

Tully State School

Responsible Behaviour Plan

2020

"We believe ...

*just as we teach students how to read, write and do maths,
we also need to teach students how to behave."*

Better Behaviour, Better Learning



Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn,
- The rights of teachers to teach,
- The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

Our school community uses *The Code* as a basis for providing:

- Positive support to promote high standards of achievement and behaviour,
- Clearly articulated responses and consequences for inappropriate behaviour.

All members of school communities are to abide by *The Code of School Behaviour* in accordance with the standards on the following page:



Expectations of Our School Community

All Members of school communities:

- + Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

Parents:

- + Show an active interest in their child's schooling and progress
- + Cooperate with the school to achieve the best outcomes for their child
- + Support school staff in maintaining a safe and respectful learning environment for all students
- + Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- + Contribute positively to behaviour support plans that concern their child.

Students:

- + Participate actively in the school's education program
- + Take responsibility for their own behaviour and learning
- + Demonstrate respect for themselves, other members of the school community and the school environment
- + Behave in a manner that respects the rights of others, including the right to learn
- + Cooperate with staff and others in authority.

Schools:

- + Provide safe and supportive learning environments
- + Provide inclusive and engaging curriculum and teaching
- + Initiate and maintain constructive communication and relationships with students and parents
- + Promote the skills of responsible self-management.

Principals

- + Play a strong leadership role in implementing and communicating *The Code* in the school community
- + Ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- + Communicate high expectations for individual achievement and behaviour
- + Review and monitor the effectiveness of school practices and their impact on student learning
- + Support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Outside of School Community

Regional Directors:

- + Exercise leadership in support of school principals' responsibilities under *The Code* and promote improvement of the professional skills of principals accordingly.

Senior Officers of the Department of Education, Training and Employment:

- + Determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Purpose

Tully State School details particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within our *Responsible Behaviour Plan for Students*.

Consultation and Data Review

Our school developed this plan in collaboration with our school community. Consultation with parents, staff and students is undertaken. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informs this Plan. A review occurs as part of the Annual School Review process. Information is also shared in school newsletters and at P & C meetings.

Learning and Behaviour Statement

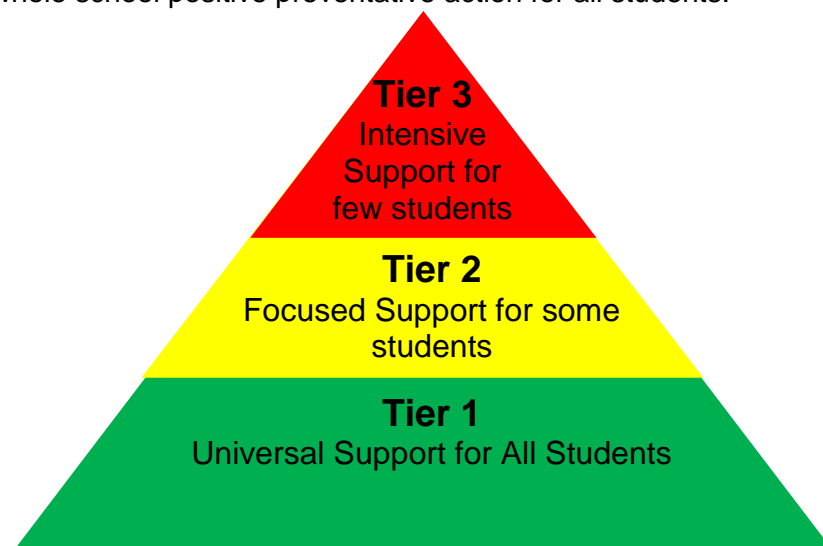
At Tully State School we believe that students can be successful learners and behave appropriately in an environment characterised by clear expectations, with guidelines established regarding **safety, respect and learning behaviours**. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

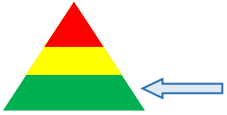
- Be Safe
- Be a Learner
- Be Respectful



Tully State School endorses a whole school approach intended to promote, teach and reinforce positive behaviour for all students. The school has implemented the Positive Behaviour for Learning (PB4L) framework as a means to create and maintain a productive, safe environment in which all school members have clear expectations and understanding of their role in the educational process. PB4L is built on a multi-tiered system of support model that provides additional behavioral supports to students who are not responding to universal or Tier 1 interventions. Universal, targeted and intensive behaviour support includes:

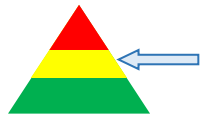
- Quality learning and teaching practices,
- A balanced, relevant and engaging curriculum,
- Supportive and collaboratively developed procedures,
- The implementation of evidence-based programs,
- Regular monitoring and review of school procedures and programs,
- Professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour,
- Adoption of practices that are non-violent, non-coercive and non-discriminatory,
- A continuum of whole school positive preventative action for all students.





