

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

15th June 2018

1. Purpose

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

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Howard State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined

with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Howard State School developed this plan in collaboration with our school community – parents, staff and students. A team of staff and parents leads the development of the *Positive Behaviour for Learning (PBL)* approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement

All areas of Howard State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated '*Positive Behaviour for Learning*' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Howard 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 three broad school expectations to teach and promote our high standards of responsible behaviour:

- **Value yourself**
- **Value others**
- **Value your school**

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

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.



The Code of
School
Behaviour
Better Behaviour
Better Learning

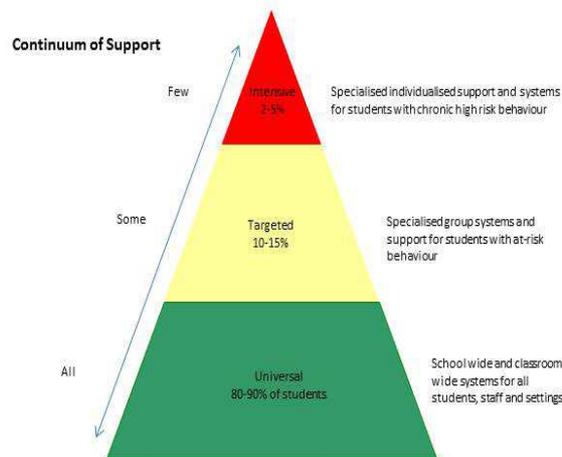


The PBL framework uses a three-tiered continuum of evidenced based supports-Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

The Behaviour Curriculum –Howard State School Matrix

Howard's Expectations and Values Matrix

 Positive Behaviour for Learning	<h1 style="text-align: center;">Strive to shine</h1>		
	Value yourself 	Value others 	Value your school 
I am....			
All outdoor areas	<ul style="list-style-type: none"> ◆ being honest ◆ doing the right thing, even when no one is watching ◆ practicing self-care ◆ wearing a broad brimmed hat & shoes at all times ◆ playing in some areas ◆ involving myself ◆ reporting injuries to duty teacher ◆ using the rest areas when I need to ◆ walking in a sensible manner ◆ using covered walkways in wet weather ◆ sitting while eating ◆ raising my hand and waiting to be dismissed by an adult ◆ placing my lunch box where it needs to go 	<ul style="list-style-type: none"> ◆ co-operating with others ◆ respectful, caring and kind to others ◆ including others ◆ using equipment safely ◆ walking only ◆ including others ◆ using sports school equipment correctly ◆ playing school approved games ◆ keeping walkways clear at all times ◆ walking quietly past rooms ◆ walking on concrete ◆ eating my own food 	<ul style="list-style-type: none"> ◆ looking after equipment ◆ looking after our school gardens ◆ using school sports equipment only ◆ looking after school property ◆ cleaning up after myself ◆ keeping walkways clear at all times ◆ putting rubbish in the bin ◆ sitting and eating in the correct eating area ◆ using problem solving skills with the high five strategy <div style="text-align: center;">  <p>High 5 Hand</p> </div>
Learning Environments	<ul style="list-style-type: none"> ◆ using a growth mindset <ul style="list-style-type: none"> □ never giving up □ encouraging others □ doing my best ◆ prepared for learning ◆ being a problem solver ◆ walking quietly to enter & exit the classroom ◆ asking permission to leave the classroom ◆ following instructions ◆ being honest ◆ practicing self-care 	<ul style="list-style-type: none"> ◆ walking tracks ◆ respectful of others ◆ using equipment safely ◆ including others ◆ taking turns ◆ listening when others are speaking ◆ using an inside voice 	<ul style="list-style-type: none"> ◆ looking after school equipment ◆ doing my best at all times ◆ cleaning up after myself ◆ looking after our school gardens ◆ looking after school property
Tuckshop	<ul style="list-style-type: none"> ◆ being honest and using my own money ◆ making healthy choices ◆ buying & eating my own food ◆ walking in the tuckshop area 	<ul style="list-style-type: none"> ◆ lining up in a single file ◆ ordering tuckshop before school ◆ respectful of others ◆ buying food after play self 	<ul style="list-style-type: none"> ◆ being respectful to the tuckshop staff by using my manners...
Toilets	<ul style="list-style-type: none"> ◆ using toilets appropriately ◆ washing my hands after going to the toilet ◆ practicing self-care 	<ul style="list-style-type: none"> ◆ respectful of others ◆ using toilets appropriately ◆ going with a partner ◆ using a quiet voice ◆ thinking before I act 	<ul style="list-style-type: none"> ◆ using the toilets appropriately ◆ reporting any problems to the school office
Wider Community/Excursions	<ul style="list-style-type: none"> ◆ travelling safely to & from school ◆ being honest ◆ practicing self-care ◆ leaving school promptly 	<ul style="list-style-type: none"> ◆ setting a good example for other students ◆ respectful of others ◆ using my own table ◆ walking my table to the gate 	<ul style="list-style-type: none"> ◆ ensuring my uniforms always neat & tidy ◆ looking after the gardens



