“Hook into learning & Reel in Opportunities”

Responsible Behaviour Plan for Students based on the Code of Behaviour

Review
Term 1 2017
1. Purpose

Cooktown P-12 affirms Education Queensland’s commitment of ensuring all young Queenslanders have a right to receive a quality education. At Cooktown P-12 this is achieved through our Positive Behaviour for Learning (PBL) Team, our school’s vision: Hook into learning and reel in opportunities and our school motto: Success from Endeavour and a commitment to quality curriculum, teaching and assessment. This plan supports our commitment to a supportive school environment where everyone feels safe and is valued.

2. Consultation and data review

This plan is reviewed every three years. The next expected revision is in 2019. Consultation for this review took place with the P&C during 2016 when the Expected Behaviours Matrix was presented and the wording of the School Expectations (Rules) modified. OneSchool data indicated several areas that needed to be addressed in the Matrix. This plan has been endorsed by President of the P&C.

3. Learning and behaviour statement

Learning is maximised when students work and play in a supportive and safe environment. Our expectations for student behaviour are outlined in the Matrix of Expected Behaviour (p.5) We focus on actively teaching and modelling pro-social behaviours in all school settings and by applying fair and logical consequences for unacceptable behaviours that interfere with the teaching and learning process. Acknowledgement and reinforcement of positive student behaviours is done through the Reeled In rewards system.

This plan applies to all students while they are at school or engaged in school related activities, excursions or camps. Our universal expectations for all students are:

As Safe Respectful Learners we:
- Arrive Prepares
- Are at the right place at the right time
- Use a respectful voice and manner
- Follow instructions

Our school rules are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

We use a three tiered approach to facilitating positive behaviour and responding to unacceptable behaviour:

Universal support systems make expectations clear and provide a mechanism within the school to acknowledge the 80 to 90% of students who are able to follow school rules and demonstrate appropriate social behaviours.

Targeted support systems focus on the 10 to 15% of students who need occasional specific support to be able to work and socialise at the ‘Universal’ level. These may be small group or individualised interventions.

Intensive support systems apply to a very small proportion of our student population. They will have individualised interventions to support them in classrooms and will have a Complex Case Management Team formed to support them.
At Cooktown State school everyone follows this creed:

*As Safe Respectful Learners we:*

- Arrive prepared
- Are at the right place at the right time
- Use a respectful voice and manner
- Follow instructions

The sequence for managing student behaviour makes explicit our procedure for establishing a safe supportive environment for all students in our school.
SEQUENCE FOR MANAGING STUDENT BEHAVIOUR

1. **COOKTOWN MATRIX – Safe, Respectful Learners**
   Clearly displayed and referred to often, skills and procedures taught/revised

2. **NEGOTIATED CLASS RULES**
   Clearly displayed and referred to often. Clear consequences (negative & positive)

3. **BEHAVIOUR MANAGEMENT PLAN/STRATEGIES (ESCM)**

**INAPPROPRIATE BEHAVIOUR – MAJOR**
Eg.
- Anti-social behaviour
- Bullying / Harassment
- Physical Aggression
- Continued defiance
- Major theft/robbery; break & enter
- Dangerous behaviour involving weapons
- Substance misconduct
- Verbal aggression
- Verbal misconduct towards a staff member
- Truancy with defiance
- Severe Graffiti/ damage to school property
- Severe IT misconduct

**INAPPROPRIATE BEHAVIOUR MINOR**

**APPROPRIATE BEHAVIOUR**

**STEP 1**
**RULE REMINDER**
Remind students of the rule being broken. Direct student back on task

**STEP 2**
**WARNING + CHOICE**
1. What are you doing?
2. What should you be doing?
3. What happens when you do the same behaviour?

**STEP 3**
**APPLY CONSEQUENCE**
(Eg. Timeout in class, written apology, detention with teacher, apology, loss of privileges) Revise Focus Skills.