Tier 1 Universal Behaviour Support

Our school provides differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision. In our supportive school environment, approximately 80% to 90% of student require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Teachers explicitly teach expected behaviours and provide opportunities for all students to practise. Teachers continuously reinforce expected behaviours, provide feedback and correction, and provide further opportunities for practice.

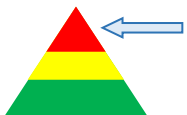


Tier 2 Focused behaviour support

Our school provides focused teaching for 10% to 15% of students who continue to demonstrate that they are not meeting behaviour expectations. Focused teaching provides additional support by revisiting key concepts and/or skills and using explicit and structured teaching strategies to practise skills and multiple opportunities to achieve the expected behaviour. Support staff, in behaviour, work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the class program.

Teachers monitor student progress and behaviour and identify those students who:

- no longer require the additional support,
- require ongoing support,
- require intensive support.

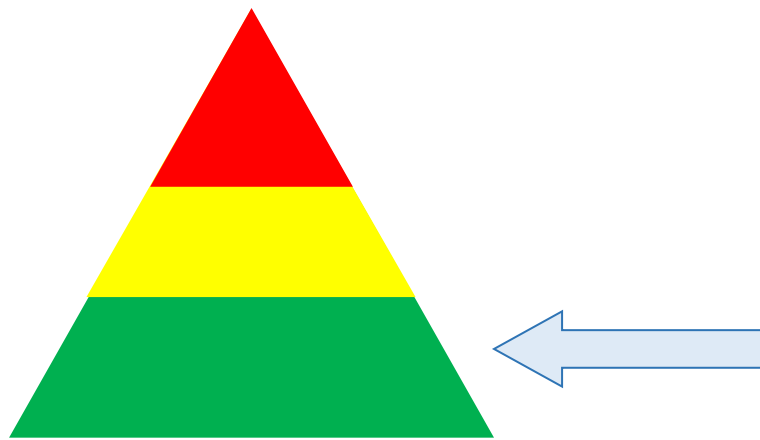


Tier 3 Intensive behaviour support

Our school provides support for a small number (2% to 5%) of students who require intensive teaching, following focused teaching, as they require frequent individual behaviour support. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups. Some students may require intensive teaching for a short period of time, for behaviour skills. Other students may require intensive teaching for a more prolonged period of time.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student.

Tier 1 Universal Behaviour Support



A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students through behaviour lessons, school assemblies and active supervision during classroom and non-classroom activities.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	CLASSROOM	PLAYGROUND	TRANSITIONS	TOILETS	ASSEMBLY	BUS LINES/BIKE RACKS	ALL OTHER AREAS
BE RESPECTFUL	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment Speak respectfully to peers and adults 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed Stay in straight class lines Respect other classes 	<ul style="list-style-type: none"> Wash hands Walk 	<ul style="list-style-type: none"> Walk quietly and orderly Sit still with crossed legs and hands in laps Be an active listener Applaud respectfully 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby 	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Be polite to others Use your manners Wait your turn Keep your belongings nearby
BE SAFE	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe: wear a broad brimmed hat Keep hands and feet to yourself Stay in designated areas 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times (Keep to the left) Keep hands and feet to yourself Keep together in one or two lines 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk in safely Sit cross-legged with your hands in your lap 	<ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter inside school Use a helmet Wait inside the gate until the bus stops 	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Use inside voices Look out for others
BE A LEARNER	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Follow game rules Be a problem solver Return equipment to appropriate place at the sports bell Be prepared and on time for class 	<ul style="list-style-type: none"> Move quietly in single file Be prepared Arrive on time Focus 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Be a good listener Follow instructions straight away Participate 	<ul style="list-style-type: none"> Have your name marked on the bus roll Leave school promptly 	<ul style="list-style-type: none"> Ask permission to leave the area Be on time Be in the right place at the right time Follow instructions straight away Be prepared Participate Ask questions