Tier 1 'Universal' Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students.

The expectations are communicated to students using a number of strategies, including:

👤 Behaviour lessons conducted by classroom teachers on fortnightly basis, alternating between behaviour and growth mindset (positive psychology); each behaviour lesson will go over a two week period.

👤 Reinforcement of learning through instructional feedback on parade

👤 Display of matrix in prominent areas through school and classrooms and take a break "yellow seats"

👤 Explicit teaching of "take a break" system in all classroom (self select to take a break read lanyard and return to learning, then use buddy class take a break area if re offends that session (call parent when sent to buddy class)

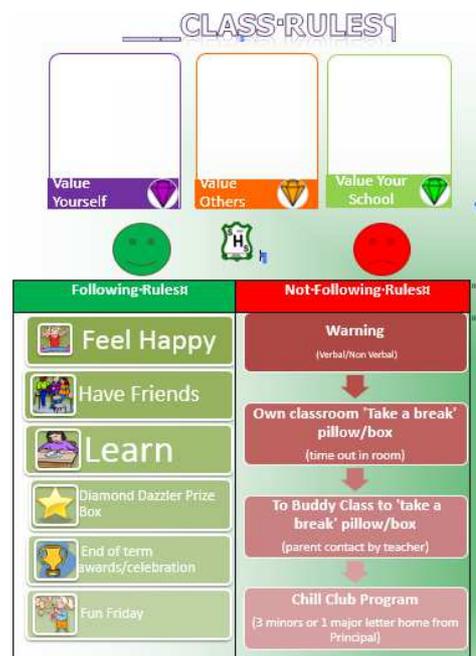
👤 Buddy bench and space for children to have time to meet new friends

👤 A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

👤 Each student to have a diamond face on the diamond cart in classroom to recognise Term achievements and celebrate on the last Thursday of Term in "Diamond Day"

👤 "Diamond Dazzler" tickets to be handed out to all staff to students they can see in class and at lunch time showing our value system. Each class brings their collection to parade and two of each value (6 in total) are to be drawn out for students to win an item from the prize box. These students are celebrated on parade and in the newsletter.

👤 Diamond Students are selected by classroom teachers who have seen a student during that week achieve a personal best, whether it be social emotional, academic or behavioural. These students are celebrated on parade each week and in the newsletter.



Features of these Tier 2 supports include:

- adult mentoring
- check in / check out
- targeted / small group social skilling

Students that have received three minors or one major are to attend chill club. Chill Club is with the principal at second break each day. The students will take part in a reflection process and talk through the problem behaviour. Students will also do a meditation body scan. Each student will then take home with them a letter to their parent/guardian stating the problem behaviour and that they will no longer receive the principal diamond award and/or possible non attendance at “diamond day” end of term behaviour celebration.

Tier 3 ‘Intensive’ behaviour support:

Howard 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. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible / alternative learning options;
- organises referrals to regional behaviour support resources.

Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student’s movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student’s individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
 - restoring safety in other practicable ways such as removing harmful objects;
 - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
 - use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm

- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Emergency or critical incident responses

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.

