1. Purpose

Yarwun 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.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and Data Review

Yarwun State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The plan was endorsed by the Principal, the P&C President and the Executive Director of Schools in 2009, and will be reviewed in 2014 as required in legislation.

3. Learning and Behaviour Statement

All areas of Yarwun State School are learning and teaching 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.

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 is plain to everyone, assisting Yarwun 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 vision statement “Striving for Success” and our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be a learner
- Be responsible
- Be respectful
- Be safe

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.

Everyone within the Yarwun State School community all have a role to play in ensuring responsible behaviour is established. The YARWUN STATE SCHOOL COMMUNITY includes students, staff, parents/caregivers and community friends.
All members of the school community are expected to:
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
- Support the development of appropriate and meaningful relationships between all members of the community.
- Respect the process of natural justice.

The rights and the responsibilities of the whole community will ensure students are succeeding and learning.

### Rights of the Student

Students have the right to:
- Come to school to learn.
- Be an individual at school.
- Be respected and be treated with kindness at school.
- Express themselves, as long as they consider the rights of others.
- Represent this school in its sporting, academic and cultural activities.
- Feel safe in a non-threatening environment.

### The Responsibilities of the Student

Students have a responsibility to:
- Attend punctually, each day of the week.
- Observe school rules.
- Show respect to others.
- Learn to the best of their ability.
- Work to the best of their ability and to complete and present all set tasks within the expected time frame.

### Rights of the Parents or Guardians

Parents/guardians have the right to:
- Communicate with the school and be advised on matters relating to their child’s individual progress.
- Communicate with the Principal and Parents & Citizens Association on matters relating to school policies.
- Confidentially share personal matters with appropriate staff.
- Participate in the education of their children.

### Responsibilities of the Parents or Guardians

Within our school community, parents have a responsibility to:
- Work with the school towards the goal of achieving optimal results for their child’s learning.
- Keep the school informed of issues relating to the general well-being and education of the child.
- Encourage children to complete work tasks as required, both at school and at home.
- Provide necessary equipment for working in school, including lunches.
- Ensure children attend school regularly and punctually.
- Provide an explanation where there is an absence.

### Rights of the Principal

The principal has the right to:
- Be an individual and be respected.
- Make executive decisions regarding the administration and execution of Departmental policies, ensuring that the rights of staff, pupils and parents are protected.
- Be kept informed of Education Queensland and Parents & Citizens Association decisions that will impact on school routine.

### Responsibilities of the Principal

The responsibilities of the principal include:
- The maintenance of an educational environment to enable each student to develop and progress to the best of their ability.
- Ensure that teachers have the resources, knowledge and support to maintain an effective learning environment.
- Ensure that the school is a safe place to be and that the school rules reflect this in the classroom and the playground.
- Be accessible to staff/parents/students to allow opportunities for each to discuss concerns that impact on teaching and learning.
- Encourage thoughtful, respectful and courteous behaviour in children.
- Maintain a co-operative atmosphere within the school community.
- Advocate the needs of our school to Education Queensland and wider community where necessary.

### The Rights of the Parent and Citizens Association
This school community body has the right to:
- Contribute to the educational practices to be implemented in the school.
- Make recommendations to the staff on matters relating to the school.
- Be informed by the Principal on matters relating to the school and Education Queensland.
- Collaborate on the expenditure of funds raised to support student learning.

### The Responsibilities of the Parents and Citizens Association
The responsibilities of the P&C include:
- Provide support to the Principal and Staff when policies have been implemented.
- Represent the views of the school community when formulating school and Department policies.

### The Rights of Professional Staff
All staff members have the right to:
- Work in a safe and supportive environment.
- Be treated with respect by all members of the school community.
- Express ideas and feelings.
- Be appreciated for their role in maintaining a supportive working environment.
- Have input into the school's decision-making process on policy development.
- Be free from discrimination.
- Have access to resources needed to carry out their duty.