Reinforcing Positive Behaviour

A crucial component of our Responsible Behaviour Plan is the acknowledgement and recognition of students' positive behaviours, either on an individual or on a group level. The form this will take will vary from classroom to classroom, although all staff will ensure that such recognition is age appropriate and is achievable for all students. Examples at Tully State School include:

Gold: Always
Silver: Mostly
Green: Usually
Yellow: Sometimes
Red: Rarely

Awards for On Track Behaviour

Gold Behaviour Rewards

Class dojo

Busted being Awesome

Student of the Week

Attendance Awards

Library Lunch

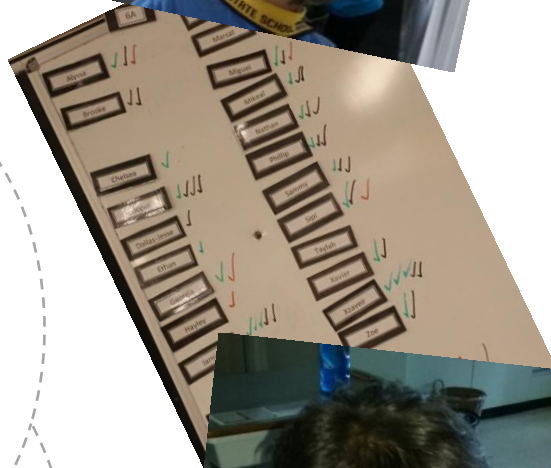


Communicating TSS Positive Behaviour



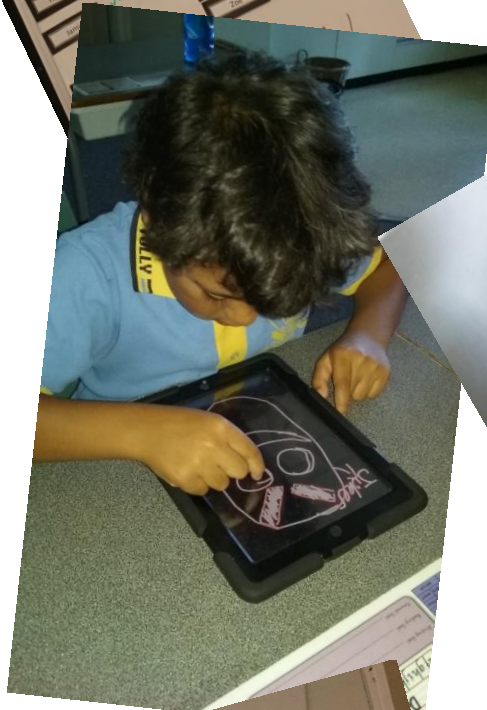


Sticker Charts



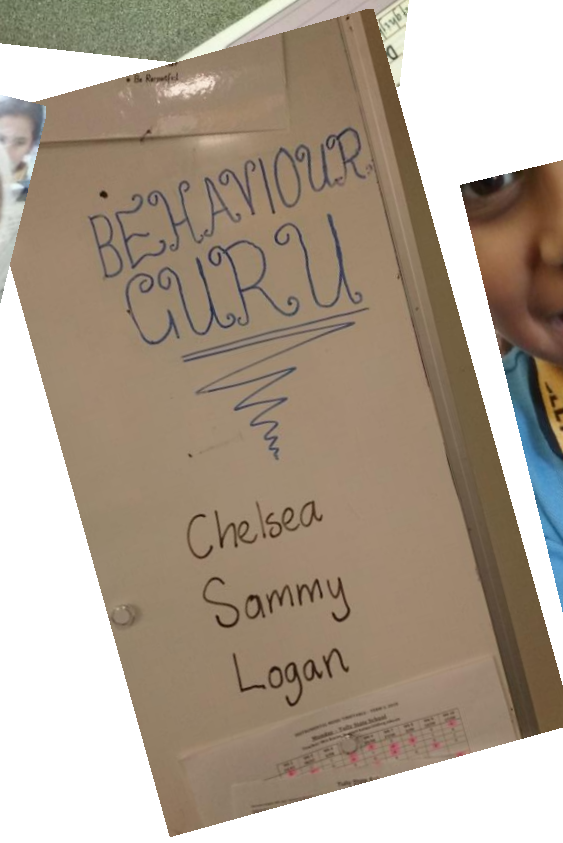
Raffles

Positive Phonecalls



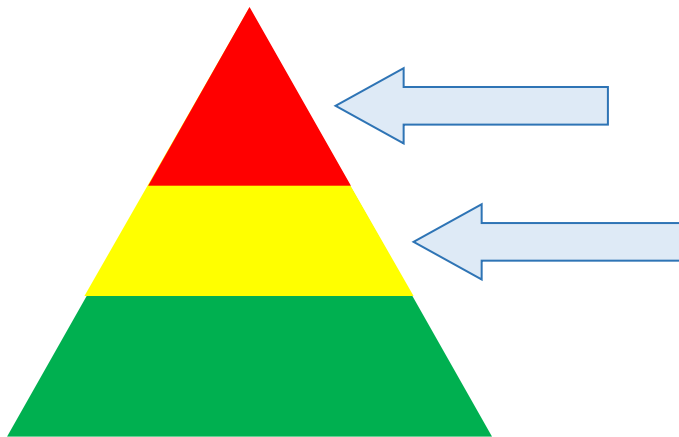
Fun Friday

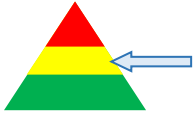
Stickers



Tier 2 & 3

Targeted and Intensive Behaviour Support

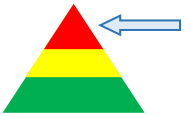




Tier 2 Targeted Behaviour Support

This support is provided to students who have not responded to the universal (whole-school) behaviour support processes and strategies employed by the school. Targeted behaviour support includes:

- use of behavioural data to accurately identify students requiring targeted support;
- school based referral process for teachers seeking assistance to support students with targeted-level needs;
- team approach to supporting students on targeted support programs;
- use of data-based criteria for evaluation and exit from targeted support program;
- making adjustments as required to address individual students' needs; and
- a range of research-validated program options for targeted support such as for example:
 - adult mentoring,
 - check in/check out (Behaviour monitoring charts),
 - targeted/small group social skilling.



Tier 3 Intensive Behaviour Support

This support is provided to students who have not responded to the universal **and** targeted behaviour support processes and strategies employed by the school. Intensive behaviour support includes:

- a school based referral process for teachers seeking assistance;
- a team-based approach for providing intensive individualised support that includes a high frequency of adjustments;
- use of behaviour data for the accurate identification of students requiring individualised support;