**STEP 4**
**APPLY CONSEQUENCE**
Timeout in Buddy Class – Primary
Timeout with available Buddy Class – Secondary
(Must include Re-entry)
ENTER ONTO ONESCHOOL: PARENT CONTACTED

**STEP 5**
Repeat Steps 1-3
Detention with Teacher

**STEP 6**
REFER TO BEHAVIOUR TEAM or HoSES (SEP Students) or PHONE CALL (Emergency)
Behaviour Team:
Deputy Principal for the student’s sector, HoSES for SEP students, Principal
ENTER INTO ONESCHOOL

^ Time out with Buddy Class is a strategy implemented to support the delivery of the ESCMs within the classroom environment. This strategy allows teaching staff to remove consistently disruptive students from the classroom to ensure maximum focus on lesson deliver
Universal behaviour support

The matrix of expected behaviours is the minimum standard required for teaching and learning to occur in our school. As a P-12 school our expectations are as follows:

<table>
<thead>
<tr>
<th>Arrive Prepared</th>
<th>Right place, right time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a bag</td>
<td>• Get to school before the first bell</td>
</tr>
<tr>
<td>• Organise lunch food</td>
<td>• Finishes play at first bell</td>
</tr>
<tr>
<td>• Have books, pens and stationery</td>
<td>• Go to the toilet in breaks and before school</td>
</tr>
<tr>
<td>• Wear school uniform: shirts, shorts, covered shoes and hat</td>
<td>• Had a drink, bring a water bottle</td>
</tr>
<tr>
<td>• Electronic devices turned to flight mode and stowed</td>
<td>• Be in class or lined up by the second bell</td>
</tr>
<tr>
<td>• Follow start of lesson routines</td>
<td>• Be at your timetabled classroom</td>
</tr>
<tr>
<td>• Attempt all tasks</td>
<td>• Stay ‘in bounds’</td>
</tr>
<tr>
<td>• Follow entry procedures</td>
<td>• Be where you are expected to be in class</td>
</tr>
<tr>
<td>• Ready to enter class safely</td>
<td>• Attend parades</td>
</tr>
<tr>
<td>• Submit work on time</td>
<td>• Attend detention if required</td>
</tr>
<tr>
<td>• Return forms promptly</td>
<td>• Sign out and in if leaving the grounds</td>
</tr>
<tr>
<td>• Organise class work for planned absences</td>
<td>• Stay in class until dismissed</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Respectful voice and manner</td>
<td>Follow instructions</td>
</tr>
<tr>
<td>• Speak kindly to everyone</td>
<td>• Follow instructions from adults</td>
</tr>
<tr>
<td>• Use manners</td>
<td>• Aim to achieve the success criteria</td>
</tr>
<tr>
<td>• Listen when others are talking</td>
<td>• Follow task steps</td>
</tr>
<tr>
<td>• Use a volume suitable for the situation</td>
<td>• Ask if you do not understand</td>
</tr>
<tr>
<td>• Face the speaker</td>
<td>• Choose behaviours that allow your teacher to teach</td>
</tr>
<tr>
<td>• Respond appropriately</td>
<td>• Choose behaviours that allow students to learn</td>
</tr>
<tr>
<td>• Voice your real concern instead of swearing and rude gestures</td>
<td>• Complete tasks in the given time frame</td>
</tr>
<tr>
<td>• Ask for time out if you need to calm down</td>
<td>• Ask permission before using electronic devices</td>
</tr>
<tr>
<td>• Accept compliments</td>
<td></td>
</tr>
<tr>
<td>• Look after equipment and resources</td>
<td></td>
</tr>
<tr>
<td>• Use social media responsibly</td>
<td></td>
</tr>
<tr>
<td>• Use the High 5 strategy</td>
<td></td>
</tr>
</tbody>
</table>

Positive Behaviour Support

Positive Behaviour for Learning (PBL) is a system that encourages adults to look at students who are meeting behaviour expectations and compliments them on their positive choices. This may be done in the form of group, class or individual positive verbal acknowledgement, feedback sessions, in class reward systems, the school-wide Reeled In tickets and certificates on parade. Positive acknowledgement needs to be timely and take into account the age of the students, efforts to control behaviour and any personal goals students have set.

The matrix of expected behaviours is the source of the fortnightly theme for social skills lessons. Staff use a range of strategies to encourage students to follow expected behaviours and focus on appropriate behaviour.
Targeted behaviour support

When students need additional support to develop effective work habits or social skills, teachers will keep using the universal support strategies but may use these in addition:

- Relationship building through one-on-one discussions
- Exploration of the problem
- Goal setting
- Adjustment of curriculum tasks
- Proactive approaches such as signalling change, expected behaviours, equipment needed for next activity
- Modifying the classroom environment
- Reinforcing on task behaviours, additional incentives
- Seeking support from parents and caregivers
- Classroom Profiling
- Practical Functional Behaviour Assessment

These targeted supports must be recorded on OneSchool and may be part of the student’s plan after re-entry from buddy class or discussions with their Deputy Principal. Prep to Year 6 teachers are responsible for monitoring and adjusting this process. In years 7 to 12, teachers manage the process in collaboration with their Deputy Principal.