### The Responsibilities of Professional Staff
All staff members have a responsibility to:
- Model a professional code of behaviour.
- Communicate with parents about their child's behaviour and strategies used to modify these behaviours.
- Share his/her concerns with the Principal, support staff or other specialists (eg. Guidance Officer, Psychologist, and Advisory Visiting Teachers) about any child whose physical, social, emotional or academic needs present as 'at risk' of disengaging with learning.
- Develop a classroom learning environment that supports the learning needs of all students.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour.

Yarwun State School emphasises the importance of directly teaching students the expected behaviours that we want them to demonstrate at school and in the wider community. Yarwun State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

1. **Universal Behaviour Support**
Yarwun State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Explicit teaching of expectations to all students weekly in classes and on parade
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying
- Ongoing implementation of the You Can Do It! Program every fortnight
- Universal incentive program (You Can Do It! Green slips)

2. **Targeted Behaviour Support**
Yarwun State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted support
- In-school 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 (e.g. curriculum modifications, possible social skills programs, adult monitoring)

In the case of inappropriate behaviour, parents will be notified and consultation requested if and when the behaviour puts the students learning and social success at risk.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. **Intensive Behaviour Support**
Yarwun State School implements the following processes and strategies to respond to chronic problem behaviour:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral process for teachers seeking assistance to support students with intensive-level needs
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Use of district, regional and state behaviour support options
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland)
Rewarding Positive Behaviour

You Can Do It! Program
The You Can Do It! (YCDI) Program is a positive and proactive approach to behaviour. Throughout the whole school community, we aim to develop the YCDI Philosophy of:
- Confidence (academic and social)
- Being organised
- Persistence
- Getting along
- Resilience

The program rewards students for positive behaviour in both the classroom and the playground. YCDI green slips are given to students who are observed to be doing the YCDI skills and the slips are then placed in a box and counted by the classroom teacher. On a weekly basis the green slips are tallied and students receive a certificate presented on parade for every ten green slips received.

Student of the week and student of the month awards are presented on parade to students who have consistently shown the expected behaviours of the YCDI philosophy and demonstrating progress. These students receive a certificate and a gift donated and presented by Rio Tinto.

These positive support measures are supported by administrators, staff, students, parents, members of the wider community and personnel from outside agencies like Rio Tinto.

To support the YCDI program and to help students own and monitor their own behaviour, Yarwun State School uses a levelled scale for acceptable and unacceptable behaviour. All students enter at the ‘green’ level and as they receive certificates for 10 YCDI green slips they progress up through bronze, silver and gold levels. Students who are on these positive behaviour levels at the end of each term have the privilege to be a part of the end of term celebration days.

Yarwun State School reinforces expected school behaviour by providing students with feedback for engaging in appropriate behaviour by giving out green slips, awards and certificates and individual acknowledgment.

Yarwun State School believes that when students are being responsible, being respectful and being safe, they are being a learner. Yarwun students are learners in all facets of their life.

Yarwun State School is recognised as a Cleaner, Greener School and a Reef Guardian School. Yarwun State School offers several proactive school community tasks for our students to engage in to learn a sense of responsibility and pride which positively engages students and supports the school's values of quality learning experiences and lifelong wellbeing. These community tasks take the form of gardening, taking care of chickens, raising and lowering of the flags, library monitors, maintaining the hydroponic system, native bee hives, recycling, monitoring energy use and water conservation.
5. Consequences for Unacceptable Behaviour

Students who do not engage in appropriate expected school behaviour will be supported by the whole staff and community to learn the desired skills and behaviour to become a successful learner. At Yarwun State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour management.

When a student exhibits minor and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then guide them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing minor problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Students may also be issued with a Red Slip for frequent and continuous inappropriate behaviour or for displaying major inappropriate behaviour.

If students receive three Red Slips they will slip down the levelled behaviour chart to levels 4, 5, 6 and/or 7 and face consequences. If students are on levels 4, 5, 6 and/or 7 at the end of the term they will not have the privilege of attending the end of term celebrations. Parents will be notified if students move down any level, especially to level 4, 5, 6 and/or 7.