- research validated procedures in place for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment);
- flexible and or alternative learning options;
- regional behaviour support referrals.

The level of behaviour support initiated for a student may vary according to a number of factors which may include:

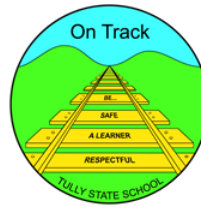
- age of the child,
- previous behaviour record,
- severity of the incident,
- amount of reliable evidence,
- degree of provocation,
- intent of the action,
- honesty and perceived level of genuine remorse.

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.

Consequences for Unacceptable Behaviour

Tully State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing our expected 'On Track' behaviours on an ongoing basis:

- Be Safe
- Be a Learner
- Be Respectful



In preventing problem student behaviour, our school community can be assured of the following:

- unacceptable behaviour will be followed by consistent and predictable consequences;
- consequences are designed to correct inappropriate behaviour;
- consequences reflect the nature of the unacceptable behaviour – minor incidents will be dealt with by the classroom teacher; however, the relevant School administration will become increasingly involved if the unacceptable behaviour persists;
- minor & major problem behaviour (see following page) are both needed to be recorded on One School.

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 might use to achieve this is to have students:

- **Remind:** articulate the relevant expected school behaviour and why it matters;
- **Redirect:** explain how their behaviour differs from expected school behaviour;
- **Reteach:** describe the likely consequences if the problem behaviour continues; and
- **Choice:** identify what they will do to change their behaviour in line with expected school behaviour

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

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

Responses to major problem behaviours may result in the following consequences:

- removal to buddy class,
- parent contact,
- alternate lunchtime activities,
- loss of privilege,
- restitution,
- loss of break times,
- community service (litter duty),
- warning regarding future consequence for repeated offence,
- parent contact,
- referral to Guidance Officer,
- referral to Intensive Behaviour Support Team,
- suspension from school,
- exclusion from school.