Intensive behaviour support

Students needing intensive behaviour support are identified through analysis of OneSchool Behaviour Incidents data, referral to the Student Well Being Committee along with discussions with families and caregivers. The class teacher makes a referral to the Student Well Being Committee which may decide to continue with Targeted Support or to form a Complex Case Management team.

Data which may indicate intensive behaviour support is needed includes:

- inappropriate behaviours persisting over time in spite of targeted intervention
- significant disruption to educational outcomes of others
- serious aggression towards staff and/or peers
- serious and persistent bullying
- mental health concerns

If a student requires intensive behaviour support, a Complex Case Management team will be formed and meet regularly to review and support the student. Outside agencies, parents/caregivers, teachers, specialists such as Guidance Officer and HOSES may all be involved. The appointed Case Manager will call meetings and review strategies as needed. In some instances a Functional Behaviour Assessment team may also be formed to analyse student behaviour and implement strategies. Individual management plans for students are developed and these plans may consist of curriculum differentiation, crisis plans and support plans.

Consequences for unacceptable behaviour

Cooktown P-12 State School believes that preventing unacceptable behaviour is preferable to responding to unacceptable behaviour as this maintains relationships and fosters excellence. However, we accept that there will be times when students will choose unacceptable behaviour and we therefore have a plan to respond to it. Consequences depend on the incident and the degree of non-compliance. Consequences are applied on a scale from least to most intrusive. Research has shown that the certainty of a consequence is more effective than the severity. The table below gives an indication of the types of behaviour that are teacher managed (Minor) and those that are referred directly to the relevant Deputy Principal or Principal (Major)
Least intrusive approaches include: specific teaching of procedures and routines; providing feedback; and using the Essential Skills for Classroom Management (http://education.qld.gov.au/actsmartbesafe/teachers/pd.html).

When these are not successful students are given warnings and an opportunity for change. Teachers may use time away in the classroom where students are given the opportunity to reflect on their behaviour and decide on what they need to change. If this is not successful, the next step is for students to go to a buddy class where students spend a short time away from their teacher and peers. At each of these steps students are required to have a re-entry conversation which answers the following questions:

Some actions that jeopardise the safety of school members such as swearing and offensive language, physical violence and refusing to follow instructions could lead to immediate referral to the office, suspension (1 to 10 days or 11 to 20 days), exclusion or cancellation of enrolment (older than compulsory school age). Student Disciplinary Absences (suspension) are only used after consideration has been given to all other responses.

It is important to note that students under suspension must not come onto the school property or attend any activities of the school unless personally invited by the Principal. Failure to comply with this may lead to a further extension of the suspension.

N.B.
All of the procedures in these sections refer to all students of Cooktown P-12 whether in school uniform or not at the following times:
When on school grounds or in school buildings/property
On school related activities