### Levelled Scale of Behaviour

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour displayed by students at this level:</th>
<th>Positive consequences for students placed on this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level One</td>
<td>You are an exemplary outstanding student member.</td>
<td>Access to activities and resources.</td>
</tr>
<tr>
<td>Level Two</td>
<td>You are consistently respectful and professional.</td>
<td>End of Term rewards and activities.</td>
</tr>
<tr>
<td>Level Three</td>
<td>You are consistently respectful and professional.</td>
<td>Eligible for all Leadership Programmes.</td>
</tr>
<tr>
<td>Level Four</td>
<td>You are consistently respectful and professional.</td>
<td>Communication support and resources.</td>
</tr>
<tr>
<td>Level Five</td>
<td>Abuse of school property.</td>
<td>Behaviour Under Review.</td>
</tr>
<tr>
<td>Level Six</td>
<td>Bullying.</td>
<td>Negative consequences for students placed on this level (see for getting 3 warnings).</td>
</tr>
<tr>
<td>Level Seven</td>
<td>Physical assault.</td>
<td>Definite Consequence.</td>
</tr>
</tbody>
</table>

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**Definite Consequences:**
- Min $500 worth of daily pay
- Parental intervention (handwritten notes, including home and school)

**Possible Consequences:**
- Min $250 worth of daily pay
- Parental intervention (handwritten notes, including home and school)

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**Possible Consequences:**
- Min $50 worth of daily pay
- Parental intervention (handwritten notes, including home and school)

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**Possible Consequences:**
- Min $10 worth of daily pay
- Parental intervention (handwritten notes, including home and school)

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**Possible Consequences:**
- Min $5 worth of daily pay
- Parental intervention (handwritten notes, including home and school)
<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being Safe</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around building. Not walking bike in school grounds</td>
<td>Continual Throwing objects</td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment Not playing school approved games Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Minor Physical contact (eg: pushing and shoving)</td>
<td>Serious physical aggression Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td><strong>Being Responsible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual(eg: lateness after breaks) Not being in the right place at the right time</td>
<td>Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request Non compliance Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>Minor dishonesty</td>
<td>Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>Mobile phone switched on in any part of the school at any time without authorisation from the principal.</td>
<td>Use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td><strong>Being Respectful</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone</td>
<td>Continual use of offensive language/aggressive language Verbal abuse/directed profanity</td>
</tr>
<tr>
<td>Property</td>
<td>Petty theft Lack of care for the environment</td>
<td>Stealing / major theft Wilful property damage Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>Not playing fairly Minor defiance Minor bullying / harassment</td>
<td>Major bullying / harassment Major disruption to class Blatant disrespect Major defiance</td>
</tr>
<tr>
<td>Whole school expected behaviour matrix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALL AREAS</strong></td>
<td><strong>CLASSROOM</strong></td>
<td><strong>PLAYGROUND</strong></td>
</tr>
<tr>
<td>BE A LEARNER</td>
<td>▪ Respect others’ personal space and property</td>
<td>▪ Walk</td>
</tr>
<tr>
<td></td>
<td>▪ Care for equipment</td>
<td>▪ Sit still</td>
</tr>
<tr>
<td></td>
<td>▪ Clean up after yourself</td>
<td>▪ Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td></td>
<td>▪ Use polite language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Wait your turn</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>▪ Ask permission to leave the classroom</td>
<td>▪ Be prepared</td>
</tr>
<tr>
<td></td>
<td>▪ Be on time</td>
<td>▪ Complete set tasks</td>
</tr>
<tr>
<td></td>
<td>▪ Be in the right place at the right time</td>
<td>▪ Take an active role in classroom activities</td>
</tr>
<tr>
<td></td>
<td>▪ Follow instructions straight away</td>
<td>▪ Keep work space tidy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Be honest</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>▪ Use equipment appropriately</td>
<td>▪ Raise your hand to speak</td>
</tr>
<tr>
<td></td>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Respect others’ right to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Talk in turns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Be a good listener</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers (YCDI Program) and in class explicit behaviour lessons;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities.
Explicit Teaching Lesson Sequence

The explicit teaching of each expectation will be delivered on parade. A 15 minute lesson will be explicitly taught and teachers are required to further discuss the skill during the week.

