

Rochedale South State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

At Rochedale South State School, we are committed to providing a positive learning environment that is happy, safe, respectful, and challenging by adopting a “Learning to Live Together” approach. This approach focuses on the explicit teaching of social skills, self-management skills, responsible behaviours and citizenship. High expectations are set for dress, behaviour and work habits, and these attributes are consistently reinforced. This approach is underpinned by the core values of CARE, COURTESY, COOPERATION, COMMITMENT & CONTRIBUTION (5C’s) and aligns with our strategic plan for developing student ownership of their Leadership, Learning and Relationships.

2. Consultation and data review

Rochedale South State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken as part of the school Quadrennial School Review in 2012. Further meetings were held during January 2013 to refine the final plan. A review of school data related to attendance, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in March 2013, and will be reviewed at end 2015 as required by legislation.

3. Learning and behaviour statement

“Leadership means doing the right thing even when no-one is watching.”

We consider the explicit teaching of our Responsible Behaviour Plan an opportunity to develop student ownership and leadership of their behaviour, learning and relationships. This is developed through the explicit teaching of the Learning to Live Together Program which includes the:

- 5 Keys to Success:
 - Organisation
 - Persistence
 - Resilience
 - Getting Along
 - Confidence

Our Responsible Behaviour Plan outlines our system for facilitating and encouraging positive behaviours and preventing and responding to unacceptable behaviours. Through our Learning to Live Together Program, expectations for student behaviour are clear to everyone, assisting our school to create and maintain a positive and productive learning and teaching environment.

Our school community has identified the following core values to teach and promote our high standards of responsible behaviour. Every person is expected to live by the following rules:

- Care
- Courtesy
- Cooperation
- Commitment
- Contribution

We believe that all members of the school have a right to feel safe and valued and have a right to learn/teach to their potential. We achieve this through the provision of relevant, quality learning programs and through behaviour based on the '5Cs – Care, Courtesy, Cooperation, Commitment & Contribution'.

In facilitating standards of positive behaviour, those standards (See Table 1) are communicated to all students from the enrolment interview through to day-to-day classroom interactions. At Rochedale South State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and which provides a framework for responding to unacceptable behaviour.

Table 1

ROCHEDALE SOUTH STATE SCHOOL STUDENT CODE OF CONDUCT	
Students are expected to uphold the Code of Conduct whilst at school, representing our school and travelling to and from school.	
<i>"Leadership is doing the right thing even when no-one is watching."</i>	
<u>EXPECTATION</u>	<u>MAKING IT HAPPEN</u>
CARE	
Students will demonstrate responsible, lawful and considerate behaviour as a citizen of our school and wider community.	<ul style="list-style-type: none"> • I behave with care, courtesy and cooperation at all times. • I behave with respect towards all members of my school. • I do not tease, insult, hurt, call names or bully others. • I travel to and from school in a safe manner
Students will ensure that classrooms and the school grounds are a pleasant and safe place to be and learn in.	<ul style="list-style-type: none"> • I am always in the right place at the right time. • I keep my hands and feet to myself. • I keep my school clean and tidy and care for the environment. • I leave plants and trees and their parts in place. • I move and play safely and considerately around the school. • I sit quietly and sensibly in the undercover area before school. • I make good/safe choices – Stop, Think, Choose.
Students will take care of their own and others' property.	<ul style="list-style-type: none"> • I return things to their place as soon as I am finished using them. • I ensure that my work and work area are clean and tidy. • I always ask before I touch something that is not mine. • I leave items of value (e.g. electronic games, swap cards & mobile phones) at home. (See Appendix 1). • I take care of my equipment.
Students will not be in the possession of restricted/dangerous items or substances.	<ul style="list-style-type: none"> • I do not bring dangerous, illegal or restricted items to school. This includes, but is not limited to, weapons (including fake or toy weapons), knives, needles other sharp or potentially dangerous objects. • I leave sticks and stones on the ground. • I use equipment and the Internet only for their intended purpose.
Students will conform to dress standards and sun safe policy.	<ul style="list-style-type: none"> • I wear my complete uniform neatly at all times. • I will ensure my uniform is clean, tidy and in good condition. • I take pride in my appearance and personal grooming. NB jewelry, hair, shoes and hats are as published in Uniform Policy. • I wear my school hat when I am outside.
Being a Friend	<ul style="list-style-type: none"> • I display kindness to my fellow students and staff. • I am considerate and share. • I give and receive compliments. • I join in activities and involve others.
Taking care of ourselves and treating ourselves with respect	<ul style="list-style-type: none"> • I express my feelings in an appropriate manner. • I value my individuality. • I use positive self-talk and am confident.

