not punish poor choices
- Don't take it personally
- Remain calm and don't engage in a power struggle

Boonah SS – Playground Behaviour Support Flowchart

Is the behaviour…?

Minor?
Examples could include, but are not limited to: ignoring adult instructions, late return to class, swearing, dress code transgressions, out of bounds, eating in a non-eating area

Major?
Examples could include, but are not limited to: repeated defiance, all forms of harassment, strong verbal abuse, inappropriate use of internet/intranet, repeated stealing, substance abuse, physical aggression

Student is given appropriate warnings to change their behaviour
* The warnings must be acknowledged by student
* The student must understand what expectation (from the matrix) has not been met for each warning

Student is referred to Admin
* Student must arrive with a completed referral form
* The more detail which is provided allows for more effective and targeted admin intervention
* Admin will add class teacher as a referral when entering on OneSchool

After third warning student is referred to Blue Thinking Chair
* Duty adult must complete a referral form and place in class teacher's pigeon hole
* Student must sit on blue Thinking Chair for max. 10 minutes
* Class teacher contacts parents within 24 hours

Consequences and Parent Contact
* Factors considered could include: age, previous behaviour record, amount of reliable evidence, severity, intent, provocation etc
* Consequences could include: playground withdrawal, loss of privilege, suspension, restorative conference etc
* Parent will be contacted immediately and recorded on OneSchool

If behaviour persists when the student returns to playground or refuses to go to Thinking Chair…

Please remember when managing each incident...
- Our aim is to *support* kids to make good choices, not punish poor choices
- Don't take it personally
- Remain calm and don't engage in a power struggle

Appendix 6 – The Use of Personal Technology Devices at School

The Use of Personal Technology Devices at Boonah State School

This policy reflects the importance Boonah State School places on students demonstrating expected behaviours whenever they are using personal technology devices. Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, 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.

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, theft or breach of personal privacy. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office.

Mobile Telephones

This school understands that many parents provide their children with personal Mobile telephones. Phones that are brought to school must be left at the school office, as the use of personal phones during school hours is not permitted. Students will sign the phones into the office on arrival at school, and then sign for them at the end of the school day.

Confiscation

Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. If confiscated, they 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.

Recording voice and Images

Every member of the Boonah State 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. There may be opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, video cameras or voice recording devices. Use of Departmental recording devices is only permitted when expressed consent is provided by the class teacher.

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. Even where consent is obtained for recording, the school will not tolerate such images or sound being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

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

are in breach of this policy, and 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 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, harassment or stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages from fellow students should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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.

BOONAH STATE SCHOOL
Critical Behaviour Management Plan

General classroom behaviour management procedures in line with Boonah State School's Responsible Behaviour Document.
- Redirect
- Warning
- Counselling
- Choices
- Thinking Time

Student becomes violent

Student refuses to leave the room and go to the office.

Teacher instructs the class to stand and quietly leave the room and assemble in the....
(individual location depending on class location in school).

Class teacher calmly restates the request to leave the room. The student is informed that the office will need to be called if s/he does not go to the office immediately.

Teacher sends two students to Admin block with 'Assistance Required' card.

Request not followed

Student leaves the room and makes their way to the office.

Teacher reassures class while maintaining visual contact with student.
(If possible)

Admin Officer notifies:
- Principal
- HOC
- Teacher Leader

Request followed

Teacher phones to inform admin staff (ext ?) student is on their way.

School Leader assumes control of situation.
Class teacher remains with class.