<table>
<thead>
<tr>
<th>Travelling to and from school Behaviour Category</th>
<th>Definition</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (OneSchool but not referred)</td>
<td>Major (OneSchool, either to office immediately or referred)</td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td>Student delivers disrespectful message (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes. Where an isolated or one off incident occurs. Offensive name calling. Not targeted at one person all the time.</td>
<td></td>
</tr>
<tr>
<td>Ongoing harassment or explicit sexual act/s, vilification. Extremely offensive or very graphic one-off harassment. Persistent acts despite intervention (e.g. name calling, gestures, verbal or physical threats).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>N/A</td>
<td>Systematic, targeted, ongoing abuse, actions, words or texts directed at an individual or group. Refer to Policy.</td>
</tr>
<tr>
<td>Defiance</td>
<td>Use non-compliant with routine</td>
<td></td>
</tr>
<tr>
<td>Threat/s to adults</td>
<td>N/A</td>
<td>Threat/s to an adult that is serious and/or ongoing including physical intimidation, verbal intimidation where the adult feels threatened/unsafe.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Low intensity, inappropriate interference that takes away from the learning environment or causes other students to be off task.</td>
<td></td>
</tr>
<tr>
<td>Persistent behaviour causing an interruption to learning in a class or activity despite attempts to correct causing complete disruption to teaching and learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress code</td>
<td>Student is not wearing correct uniform and does not have a note.</td>
<td>The clothing worn to school is inappropriate or offensive.</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Off task internet use, turning off or pulling out computer cables, printing offensive words or images.</td>
<td></td>
</tr>
<tr>
<td>Persistent minor behaviour, attempts to cause permanent, serious damage to equipment, accessing pornographic or inappropriate material, bullying students via cyberspace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late</td>
<td>Student is late to any class without a note or acceptable valid reason.</td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td>Copying class work from another student.</td>
<td>Deliberately copying the work of another student for the purpose of completing</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Denial of involvement in an incident.</td>
<td>Ongoing persistent and deliberate use of untruthful information.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Deliberate inappropriate use of equipment and objects that does not cause harm to people, damage equipment or disrupt the lesson.</td>
<td>Deliberate, inappropriate use of equipment and objects that causes harm or damage to another student, property and/or disrupts the lesson.</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>Failure to follow basic teacher instructions or school expectations, e.g. using electronic devices, not completing set tasks, arguing back, not following class procedures.</td>
<td>After a variety of behaviour management strategies have been attempted, failure to follow teacher instructions or school expectations.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Intentional contact by a student with another student that does not cause harm.</td>
<td>Deliberate contact with another student or adult that causes harm. Deliberate contact with a staff member or student in a threatening or harmful way.</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Student is in possession of any minor prohibited item e.g. permanent pens/markers, liquid white out.</td>
<td>Student has at school any major prohibited item e.g. alcohol, cigarettes, lighter, weapons, stolen property and needles.</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>N/A</td>
<td>Theft or wilful destruction of school, other students, teachers’ or public property. Major graffiti (requires specialised equipment/materials for removal).</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Taking other students’ property without intending to keep it. Minor graffiti (easily removable), damaging or defacing property. Disrespectful use of furniture, equipment or buildings, throwing water bombs.</td>
<td>Theft or wilful destruction of school, other students, teachers’ or public property. Major graffiti (requires specialised equipment/materials for removal).</td>
</tr>
<tr>
<td>Refusal to participate in a program of instruction</td>
<td>Not following teachers’ instructions regarding completion of class work, failure to submit assessment items on time.</td>
<td>Repeated failure (more than three times in one lesson or continuously through a course of study) to complete set class work, attend or submit assessment items</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substances</td>
<td>N/A</td>
<td>Possession/distribution/use/trading of substances or implements that are deemed illegal.</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Consumption of: energy drinks, food from the ‘red’ category, medication that has not been properly authorised; and e.g. chewing gum.</td>
<td>Possession/distribution/use or trading of alcohol, tobacco; drinking or being under the influence of alcohol at school or during a school event.</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>N/A</td>
<td>Three or more referrals for the same type of behaviour in a given time frame; despite attempted corrects.</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Language that could be portrayed as threatening but does not carry the intent.</td>
<td>Physical or verbal threats to another student; physical intimidation and verbal intimidation that is serious and ongoing. When another student feels threatened or unsafe.</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Leaving class without permission.</td>
<td>Repeated truancy. Leaving the school grounds without permission.</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Using offensive language, not directed at a staff member and/or students.</td>
<td>Offensive (swearing, racial vilification, derogatory, sexist) language directed towards a staff member and/or student that causes offence.</td>
</tr>
</tbody>
</table>
Re-entry after suspension

All students who have had a Student Disciplinary Absences (suspension) must attend a re-entry interview with a parent or caregiver; a nominated member of staff; and if applicable, the staff member involved in the incident. At this interview a plan will be formulated to assist the student’s successful re-entry into school and may involve using restorative practice principles (http://www.rpforschools.net/whats-rp.html). Students are expected to make a commitment to changing aspects of their behaviour that led to the disciplinary absence or ‘fixing’ the damage caused (relationships, materials and equipment). Generally, the interview will discuss the lead up to the event, what caused it, what alternative actions could have been considered, what the student plans to do the next time a similar incident occurs. School support for the student will also be offered and could include appointment with the Guidance Officer, a daily check in, check out with a nominated staff member, behaviour monitoring and feedback forms, regular family/caregiver contact. Families need to contact the school prior to re-entry and make an appointment for the re-entry interview.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
  * physically assaulting another student or staff member
  * posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Cooktown P-12 School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4)
- Health and Safety incident record (not able to find a current link)
- debriefing report (for student and staff) (Appendix 5).
Students at Cooktown P-12 are supported through positive reinforcement and a team approach to behaviour support which includes the involvement of these school personnel:

