Mount Perry State School

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

Rationale

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

The Gin Gin Cluster of Schools has a vision and commitment of ‘a community working together to achieve quality outcomes for all’. The Gin Gin Cluster comprises of seven (7) schools:

In providing supportive school environments the Gin Gin Cluster of Schools continues to build on and enhance 3 key areas:

1. **Curriculum** – What is to be taught (the ‘Song’)
2. **Pedagogy** – The way it is taught (the ‘Singing’)
3. **Interpersonal Relationships** – Between teacher and student (the ‘Singer’)

We believe **ENGAGEMENT + RELATIONSHIPS = ACHIEVEMENT**

In order to enhance and support quality learning a responsible behaviour plan for students has been formulated which we believe:

- Provides the opportunity for all students to learn
- Ensures the safety of staff and students
- Assist students who exhibit challenging behaviour to accept responsibility for themselves and their actions
- Provides a social framework allowing every student to learn and succeed

Gin Gin State High School has created a supportive school environment that addresses social and behavioural contexts holistically developing the student. Embedded within this supportive school environment are our five school values:
Consultation and Data Review

Mt Perry has developed this plan in collaboration with our school community. A review of school data relating to absenteeism, attendance, positive rewards, behavioural incidents and school disciplinary actions was undertaken by staff and key members of our Schoolwide Positive Behaviour Support team, along with input from the parent and student body.

School beliefs about behaviour and learning

National Values

In 2005, the Commonwealth Government released a National Framework for Values Education in Australian Schools.

The Nine (9) Values articulated for Australian Schooling are:

<table>
<thead>
<tr>
<th>Value</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care and Compassion</td>
<td>Care for self and others</td>
</tr>
<tr>
<td>Doing Your Best</td>
<td>Seek to accomplish something worthy and admirable, try hard, pursue excellence</td>
</tr>
<tr>
<td>Fair Go</td>
<td>Pursue and protect the common good where all people are treated fairly for a just society.</td>
</tr>
<tr>
<td>Freedom</td>
<td>Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others</td>
</tr>
<tr>
<td>Honest and Trustworthiness</td>
<td>Be honest, sincere and seek the truth</td>
</tr>
<tr>
<td>Integrity</td>
<td>Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds</td>
</tr>
<tr>
<td>Respect</td>
<td>Treat others with consideration and regard, respect another person’s point of view</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</td>
</tr>
<tr>
<td>Understanding, Tolerance and Inclusion</td>
<td>Be aware of others and their cultures, accept diversity within a democratic society, being included and including others</td>
</tr>
</tbody>
</table>

Cluster Ideals

During 2006, a survey of Gin Gin Cluster School Communities prioritised four of these National Values to be promoted and espoused within our schools, to be known as ‘ideals’. These ‘ideals’ “give significance to our school lives, reflecting the priorities we choose, and that we act on consistently and repeatedly.” The identified ‘ideals’ are:

- Respect
- Doing Your Best
- Responsibility
- Honesty and Trustworthiness
These ideals are the individual character virtues we espouse for all Gin Gin Cluster School Community stakeholders: staff, parents and students.

As a result of these National Values and Ideals, our cluster has drawn three fundamental rights:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

Our Cluster ideals are embedded within Mount Perry State School’s beliefs and values.

Our Vision:

At Mount Perry State School we aim to achieve the best educational outcomes for every student in our school and to provide quality teaching / learning experiences which assist all students to develop their potential and become worthwhile citizens.

Our Motto:

OUR BEST ALWAYS

Based on our cluster’s fundamental rights and Mount Perry State Schools’ Vision and motto, a list of ‘Individual Rights and Responsibilities’ has been drawn to reflect student expectation whilst enrolled at Mount Perry State School.

As a school community we believe that Positive Behaviour Support is the most appropriate approach to use with students, incorporating a multi-faceted approach that teaches students positive behaviours while responding effectively to problematic behaviours.

We at Mt Perry State School believe that children respond best to positive reinforcement of appropriate behaviours, operating on the belief that all students are able to form responsible reactions and interpretations of behaviours once identified.

