Rollingstone State School

Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

1. Purpose

Rollingstone State School's 'Responsible Behaviour Plan for Students' is the School's behaviour plan based on the Code of School Behaviour.

Rollingstone State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where we all work together, as a community of learners, to ensure that every day, in every classroom, every student is learning and achieving. We strive to encourage and support every student as they strive to achieve their full potential.

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

2. Consultation and data review

Rollingstone State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community and staff meetings held during 2012.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, including bullying and cyber bullying, also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in August, 2013 and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Rollingstone State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Rollingstone State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Rollingstone State School envisions all young people to be:

- Respectful of themselves;
- Respectful of others; and
- Responsible.
To support our students in living these values, our school community will:
- Value and celebrate individual achievements;
- Value and celebrate our differences; and
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life.

Using our school vision the school community collaboratively developed the ‘3 Rolly R’s’ which are the school rules:
- Respect yourself;
- Respect others; and
- Be responsible.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

At Rollingstone State School we believe:
- Learning is a life-long process;
- Learning occurs best within a supportive, stimulating and challenging environment which develops self-esteem, fosters a love of learning and recognises students individual needs and abilities; and
- Quality learning outcomes are enhanced when there is a shared responsibility for behaviour across the school community, which is promoted through clear communication processes.

At Rollingstone State School we use a three-tiered approach to facilitating positive behaviour.

- **Universal behaviour support**

  The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Rollingstone 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 provides a framework for responding to unacceptable behaviour.
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
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<tr>
<td><strong>RESPECT YOURSELF</strong></td>
</tr>
<tr>
<td>Use equipment appropriately</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>Stay within the school grounds</td>
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<tr>
<td>Wear full school uniform and take pride in your appearance</td>
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<tr>
<td><strong>RESPECT OTHERS</strong></td>
</tr>
<tr>
<td>Walk quietly through the school</td>
</tr>
<tr>
<td>Respect others’ personal space and property</td>
</tr>
<tr>
<td>Care for equipment</td>
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<tr>
<td>Clean up after yourself</td>
</tr>
<tr>
<td>Use polite language</td>
</tr>
<tr>
<td>Wait your turn</td>
</tr>
<tr>
<td>Don’t push and shove</td>
</tr>
<tr>
<td>Respect differences and choices of others</td>
</tr>
<tr>
<td>Ask permission to leave the classroom</td>
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<tr>
<td>Be on time</td>
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<tr>
<td>Be in the right place at the right time</td>
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<tr>
<td>Follow instructions straight away</td>
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<tr>
<td>Have your equipment ready for learning</td>
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Rollingstone State School 2013
These expectations are communicated to students via a number of strategies, including:

- Visual representations present in each learning area;
- Behaviour lessons conducted by staff;
- Emersion through the Peer Support Program;
- Reinforcement on parade and during active supervision by staff; and
- Inclusion in the enrolment package.

At the beginning of each school year staff and students negotiate classroom rules reflecting the Schoolwide Expectations Teaching Matrix.

At Rollingstone State School we explicitly teach, model and practice behavioural expectations. Our ‘3 Rolly R’s’ are visible around the school. Our rules and expectations have been developed collaboratively, are fair and applied consistently and modelled by all.

Rollingstone State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- Comprehensive induction programs in the Rollingstone State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings; and
- Development of school leadership and positive student relationships through the implementation of the Peer Support Program.

At Rollingstone State School we positively reinforce and acknowledge the use of appropriate behaviours by:

- Presenting Student of the Week awards on parade;
- Positive phone calls/notes home from the principal or classroom teacher;
- GOTCHA awards;
- Personal praise/ stickers;
- Newsletter items; and
- Recording positive behaviours on One School.

Rollingstone State School ‘GOTCHA’ awards

Staff members hand ‘GOTCHA’ awards out to students that they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a GOTCHA award. Students place the GOTCHA into the box that is situated in the office.

Each Monday the principal draws names out of the box and the students can choose prizes (pencils, rulers, handballs etc). GOTCHA awards are then collected and sorted so that a record of positive behaviour can be kept. Staff that ‘catch’ the most students following rules are also recognised at the end of the term.
Rollingstone State School Peer Support Program

The Peer Support Program is a values-laden approach to building positive students relationships across the school. It develops leadership capabilities in students and proactively supports the wellbeing of students of Rollingstone State School. The Peer Support program involves training staff and school leaders in Peer Support, matching school leaders to other students across the school, and meeting weekly.

Personal Technology Devices

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft, damage and/or general distraction. If they are brought to school, they must be switched off and handed in to the office on entering the school. Devices can be picked up from the office at the end of the school day. See appendix 1 ‘Use of Technological Devices at School’.

Bullying (including Cyberbullying)

There is no place for bullying at Rollingstone State School. The school strives to create a positive, predictable environment for all students at all times of the day. Through the implementation of Peer Support and the whole school universal behaviour support strategies, Rollingstone State School has clear guidelines to proactively reduce incidents of bullying. See appendix 2 ‘Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)’.