Cooktown P-12 can also access support for students through the following external networks. These government and community support agencies are able to work closely with families and students.
6. Consideration of individual circumstances

When applying individual behaviour support, or applying consequences for inappropriate behaviour, we take into consideration the individual circumstances of students. These include the context, emotional wellbeing, culture, gender, race, socioeconomic circumstances and impairment to ensure responses are fair and equitable. To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances, actions of the student and the needs and rights of the school community members will be considered at all times.

7. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

8. Related policies and procedures

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

9. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Safe Schools Hub
- Cyber Safety
- Mind Matters
- School Chaplaincy
Endorsement

Dated:

Signed:

____________________  __________________  __________________
Principal            P&C President          Executive Director (Schools)
Appendix 1: Bullying / Harassment Prevention Policy

Definition

Bullying and/or harassment refers to any behaviour which acts against the fundamental rights of another to feel safe and to be treated with respect. Bullying behaviours may be physical, verbal, visual or social in nature and include face to face, written and cyber bullying. They may be conducted by an individual or a group and may be directed against any individual in a less powerful position who is unable to defend themselves in a given situation. It is the severity as well as the frequency of the behaviour that is of concern.

It is the responsibility of all members of the community to work together towards the elimination of intimidating behaviour. Teachers on staff have direct responsibility to take action in response to the reporting of bullying behaviours. (Duty of Care, Student Protection, Code of Conduct). Bullying issues are addressed through social skills, roll and mentor class discussion, assemblies and specialised curriculum programs.

Parents or Caregivers are notified as soon as bullying becomes apparent. It is important that both the perpetrator and the victim are supported through this policy.

Examples of bullying behaviours

**PHYSICAL**
Inappropriate, threatening or offensive conduct.
e.g. pushing, punching, striking, deliberating damaging or taking another’s school work or equipment or belongings; forcing another to commit an inappropriate act; stalking

**VERBAL**
Inappropriate verbal, written or drawn material that is offensive, insulting or hurtful.
e.g. remarks, name calling, teasing.

**ELECTRONIC**
Inappropriate text messaging, emailing or social media use that is offensive, insulting or hurtful; unsolicited photographing of another.

**GESTURE**
Inappropriate actions which invade another’s personal space or personal comfort.
E.g. shaking fist in a person’s face (intimidation), rude gestures, continuous staring, intimidating glares, mimicking, stalking.

**EXTORTION**
Demanding something from another against the person’s will.
e.g. pocket/lunch money, food, clothing, school work or equipment, forcing another to steal money, sweets, cigarettes, alcohol etc.

**EXCLUSION**
Socially isolating another person.
e.g. being left out on purpose, refusing to work alongside another, rejection on the basis of personal characteristics i.e. appearance, achievement, disability, gender, any form of harassment which is racist, ethnic, religious in its origins.

**SEXUAL HARASSMENT**
Any behaviours that constitute sex based harassment will be regarded as sexual harassment.

What should students do if they are bullied?

Students should report behaviours which make them uncomfortable to an adult. If the behaviour continues even after the offending student has been warned, it is preferable that the student report the behaviour again to the same teacher. If not possible, another teacher should be approached.

Special expectations of staff in relation to bullying behaviours:
1. Treat complaints seriously and deal with them as quickly as possible.
2. Impress upon students that it is essential that they return to inform should the bullying behaviour continue after the teacher’s intervention.
3. Affirm the student that he/she has a right to attend school without being harassed in any way.
4. Assist the student to seek Guidance support if the harassment has been ongoing.
5. Document any intervention. Inform a Deputy Principal if continuing behaviour warrants recording on behaviour database.
7. Record interviews and actions on OneSchool.