Our strategy has formed its foundation on the notion that teachers and other adult staff members can influence the reactions and behaviours of students within the school community. The Schoolwide Positive Behaviour System followed at Mt Perry State School ensures that all members of the Mt Perry staff are able to draw and reflect upon, use and respond, review and update a range of procedures and approaches that reflect behaviours within the school. At Mt Perry we strongly focus on the development of the student as a whole – socially and academically – skills that will stay with them throughout their lives.
As a school we expect and promote the following behaviours in our community:

<table>
<thead>
<tr>
<th>SAFETY</th>
<th>RESPECT</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe use of equipment</td>
<td>Respecting self</td>
<td>Following of instructions of supervisors</td>
</tr>
<tr>
<td>Acknowledgement and respect of the personal space of self and others</td>
<td>Respecting belongings of self and others</td>
<td>Making appropriate choices without supervision</td>
</tr>
<tr>
<td>Following of school rules and routines</td>
<td>Demonstration of an awareness of the rights and feelings of others</td>
<td>Accepting responsibility for own behaviour</td>
</tr>
<tr>
<td>Moving safely through the school environment</td>
<td>Attentive listening</td>
<td>Having appropriate equipment for tasks</td>
</tr>
<tr>
<td>Resolution of conflict without violence</td>
<td>Appropriate communication</td>
<td>Attempting set work to best of ability</td>
</tr>
</tbody>
</table>

Each of these positive behaviours listed have also been explained and outlined within the individual rights and responsibilities for students.

**INDIVIDUAL RESPONSIBILITIES**

A “right” is something, which belongs to you and cannot be taken away by anyone. We all have the same rights. **There are no rights without responsibilities.**

“Responsibilities” are things you should do without being told. Some of the things you should do for others and some of these you should do for yourself.

In exercising my rights I will not deny the rights of the others and should expect to be corrected if I do.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have the right to be safe</td>
<td>• I have the responsibility to make the school safe by not threatening, hitting or hurting anyone in any way, or creating an unsafe environment.</td>
</tr>
<tr>
<td></td>
<td>• I accept that teachers have a duty of care to me and may more readily see dangers than I do. I will follow their instructions.</td>
</tr>
<tr>
<td>2. I have the right to expect my property to be safe.</td>
<td>• I have the responsibility to respect all other property by not stealing, damaging or destroying it.</td>
</tr>
<tr>
<td>3. I have the right to be happy and to be treated with understanding.</td>
<td>• I have the responsibility to treat others with understanding – not to laugh at others, tease or try to hurt their feelings.</td>
</tr>
<tr>
<td></td>
<td>• Do something to stop bullying, including cyber bullying through text, email, blogs, Face Book/Twitter</td>
</tr>
</tbody>
</table>
4. I have the right to be treated with respect and politeness.  
• I have the responsibility to treat others politely and with respect.

5. I have the right to reach my maximum potential – others will not deprive me of this through their behaviour  
• I have the responsibility to cooperate with others to make sure that lessons proceed for our advantage and that I keep up-to-date with required work.  
• I will not behave so as to interfere with the rights of others to learn and succeed.  
• I also have the responsibility to be punctual, to attend school regularly and to take part in the activities that are provided for my benefit.  
• I have the responsibility to seek additional support and assistance, when needed, from appropriate personnel.

6. I have the right to have a pleasant, clean, safe and well-maintained school and grounds.  
• I have the responsibility to care for the school environment, to keep it clean and be prepared to remove litter.

7. I have the right to demonstrate and promote pride in our school.  
• I have the responsibility to behave so that the community will respect our school.

8. I have the right to be involved in the education process, receiving feedback on how my education is going.  
• I have the responsibility to be actively involved in the school community.

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

Mount Perry State School has a number of processes for effective behaviour support for students. These processes include:
- The creation of a positive school culture
- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- Professional development opportunities and sharing between staff
- Programs provided by external providers

Specific policies to address:
- The use of Personal Technology Devices* at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
Quality Learning and Teaching Practices and Engaging Curriculum

At the core of effective student management is effective teaching and learning and an engaging and responsive curriculum. Underpinning this is the focus of enhancing relationships between teacher and student.