COURTESY	
Students will act respectfully towards all other persons in the classroom, the playground and when representing our school.	<ul style="list-style-type: none"> • I do not disrupt the learning of others. • I use good manners at all times. • I use audience manners at Assembly and during performances. • I greet staff and visitors politely and using eye contact. • I listen effectively to the speaker and take turns to talk. • I use an appropriate tone and pleasant language and gestures at all times. • I am honest and always tell the truth. • I don't use putdowns to others. • I do not push or barge into others and take care not to invade the personal space of others.
COOPERATION	
Students will cooperate with school staff at all times.	<ul style="list-style-type: none"> • I do what I am asked the first time. • I accept decisions respectfully. • I understand and abide by the school rules. • I abide by my school's ICT (internet) agreement.
Students will cooperate with peers at all times	<ul style="list-style-type: none"> • I use my words to explain what my issue is so others can better understand. • I use negotiation and consensus to solve problems peacefully and respectfully. • I demonstrate self-control and manage my anger.
COMMITMENT	
Students must do their best at all times to complete all class work including homework.	<ul style="list-style-type: none"> • I try my hardest at everything I do. • I show commitment and follow through on my responsibilities e.g. sport training, student council, band and choir rehearsal etc.
Students will demonstrate a commitment to learning and take pride in their work.	<ul style="list-style-type: none"> • I will present all work with care and pride. • I will actively engage in all tasks to the best of my ability. • I will seek help when I do not understand. • I will persist when I find work hard.
Students must be punctual and attend school every day.	<ul style="list-style-type: none"> • I come to school every day, on time and prepared to learn. Preferred arrival time is 8.45am. • I will be organized and ready to learn.
CONTRIBUTION	
Students will accept rights and responsibilities.	<ul style="list-style-type: none"> • My job/your job – student/teacher responsibilities.
Students will contribute to their classroom and the whole school community.	<ul style="list-style-type: none"> • I participate in school activities and events. • I contribute to class discussions. • I am an active team player. • I am involved in extra-curricular activities in the school e.g. sport, cultural, leadership. • I will set goals to improve and monitor my behaviour and learning. • I will demonstrate confidence and have a go at new things.
Students will value and encourage the contribution	<ul style="list-style-type: none"> • I will accept and celebrate individual difference. • I will build on the ideas of others. • I will include others in discussions and games.

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

Universal Behaviour Support

Our school believes we have a responsibility to ensure that this is a 'good place to be and learn'. We work together as a school community to achieve this through:

- Well organised school management practices and the provision of safe and attractive facilities
- Promotion of positive interpersonal relationships
- Clear communication of expectations and responsibilities
- Provision of relevant curriculum and engaging and challenging learning experiences
- Explicit teaching of social skills, values and behaviours (refer Section A below)
- Acknowledgement and encouragement of students' achievement (refer Section B)
- Promotion of student leadership and citizenship (refer Section C)
- Clear, consistent and well-understood processes for managing student behaviour (Refer Section D/E and Consequences for Unacceptable Behaviour)
- Working with parents in responding to student needs