**Working with the Student who has bullied or been identified by others as such:**

- **Adopt a “No Blame Approach”**. This does **NOT** mean that there shouldn’t be consequences. It means helping the offender to empathise with the person who was bullied. It also means offering them support to cease the offending behaviour. [http://www.hwdsb.on.ca/e-best/wp-content/uploads/2011/03/No-Blame-Approach-to-Bullying-BLAM.pdf](http://www.hwdsb.on.ca/e-best/wp-content/uploads/2011/03/No-Blame-Approach-to-Bullying-BLAM.pdf)

- **Emphasise the importance of discouraging friends from acting on the offender’s behalf.** Any difficulties in this area should be discussed.

- **Negotiate appropriate consequences**
  
  e.g.  
  - removal of privileges  
  - restricted access to school grounds etc  
  - participation in a Bullying Intervention Program run by Guidance may be appropriate for ongoing offenders (referral by Deputy Principals)

- **Explore any way in which the student might repair the harm** that has been caused.
  
  e.g.  
  - apology – private or public  
  - appropriate personal gesture  
  - replacement/restoration of property

- **A written agreement might be useful.** Make a photocopy of the agreement and give one copy to the offending student and one to the student making the complaint. Ensure that both are fully aware of the consequences should the behaviour continue.

- **Inform the student of the consequences should he/she fail to modify their behaviour and thus break the agreement i.e. proposed disciplinary action.**


**Working with the Complainant:**

It is essential that whoever deals with the incident makes a point of going back to the person harassed or bullied and explains in detail what action has been taken and what has been said to the offender. It is beneficial to ask the complainant if they are happy with the way the problem has been dealt with.

Staff should also stress that should any inappropriate behaviour recur the person harassed must return to report the behaviour again so that a higher level of discipline can be applied.

The student may need to be referred to Guidance for ongoing support, social skills development, self-protection or assertion strategies.
Appendix 2: 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. Students from Prep to Year 6 may not bring personal technology devices to school. Students from Year 7 to Year 12 may bring personal technology devices to school subject to the conditions outlines in this policy. It is a privilege, not a right to have access to these devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices), laptop computers, tablets/iPads®, 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.

Confiscation
Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Cooktown P-12 State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated.
to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

Consequences
- Students who display mobile phones or electronic devices at in class will be sent to the office to have them confiscated. Students can be sent to the office by any staff member of Cooktown State School (this includes teacher aides, pre-service teachers, supply teachers, office staff).
- Should a student repeatedly use a mobile phone in class time the matter will be treated as wilful disobedience and school consequences will apply.
- Action will be implemented for any student who photographs or films other individuals (staff or students) without their consent, distributes or uploads these images to the internet, or who sends harassing or threatening messages.
1st & 2nd Time referred with mobile phone or electronic device in class (no warnings)

- Teacher directs the student to take the device to the office for storage. They will be given a receipt.
- At the office the student places item in envelope. The student returns to class and shows the teacher their receipt.
- After school, item is picked up
- Record made on one school database, by the teacher, of confiscated items.

3rd Time referred with mobile phone in class

- Teacher directs the student to take the device to the office for storage. They will be given a receipt.
- At the office the student places item in envelope. The student returns to class and shows the teacher their receipt.
- Record made on one school database, by the teacher, of confiscated items; parents/caregiver advised of confiscation and procedures to collect device.
- Parents or carers will have to contact the school and negotiate an arrangement for collection of the item with Admin.
- Record made on OneSchool database by teacher and referred to Administration

Subsequent referrals will be dealt with by Administration as student is refusing to comply with school policy.
Appendix 3: Working together to keep Cooktown P-12 safe

We can work together to keep knives out of school. At Cooktown P-12:

• Every student has the right to feel safe and be safe at school.
• No knives are allowed to be taken to school by students.
• There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences such as suspension from school, a recommendation to exclude a student from school or referral to the Qld Police.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Cooktown P-12 State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the Principal.

# Appendix 4: Incident Report

**Name:**

**Date:**

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
</tbody>
</table>

**Where was the student when the incident occurred?**

**Who was working with the student when the incident occurred?**

**Where was staff when the incident occurred?**

**Who was next to the student when the incident occurred?**

**Who else was in the immediate area when the incident occurred?**

**What was the general atmosphere like at the time of the incident?**

**What was the student doing at the time of the incident?**

**What occurred **immediately** before the incident? Describe the activity, task, event.**

**Describe what the student did during the incident.**

**Describe the level of severity of the incident. (e.g. damage, injury to self/others)**

**Describe who or what the incident was directed at.**

**What action was taken to de-escalate or re-direct the problem?**

**Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).**
Appendix 5: Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.