ENGAGEMENT + RELATIONSHIPS = ACHIEVEMENT

At Mt Perry State School, we are committed to achieving this through:

Engaging Curriculum

- ‘the song’
  (What is being taught)
  - Personalized, Connected, Relevant
  - In Context
  - Integrated
  - Curriculum Unit Framework
  - Essential Learnings

‘Pedagogy’

- ‘the singing’
  (The way it is taught)
  - Common alignment between outcomes, constructs, learning experiences, assessment, criteria
  - Use of ICT and Literacies in effective teaching
  - Innovative, creative, engaging
  - Fun and enjoyment

Relationships

- ‘the singer’
  (the relationship)
  - Middle School transitioning
  - Professional Development Opportunities
  - Catering for individual needs and differences
  - Developing connections and empathy – ‘bridging the divide’

Supportive School Network

Underpinning effective teaching and learning at Mount Perry State School is a strong social support structure. This structure is expanded upon in the section ‘The Network of Student Support’. The purpose of this support is to provide every student with the opportunity to succeed and learn, regardless of external socio-economic factors. At the ‘Targeted Behaviour’ and ‘Intensive Support’ levels, a range of external community agencies are accessed to provide in depth and professional services to students most at risk.

Professional Development

Teachers are provided with a range of professional development opportunities to enhance student management behaviours, along with improved pedagogy. Such strategies include:

- Behaviour Management professional development
- Best practice, sharing of curriculum unit frameworks
- Peer coaching opportunities

External Programs

A range of whole school programs provided by external providers is accessed by the school to support student needs. These programs commonly address bullying, self esteem, self awareness, resilience and conflict resolution.

- Chaplaincy program
- Behaviour management specialist
- Accessing AVT’s for specific student needs, including Prep, Aspergers Syndrome, ADHD
- Special Needs teacher within the cluster
Mount Perry State School shapes, supports and recognizes appropriate behaviours in all students. These are divided into three (3) categories:

- Whole-school behaviour support
- Targeted behaviour support
- Intensive behaviour support

These categories reflect Mount Perry State Schools Behaviour Management Pathway (see consequences for inappropriate behaviour)
Super Star System – School Wide Positive Behaviour System

**Guidelines for Use of Star Bands**

- Star Bands are only handed for behaviours that are part of our 3 School Wide Positive Expectations – positive classroom/playground behaviours and individual acts of responsibility, safety and respect. Verbal justification needs to be given to students when handing out a Star Band.
- Students need to receive 60 Star Bands in one term in order to receive the Mt Perry Super Star Award from the Principal. A chart is on the wall in the classroom to record the number of Star Bands for each student. The classroom teacher is to set aside a time each day for collating numbers on the chart and passing this information onto the Principal/AO2 for data collection through the use of a data collection sheet provided.
- Rewards are also to be given when reaching 20 and 40 Star Bands as listed below.

<table>
<thead>
<tr>
<th>Number of Star Bands</th>
<th>Rewards</th>
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<tbody>
<tr>
<td>20 - Bright Spark</td>
<td>Individual acknowledgement by the Principal. Special Star sticker given by Principal.</td>
</tr>
<tr>
<td>40 - Star</td>
<td>Certificate from Principal awarded on Parade. Letter sent home to parents regarding award level.</td>
</tr>
<tr>
<td>60 – Super Star</td>
<td>Letter sent home to parents from Principal. Super Star Certificate awarded on Parade. Reward day – end of term excursion</td>
</tr>
</tbody>
</table>

- Star Bands are earned and therefore **not** taken away.
- Students need to be made aware that Star Bands are not received every time an expected behaviour is carried out. It also needs to be made clear to students that it is not appropriate to ask a staff member for a Star Band. If a student asks for a Star Band, they should not receive one.
- Recognise well-behaved students regularly.
- Star Bands are only counted in the term in which they are earned.
- Star Bands are given out by all staff including Teachers, Itinerant Teachers, Teachers Aides, Cleaner, Groundsman, Bus Driver.
- Star Bands should be taken out on duty, at least 10, and all of them should be given out.