Green YCDI slips will be used to reward students following the school expectations. Data based lessons will happen on a needs basis.

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| 1    | Introduce School wide Expectations Matrix  
      Be Safe  
      Be a Learner | Review School Wide Expectations  
      Be Respectful  
      Be Responsible  
      Be a Learner | Review School Wide Expectations  
      Be Respectful  
      Be Responsible  
      Be a Learner | Review School Wide Expectations  
      Be Respectful  
      Be Responsible  
      Be a Learner |
| 2    | Be Respectful  
      - Use kind words and actions  
      - Give others’ personal space and property | Be Responsible  
      - Have equipment ready  
      - Keep work space tidy | Be Safe  
      - Wear shoes and a broad brimmed hat  
      - Play safely in the correct areas | Be a Learner  
      - Use toilets before class or during breaks |
| 3    | Be Responsible  
      - Be in the right place at the right time  
      - Pick up your belongings | Be Safe  
      - Sit on your chair correctly  
      - Use equipment as instructed | Be a Learner  
      - Use words to solve problems | Be a Learner  
      - Use toilets before class or during breaks |
| 4    | Be Safe  
      - Keep hands and feet to yourself  
      - Walk on concrete | Be a Learner  
      - Complete set tasks | Be Respectful  
      - Share/Care for equipment | Be Responsible  
      - Report problems to teachers |
| 5    | Be a Learner  
      - Ask questions and request help where needed  
      - Accept feedback/consequences | Be Respectful  
      - Raise your hand to ask/answer questions in whole group situations  
      - Show whole body listening | Be Responsible  
      - Play approved activities  
      - Be in your designated area on time | Be Safe  
      - Sit in the designated area until dismissed  
      - Wear a seatbelt/helmet on your way home  
      - Ask a teacher on duty before you leave |
| 6    | Be Respectful  
      - Listen to the speaker and wait your turn to speak  
      - Follow adult instructions straight away | Be Responsible  
      - Follow timetable/daily schedule  
      - Use ICTs as requested | Be Safe  
      - Walk in two lines with group  
      - Carry equipment in your hands | Be a Learner  
      - Return straight to class after toileting |
| 7    | Be Responsible  
      - Return property where it belongs  
      - Leave personal/valuable devices at home | Be Safe  
      - Eat your own food  
      - Raise hand when the bell rings to be released | Be a Learner  
      - Wait in the designated area for your next class | Be Respectful  
      - Use own bike/scooter |
| 8    | Be Safe  
      - Stay in school grounds unless directed by staff | Be a Learner  
      - Eat most nutritional food in your lunch box to fuel your brain | Be Responsible  
      - Care equipment  
      - Walk quietly through the school | Be Responsible  
      - Keep belongings in bag |
| 9    | Be a Learner  
      - Establish agreed rules of the game (before play and when new members enter) | Be Respectful  
      - Clean area where you are sitting | Be Responsible  
      - Turn off taps | Be a Learner  
      - Move Straight to waiting area after class |
| 10   | Be Respectful  
      - Speak quietly  
      - Use hello, goodbye, please, thank-you | Be Responsible  
      - Sit to eat until instructed to move  
      - Place lunch boxes away when dismissed | Be Safe  
      - Wash hands with soap  
      - Walk  
      - Use toilet paper to wipe your bottom | Be Respectful  
      - Leave other’s belongings alone |

* Lesson sequence may change depending on data (discussed at staff meetings) and needs of students.
6. Emergency Responses to 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

1. Avoid escalating the problem – (avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communication anger and frustration through body language).