Physical Intervention and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Howard State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraint is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others; or
- to prevent serious property damage.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the restraint
 - student's physical condition before and after the period of physical restraint
 - planned future action to prevent further incidents of the behaviour

More moderate 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 interventions and restraints must not be used when a less severe response can effectively resolve the situation and
- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless serious; and
- 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 individual student.

Record Keeping

Each instance involving the use of physical restraint must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. Following each instance involving the use of physical restraint, the following records are to be maintained:

- Physical Intervention Incident Report
- Debriefing Report

6. Consequences for unacceptable behaviour

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. Minor behaviours are monitored through the use of *classroom folders and playground folder (kept in staff toilet block)*

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:

 <h2 style="text-align: center;">Minor and Major Behaviours</h2> <p style="text-align: center;">When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:</p>			
	Playground/Classroom	Consequence	Report to
Minor	<ul style="list-style-type: none"> ✦ 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 staff <p>Examples: Physical contact-non serious, minor defiance/disrespect/non-compliance, dress code, disruption, cheating, property misuse</p> <ul style="list-style-type: none"> ✦ Knocks a student over in a soccer match and other student is unharmed ✦ Takes a student's hat off their head and runs away ONCE/FIRST OFFENCE ✦ Problem that is able to be solved on the spot 	<ul style="list-style-type: none"> ✦ Re-direction - The staff member takes the student aside asks appropriate questions to seek student's understanding and increase their knowledge of the situation. This questioning process would involve- <ul style="list-style-type: none"> • Student identification of the inappropriate behaviour/s being displayed. • Student identification of the expected school behaviour • Teacher states and explains the expected school behaviour if necessary. • Teacher gives positive verbal acknowledgement for expected school behaviour when demonstrated. ✦ "take a break" in class area ✦ "take a break" at buddy class ✦ "take a break" seat at lunch area ✦ complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology 	<ul style="list-style-type: none"> ✦ If at playground place in playground folder (data collected by PBL team once per month) ✦ If sent to buddy class for take a break add to parent contact (email/school text/contact on oneschool)
Major	<ul style="list-style-type: none"> ✦ Significantly violate the rights of others ✦ Put others/self at risk of harm <p>Examples Property damage, forgery/theft, major defiance/disrespect/non-compliance, disruption which is sustained, abusive language, actions considered criminal, physical aggression, harassment</p> <ul style="list-style-type: none"> ✦ Follows a student into the toilets or around the school to trip them over ✦ Throws a cricket bat at a student with intention to hurt 	<ul style="list-style-type: none"> ✦ Immediate chill club program ✦ Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, <ul style="list-style-type: none"> o AND/OR ✦ Parent contact, referral to Guidance Officer, referral to Special Needs team, suspension from school ✦ Students who engage in very serious problem behaviours such as violent physical assault, or the use or supply of weapons or drugs can expect actioning of a proposal to exclude from school following an immediate period of suspension. 	<ul style="list-style-type: none"> ✦ Whoever deals with incident, reports incident on Oneschool as a major behaviour and refer to classroom teacher (through referral on oneschool) ✦ Teacher to contact Parent (add parent contact on oneschool) ✦ Teacher to contact Admin (through referral on oneschool)

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members 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.

7. Network of student support

Students at Howard State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

External 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.

Howard 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. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991

- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

11. Some related resources

- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses

Endorsement

Kristy Blaikie
Principal

Karlene Crack
P&C President

Effective Date: 22 January 2018 – 31 December 2018

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 Howard 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 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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 include, but are 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

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Howard 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 in Howard State School. Those who are 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 Howard 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;
- children acting as carers; or
- children in care.

At Howard 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 Howard State School are an addition to our 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

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

This will ensure that:

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

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.

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.

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.

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 Howard 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'. Howard State School records inappropriate behaviour and 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.

Appendix 3

Appropriate use of social media

Howard State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Howard State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Howard State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Howard State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Howard State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Howard State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Howard State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Howard State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Howard State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and

management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying.

Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Howard State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Howard State School expects its students to engage in positive online behaviours.