Our **Learning to Live Together Program**, incorporating a focussed Anti-Bullying program, promotes positive behaviour through:

A. Explicit teaching of social skills, values and behaviours as part of our LTLT Program (Values Pack and 5 Keys to Success) through:

- Staff modelling
- Literature, drama and role playing
- Class discussions and activities
- Specialist lessons on safety topics including sun safety, road safety, protective behaviours and drug education e.g. Adopt a Cop, Bravehearts, Life Education
- Integrated units of work with environment/citizenship educational focus
- Performances on assembly
- Religious Instruction Program
- Proactive programs run by our School Chaplain, Behaviour AVT and Guidance Officer

B. Student Acknowledgement & Encouragement (Refer Table 2 below) through:

Table 2

Appropriate Behaviours	Possible Acknowledgement
<ul style="list-style-type: none"> • Abiding by the School Code of Conduct • Demonstrating the 5 Cs (acting with care, courtesy, cooperation, commitment and contribution) • Striving to show the 5 Keys to Success (organisation, persistence, confidence, resilience and getting along) • Completing tasks to the best of ability • Treating others with respect • Using the High Five and anti-bullying strategies • Communicating appropriately • Wearing correct school uniform and representing our school with pride • Acting safely and considerably 	<ul style="list-style-type: none"> • 5Cs award (Term 1 and 3) • 'A' behaviour rating student BBQ and movie (Term 2 and 4) • Class Recognition Prize (last week of each term) <ul style="list-style-type: none"> - Least red cards - Most 5Cs awards • Student of the Week Awards - assembly • Learning to Live Together Tickets • Rosso Awards • Rewards Room (twice per week) • Special Theme Rewards Session in the PAC (every term in Week 3, 6 and 9) • Playground Rangers (held one day a week for each Year Levels P-3) • Classroom Rewards Systems (e.g. prize box, outdoor game, extra computer time) • Verbal acknowledgement

C. Fostering Student Leadership, Citizenship and Engagement through:

- School Captain, House Captain, Band and Choir Captains
- Student Council
- Playground Rangers
- Eco Leaders
- Library Leaders
- Service Leaders
- Buddy Class Activities
- Sporting Teams
- School Camps
- Arts in Action
- School Musicals
- Choir and Instrumental Music
- Class Performances
- Daily class leadership responsibilities

D. Targeted behaviour support

For individual students experiencing difficulties in exhibiting appropriate and expected behaviour, a range of interventions including:

- Establishment of class room and playground rules with clear direction and time away processes for disruption to learning/play
- Curriculum adjustment and learning support
- Administration of behaviour card processes e.g. Orange Card (Warning given and behaviour monitored) and Red Cards (Consequence administered e.g. withdrawal from play/detention)
- Confiscation of inappropriate or inappropriately used items,
- Restitution (Clean up duty, apology, make up lost time etc.)
- Withdrawal of privileges (e.g. Sport, Excursions)
- Tracking of Student Behaviour through One School
- Class behaviour and goal setting sheets
- Individual Behaviour Plans – written in conjunction with Behaviour AVT
- Communication system with parents i.e. Communication book, weekly reports, behaviour sheets
- Social Skilling programs such as ‘Friends First’ or ‘Turtle’ program
- Alternate play time activities e.g. Friendship Club, Playground Rangers, Green Room

E. Intensive behaviour support

Intensive support is required for individual students who exhibit a high incidence of challenging behaviour. Students requiring intensive support are referred to the Student Welfare Team and may receive support from the Behaviour AVT. Parent cooperation is sought in the development and enactment of an individual behaviour plan. Individual plans are developed in response to school expectations, student needs, identified behaviours and include proactive strategies for promoting positive behaviours as well as clear consequences for unacceptable behaviour.