Minor and Major Behaviours

In line with OneSchool classification, Tully SS uses 'minor' and 'major' when describing the seriousness of the behaviour incident. When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

MINOR behaviours are those that:

- are handled by staff members at the time it happens;
- are minor breaches of the school expectations;
- 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 inappropriate behaviours;
- do not require involvement of specialist support staff or Administration.

MINOR	DEFINITION
Disruptive	Repeated behaviour causing other students to be distracted from learning and/or interrupting teaching
Late	Repeated instances of arriving at school after designated time.
Lying/Cheating	Unfair play during sporting or academic activities resulting in significant gain for student and/ or causing distress to others.
Using equipment inappropriately	Using equipment inappropriately, causing other students to be distracted from learning and/or interrupting teaching
Non-Compliant with routine	Continual failure to follow standard school routines
Refusal to participate in the program of instruction	Continued refusal to participate in school/teacher-led tasks
Inappropriate language towards peers	Persistent inappropriate language that is non-threatening and used within peer-to-peer conversations

MAJOR behaviours are those that:

- are dealt with immediately and then referred on to the school Administration team;
- significantly violate the rights of others;
- put others / self at risk of harm;
- require the immediate or deferred involvement of school Administration.

MAJOR	DEFINITION
Ongoing Disruptive	Repeated interruption where the student is not responsive to repeated direction and the level of disruption is so severe that the teacher is unable to continue instruction.
Bullying	Repeated actions involving an imbalance of power.
Threats to others	Threatening verbal, physical or gestural interactions directed toward peers or staff – indicating the intent to injure or cause physical or emotional harm.
IT misconduct	Unauthorised and inappropriate use of school technology causing distress to others.
Using object harmfully	Using object with the intent to cause harm to others or themselves.
Physical misconduct	Actions involving serious physical contact where injury may occur.
Possess prohibited items	Student in possession of objects readily capable of causing bodily harm or illicit substances.
Leaving class without permission	Unauthorised classroom exit.
Verbal misconduct towards adults	Abusive language/ obscenities directed at adults or peers with intent to cause distress.

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](#)

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/buscode>

Principal
Jennifer Sloane

P&C President
Brenda Morice

Regional Executive Director
Margaret Gurney

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

If students choose to bring valuable personal technology devices like mobile phones, laptops, digital video cameras or MP3 players/iPods to school there is a risk of damage or theft. The school accepts no responsibility for these items.

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.

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.

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 Tully State School. Students must not use personal technology devices to record others without consent, record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) or disseminate such recordings by any means (including distribution by phone or internet posting). Such behaviour builds a culture of distrust and disharmony and will not be tolerated.

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 or conversations with teachers 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:

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

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording will be deemed to have breached the policy

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

Appendix 2

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

Bullying can be defined as conscious, wilful, deliberate, hostile and repeated behaviour by one or more people that is intended to harm other (www.bullying.org)

Bullying involves:

- (1) the DESIRE to hurt + a hurtful ACTION
- (2) a pattern (REPETITION) of the hurtful action
- (3) a POWER IMBALANCE and an unjust USE of POWER

Purpose

1. Tully State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community
2. There is no place for bullying in Tully State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Tully State School include:
 - name-calling, verbal taunts
 - physical violence & attacks
 - name calling and put downs, mocking
 - making offensive comments,
 - threats & intimidation
 - kicking,
 - extortion
 - stealing money or possessions
 - 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

Cyber bullying also includes the use of ICTs such as email, mobile phones, instant messaging, chat rooms and websites to harm others.

4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care
5. At Tully State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we

will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. 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 Tully 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'.

Appendix 3

Appropriate Use of Social Media

Tully Sate 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.

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

No student of Tully Sate 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 Tully Sate School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Tully Sate School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Tully Sate 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 Tully Sate 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 Tully Sate 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.

Tully Sate 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.

Tully 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, Tully State School expects its students to engage in positive online behaviours.

Appendix 4

Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment

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

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report in One School database
- [Health and Safety incident record](#) (link)