2. 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).

3. 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).

4. 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).

5. Debrief- (Help the student 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

Trained 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 Yarwun 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 in OneSchool.

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**7. Network of Student Support**

Students at Yarwun State School are supported through positive reinforcement. Extra support is available from Guidance Officer, Advisory Visiting Teachers, Disability Services Queensland, Child and Youth Mental Health, Queensland Health, Department of Communities (Child Safety Services), Police, Local Council.

**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.

Yarwun 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 the rights of all students to:
  1. Express opinions in an appropriate manner and at the appropriate time,
  2. Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  3. Receive adjustments appropriate to their learning and/or impairment needs.
9. Bullying Prevention Strategy

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

Purpose
Yarwun 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 Yarwun State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Yarwun State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Yarwun 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
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.
The anti-bullying procedures at Yarwun State School are an addition to our already 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. Adding lessons on bullying and how to prevent and response 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 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 expected behaviour and have been taught these behaviours attached to each rule in all areas of the school (see matrix and lesson overview).
- 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 positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- Active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members 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 use of the resources and information gained from the [http://www.bullyingnoway.com.au](http://www.bullyingnoway.com.au) website. Teachers are encouraged to make themselves familiar with the website and to use it when guiding their classes.
- 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 our 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’.

**Knives and Weapons at School**

It is not permitted to carry an offensive weapon including knives on school premises by parents, students of community members. A person who has a weapon on school premises will be guilty this offence, unless he can prove a statutory defence. The maximum penalty on conviction on indictment for carrying a knife is exclusion from school (student) and possible prosecution. Police will be notified immediately if weapons including knives are found on Yarwun School grounds.

In general if any staff members of Yarwun State School suspects a weapon to be on school premises the police should be called. Where the police have reasonable grounds for suspecting a weapon to be on a school’s premises they can enter without permission from the school.
10. Related Legislation

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

11. Related Policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CPR-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SCM-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-P003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

12. Related Resources

- Bullying. No Way! (www.bullingnoway.com.au)
- Code of Conduct for School Students Travelling on Buses 

**Endorsement**
PERSONAL TECHNOLOGY DEVICES* POLICY

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Rationale
Yarwun State School acknowledges the efficacy and reality of mobile phones as a 21st century technological tool and that technological skills are important to students' future life choices. They are also effective communication tools and provide, particularly for parents, peace of mind about the safety and security of their children, especially, for example, when normal routines of arriving to and leaving school may be varied.

Yarwun State School is committed to establishing and sustaining a safe and happy environment for students that best fosters quality learning and the social development of every child. Every student has a right to privacy, integrity, to feel safe and learn. Every teacher has a right to teach in a setting that is optimum to quality learning. Mobile phones, MP3 players and other technological devices can cause significant disruption to the learning and teaching rights of others. There is also a significant potential for theft and/or damage to these items. This situation has led us to put in place firm rules and boundaries around the use of mobile phones, MP3 players and other recording devices such as cameras and video recorders.

Mobile Phone Policy
Students are permitted to have devices at school and at school related activities if used in the following manner. The school reserves the right to ban mobile phones (and like apparatus) at special events. The school phone is available for emergency student use.

- Students must have the phone switched off at all times.
- Phones must be out of sight at all times.
- Mobile phones are not permitted during any formal examinations. It is considered a serious misdemeanor to have a phone in the exam room.
- Students who do not require a phone for parent contact are encouraged to leave phones at home.
- No liability will be accepted by the school in the event of loss, damage or theft.
- Students must display courtesy, consideration and respect for others when using a mobile phone.

Guide to approved use
Students may use their mobile phones for important calls to parents before or after school. Calls using mobile phones are only to be made from the school office.

Guide to inappropriate use
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 Yarwun State School, 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 involved in:

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

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

*Students should note that the recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to the Police.*

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 principal.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students during class lessons or assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during 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 Principal.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, 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.*