5. Consequences for unacceptable behaviour

Rochedale South State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Positive behaviours gain positive consequences while inappropriate behaviours result in negative consequences. All inappropriate behaviours have natural or logical consequences as in D above. The circumstances surrounding a particular incident are always taken into consideration when recommending consequences to ensure they are fair and consistent. Serious behaviours or repeated unacceptable behaviours will result in escalated consequences such as longer term detentions, suspensions or even a recommendation for exclusion.

Restricted Items and Temporary Removal of Inappropriate Objects:

Students are banned from bringing dangerous, illegal or restricted items to school. This includes, but is not limited to, weapons (including fake or toy weapons), knives, needles, other sharp or potentially dangerous objects. Items of value (e.g. electronic games, swap cards & mobile phones) are also to be left at home. Items containing age inappropriate content are also not acceptable at school.

Property may be temporarily removed from a student if a staff member is reasonably satisfied the removal is necessary to preserve the caring, safe, supportive and productive learning environment of the school. In most cases the property will be returned to the student at the end of the day (e.g. electronic devices, banned toys, softdrinks, spray deodorant, skateboards, caps etc.) or within a reasonable time period depending on the value of the property and the conditions under which it was confiscated. In some instances, the parent may be called to collect the property from the school office (e.g. cigarette lighters, large amounts of money, valuable jewelry, magazines or books with inappropriate content etc.). In instances where the objects are illegal to possess, likely to threaten the safety or wellbeing of students or staff, or are reasonably suspected to have been used to commit a crime, the principal will retain the property for handing to police.

Under normal circumstances the principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

Students who bring such items to school will be subject to consequences in line with our Targeted Behaviour Support and may include, but is not limited to, temporary removal of said item, detention, and/or suspension.

Online Behaviour

Cyber-bullying is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies such as e-mail, chat room discussion groups, instant messaging, web pages or text messaging with the intention of tormenting, threatening, harassing, humiliating or otherwise targeting another person. At its most serious, cyber bullying is illegal and can be investigated by the police. At the time of enrolment or upon the updating of relevant school documents, all parents and students will be requested to read and sign the Student Internet Access Agreement. This document will be retained as part of student records and indicates the parent and student's commitment to our school's guidelines on appropriate ICT use. Parents are encouraged to have an awareness of their children's use of computer technologies at home in particular cyber communication and social networking activities to reinforce important safety messages and positive attitudes to the appropriate use of these technologies.

Students who use e-technology, either at school or after school hours, to harass, bully, cause social/emotional harm to themselves or others, or affect the good order and management of the school, may be subject to the range of consequences listed above. If the inappropriate online behaviour is deemed to be illegal, the matter will be referred to the police.

6. Emergency or critical incident responses

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. It may or may not involve the use or threat posed by a weapon or dangerous object such as a knife.

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.

Administration staff should be informed of these incidents urgently, using the Code Blue card or phone call to the office, and assistance from other staff sought immediately.

Basic defusing strategies

In the first instance, basic defusing strategies should be used to avoid escalating the problem behaviour. Strategies might include:

- Maintaining calmness, respect and detachment.
- Approaching the student in a non-threatening manner.
- Reinforcing positive behaviours as they occur and re-directing other students as necessary.
- Debriefing after the situation to help students identify triggers and areas for growth in their behaviour.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is posing an immediate danger to him/herself or to others. Appropriate physical intervention may be used to ensure that Rochedale South 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 dangerous or potentially dangerous objects and, in extreme situations, using more forceful restraint. It may also include bag or property searches where dangerous, illegal or evidential items are reasonably believed to be contained therein.

It is important that all staff are provided with information and training on the appropriate use of physical intervention. 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

A database for tracking student behaviour is available on OneSchool. Incident referrals using OneSchool provide accountability and ensure that all students' needs are being met. All actionable (requiring office referral) or serious incidents must be recorded in OneSchool.

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

- incident report
- debriefing report (for student and staff).

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses. There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

Suspension – a principal may suspend a student from the school under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student

- c) other conduct that is prejudicial to the good order and management of the following school.