**Super Star Procedure**

- The Super Star is an individual reward that recognises a student’s personal behaviour. It is expected that at least 80% of students will receive this reward every term.
- A certificate will be handed out on parade in recognition of this achievement – parents to be notified before the next parade.
- When students receive the Super Star award, they continue to accumulate Star Bands and gain further rewards over the course of the term.
- Students receiving the Super Star reward will be recognised by:
  - Having their name in the newsletter
  - Photograph published in the end of term publication for Super Star recipients, and by display at school.

**Super Star of the Month**

- The Star of the Month Award is presented to the student with the highest number of Star Bands for that month. Students will be recognised on parade, receive a certificate and a star badge and have their picture displayed in the administration foyer. Students from any year level can attain this award with no specific year level chosen.
Is the inappropriate behaviour Major or Minor?

**MINOR** – Problem solve with the child (Staff member and student)

- Determine Logical Consequence
- Fill out behaviour referral form and hand to classroom teacher

- Does the student have 3 or more?
  - NO – Record data on excel spreadsheet
  - YES (3 in total) – Classroom teacher contact Parent via telephone or letter.
  - YES (more than 6) – Once the child reaches a total of 6 complete a major incident referral

- Record Parent contact and incident on One School

**MAJOR** – Fill out Major Incident referral form and notify office immediately

- Problem solve (Teacher, student and Principal)
- Determine Logical Consequence
- Contact Parent/Guardian
- Record incident on One School

- Guidance Officer Assessment
- Behaviour Specialist Support
Targeted behaviour support

Due to the size of our school, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher and external agencies are contacted if required. Support staff, teachers and Principal meet on a regular basis to discuss student behaviour.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.
Intensive behaviour support

All students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

**Case Management:**
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• working with a teacher aide or learning support teacher</td>
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<tr>
<td></td>
<td>• adjusted class work</td>
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<tr>
<td></td>
<td>• working with a peer or older student.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tbody>
<tr>
<td></td>
<td>• specific reinforcement e.g. Thank you for sitting down.</td>
</tr>
<tr>
<td></td>
<td>• Targeted direction giving.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• body language – smile, thumbs up</td>
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<td></td>
<td>• behaviour charts</td>
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<td></td>
<td>• privately understood signals</td>
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<tr>
<td></td>
<td>• proximity to the child in terms of desk placement or where staff members are standing</td>
</tr>
<tr>
<td></td>
<td>• awards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One on one curriculum support with the teacher</td>
</tr>
<tr>
<td></td>
<td>• Teacher aide support</td>
</tr>
<tr>
<td></td>
<td>• Work with another member of school staff</td>
</tr>
<tr>
<td></td>
<td>• Curriculum support through an older classmate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication within the school community</th>
<th>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Added responsibilities - meaningful roles</th>
<th>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Peer tutoring</td>
</tr>
<tr>
<td></td>
<td>• Working with a younger or older classmate</td>
</tr>
<tr>
<td></td>
<td>• Classroom jobs</td>
</tr>
<tr>
<td></td>
<td>• School jobs.</td>
</tr>
</tbody>
</table>
exclusion, should proceed through a systematic assessment procedure. This may include:
- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

Consequences for unacceptable behaviour

Student behaviour that does not comply with the expected standards is not acceptable.

Consequences are to be applied to:
- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the school community will be considered at all times.

The consequences for unacceptable behaviour will also take into account:
- Prior history
- Relevant circumstances surrounding the incident
- Behaviour Management Plan or Individual Education Plan (IEP)
- The best interests of the student and school
- Future learning options
The consequences will reflect Mount Perry State Schools Behaviour Management Pathway.