Behaviour Improvement Conditions – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

Recommendations for Exclusion – a principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school; if the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be recommended for exclusion if they are in breach of behaviour improvement conditions.

7. Network of student support

Rosedale South State School provides a number of support structures for students including school and district based services as well as community agencies. Our school and district based personnel includes:

- School Teaching Staff
- School Administration
- School Guidance Officer
- Special Education and Learning Support teachers
- Teacher Aides
- Advisory Visiting Teacher – Behaviour
- Student Leaders
- Student Welfare Team
- Police Liaison

The Student Welfare Team oversees support to students who require more targeted or intensive support. This team considers the individual needs of students and works with class teachers and parents in supporting students.

Agencies such as Department of Child Safety, Department of Communities, Child and Youth Mental Health, Queensland Health Services and Child Protection Investigation Unit (CPIU) also work closely with the school to provide support when necessary.

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 will be taken into account when deciding upon applying consequences for unacceptable student behaviour. Factors, which are considered, include context, emotional wellbeing, culture, gender, race, socio-economic situation and special needs of students, to ensure that responses are fair and equitable.

9. Related legislation

- Disability Discrimination and other Human Rights Legislation Amendment Act 2009
- Disability Standards for Education 2005
- *Education (General Provisions) Act 2006* -Ch 12: Good order and management of State educational institutions and non-State schools
- *Education (General Provisions) Regulation 2006 - Part 2: Management of State instructional institutions*
- *Education (General Provisions) Act 2006* – Part 6, Div 3: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions

- *Education (General Provisions) Act 2006* s365: Obligation to report sexual abuse of student under 18 years attending State school.
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Child Protection Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

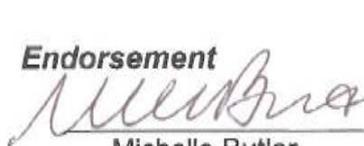
10. Related policies

Policy & Procedure	Version
Safe, Supportive and Disciplined School Environment	6.2
Inclusive Education	2.0
Appropriate Use of Mobile Telephones and other Electronic Equipment by Students	3.0
Enrolment in State Primary, Secondary and Special Schools	4.3
Student Dress Code	4.0
Temporary Removal of Student Property by School Staff	2.0
Student Protection	6.2
Hostile People on School Premises, Wilful Disturbance and Trespass	
Police Interviews and Police or Staff Searches at State Educational Institutions	

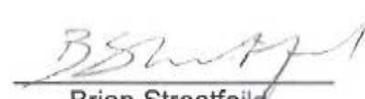
11. Some related resources

- [Bullying. No Way!](#)
- [National Safe Schools Framework \(NSSF\)](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- www.ozednet.com.au – Jo Lange
- www.cybersmart.gov.au

Endorsement


Michelle Butler
Principal


Kate Neill
P&C President


Brian Streatfeild
Assistant Regional Director

Effective Date: 1 January 2013 – 31 December 2015

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying care, courtesy, and cooperation with others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like phones, 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 discouraged 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 left at the office on arrival at school. They must be labelled with the student's name and turned off. Personal technology devices may be collected from the office 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 Rochedale South State School. Students must not use 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) as this 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 are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (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.

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, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

Appendix 2

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

Purpose

1. Rochedale South State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and safe 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 Rochedale South 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 Rochedale South State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, inappropriate use of social media (e.g. Facebook, MySpace), 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 Rochedale South State School there is broad agreement among students, staff and parents that bullying is an 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 responses 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 Rochedale South 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. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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 5 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.

9. The school uses several research-based programs to address bullying. These include:
 - Bullying No Way
 - Cool Schools Peer Mediator Program
 - Alannah and Madeleine Foundation Better Buddies Program
 - Bully Blocking

10. At Rochedale South State School, we use behavioural data recorded on OneSchool for decision-making. This data is regularly entered into our database and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.