Mount Perry State School will use a range of consequences that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment

These consequences will be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

**The network of student support**

The school is able to access support both within the Education Queensland and through the community. An outline of some of these includes:

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>District Advisory Visiting Teacher for Behaviour Support</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Special Education Teacher (HOSES)</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Chaplaincy</td>
<td>Access to Behaviour Management Funding</td>
<td>Police Liaison Officer</td>
</tr>
</tbody>
</table>

**Consideration of individual circumstances**

Consequences for inappropriate behaviour will consider:

- situation and context
- individual circumstances
- actions of the student
- needs of /and rights of school community members
- previous history and record at the school
- behaviour management plans, individual education plans
- future opportunities

**Related legislation**

- *Education (General Provisions) Act 1989*
- Section 21 of the Education (General Provisions) Regulation 2000
• 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
• Freedom of Information Act 1992
• Transport Operations (Passenger Transport) Regulation 2005

Related policies

• SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
• SM-16: School Disciplinary Absences
• HR-07-1: Code of Conduct
• CS-01: Gender Equity in Education
• CS-05: Educational Provision for Students with Disabilities
• CS-10: Drug Education and Intervention in Schools
• CS-15: Principles of Inclusive Curriculum
• CS-16: Cultural and Language Diversity
• CS-17: Anti-Racism
• CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
• SC-09: Student Dress Code
• LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
• SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

• National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
• National Framework for Values Education in Australian Schools (www.valueeducation.edu.au)
• National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
• Bullying. No Way! (www.bullingnoway.com.au)
• MindMatters (www.curriculum.edu.au/mindmatters)
<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President</th>
<th>Assistant Regional Director</th>
</tr>
</thead>
</table>

Effective Date 20 March 2012 – 31 December 2013
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 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 Mt Perry 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\(^1\) 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 (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 Principal.

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\(^1\) Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®,

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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 Cyber bullying)

Purpose

1. Mt Perry 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 Mt Perry State School. Research indicates that both those being bullied and those who bully are at risk of 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 Mt Perry 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.

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 Mt Perry 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 Mt Perry 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 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. 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 Mt Perry 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’.

10. Each year, student from Years 3-7 complete a bullying audit that allows them to identify any student that they perceive to be bullies, or may be deemed as being bullied. Once the audit is tallied up, (6 ‘hits’ or more), identified students will be interviewed by the principal, and families informed. Their behaviour will then be closely monitored.

**TO STOP BULLYING IS IMPORTANT**

In schools, bullying occurs when: A student bullies another student, An adult bullies a student, A student bullies an adult, An adult bullies another adult. *Caring People DO Something.*
WHAT IS BULLYING?

Bullying involves an initial desire to hurt, this desire is expressed in action, someone is hurt, the action is directed by a more powerful person or group, it is without justification, it is typically repeated, and it is done so with evident enjoyment.

When a person:

- Is hit, jostled and pushed around
- Is threatened
- Is a victim of abusive or obscene language
- Is teased repeatedly in a nasty manner
- Has rumour spread about him/her
- Has repeated offensive gestures made to him/her
- Is deliberately excluded

- Is called hurtful, abusive or offensive names
- Is sexually harassed
- Is ridiculed about appearance or abilities
- Is singled out for unfair treatment
- Has his/her property interfered with
- Has graffiti written about him/her

RESPECT ONE ANOTHER AS YOU WOULD LIKE TO BE RESPECTED

Student Self Help Guide

STEP 1: Ignore the behaviour or inform the offender to stop their behaviour if you feel strong enough.

STEP 2: Calmly walk away. Do not fight back.

STEP 3: If the bullying continues, inform your:
- Teacher Aide/Teacher on Duty
- Teacher
- Administration

Reporting the bullying enables you to get support from someone you can trust.

Helping Others

Step 1: If you see someone being bullied, do not join in the bullying behaviour.

Step 2: Discourage other from standing around, watching, supporting or joining in.

This is ‘passive’ bullying and doing nothing encourages bullying.

Step 3: Support someone by being proactive’ ie. inform someone you trust eg. Teacher, Chaplain, Principal.

DO NOT BE A BYSTANDER