- Targeted behaviour support

Reinforcing expected school behaviour

At Rollingstone State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Re-directing low-level and infrequent problem behaviour

When student's exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

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

A small number of students might require extra support. Students that require behavioural support are referred to the principal and a team approach is applied. Students may get extra positive interactions with adults across the school, teacher aides, school chaplain, guidance officer, other teachers, or the principal. The underlying principal is that Rollingstone State School works together as a team to develop positive relationships across the school and that together we all own the behaviour of each of our students. Parents are kept informed and are encouraged to work together with staff to improve student behaviour.
Behaviour incidents are recorded on OneSchool. All staff are provided with development and assistance in recording using OneSchool.

• **Intensive behaviour support**

Rollingstone State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive behaviour support is case managed by the principal and all staff form part of the support team. The principal:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with parents and staff to achieve continuity and consistency.

Following referral, a team member contacts parents and staff members, including the school Guidance Officer and school Chaplain, to form a support team and begins the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and support staff and may include:

- more regular and intensive counselling with the school Guidance Officer;
- modified timetable or alternate education program;
- additional Teacher Aide support; and
- recommendations to parents/caregivers to access outside agencies for support.

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.

These behaviours may result in Suspension or Exclusion from Rollingstone State School.

**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, etc.)
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). See appendix 3 Debriefing Report.

**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 Rollingstone State School 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. Training in positive handling for staff occurs regularly.

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 purpose 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 on OneSchool;
• Health and Safety incident record (link); and
• debriefing report (for student and staff) see appendix 3.

6. Consequences for unacceptable behaviour
Rollingstone State School makes systematic efforts to prevent problem student
behaviour by explicitly teaching and reinforcing expected behaviours on an
ongoing basis.

As part of our approach, Rollingstone State School strives to teach students that
they are responsible for how they behave at all times. Students learn that
consequences are a direct result of their actions. Teachers encourage students
to make appropriate behaviour choices and help them accept that consequences
are a certainty for their actions. Consequences are a disciplinary measure used
to warn the student that his/her choice of behaviour is inappropriate. In applying
consequences, the key action for the teacher is to reflect with the student by
discussing the right choices and the appropriate action for the time.

Our school seeks to ensure that responses to unacceptable behaviour are
consistent and proportionate to the nature of the behaviour. One School is used
to record all minor and major problem behaviour.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the
problem behaviour is major or minor, with the following agreed understanding:
• Minor problem behaviour is handled by staff members at the time it
  happens
• Major problem behaviour is referred directly to the Principal

Minor behaviours are those that:
• are minor breaches of the school rules
• do not seriously harm others or cause you to suspect that the student may
  be harmed
• do not violate the rights of others in any other serious way
• are not part of a pattern of problem behaviours
• do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
• a minor consequence logically connected to the problem behaviour, such
  as complete removal from an activity or event for a specified period of
  time, confiscation of property, partial removal, individual meeting with the
  student, apology, restitution or detention for work completion.
• time out in another classroom
• a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying;
2. asks student to name expected school behaviour;
3. states and explains expected school behaviour if necessary;
4. gives positive verbal acknowledgement for expected school behaviour.

- recorded as a OneSchool incident report by the staff member.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration. Major problem behaviours may result in the following consequences considering all factors including age and gender. If a child has been recommended for suspension, after considering the welfare and safety of staff and students from school, we ensure that a number of conditions are met as per Departmental Policy:

- Early warning of possible suspension should have been made to the student and his/her parents/guardians. In some instances the intensity of the behaviour may lead directly to suspension;
- In the event of suspension, a Case Manager will be appointed; and
- A Behaviour Plan should have been negotiated at the meeting involving the parents / guardians and the student.
  - **Level One:** Parent contact, time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
    AND/OR
  - **Level Two:** Parent contact, referral to Guidance Officer, suspension from school.
  - **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Suspensions may be short or long term. Short term suspensions can be from one to ten school days, long term suspensions are from eleven to twenty school days. Suspension may occur to respond to conduct occurring outside of the school grounds, for example criminal behaviour or cyber bullying.

**Relate problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what changes need to occur to their behaviour in order to meet expected school behaviour.
Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

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

Consequences could include the confiscation of student property. Property that has been confiscated 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 property confiscated more than once will not be permitted to bring it to school for at least one month, or longer if deemed necessary by the Principal.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour.

7. Network of student support

Students at Rollingstone State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents;
- Peer Support Leaders;
- Teachers;
- Support Staff;
- Administration Staff;
- Guidance Officer; and
- School Chaplain.

Support is also available through the following government and community agencies:

- Disability Services Queensland;
- Child and Youth Mental Health;
- Queensland Health;
- Department of Communities, Child Safety and Disability Services;
- Police;
- Local Council;
- Rollingstone Community Centre.
8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Rollingstone State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state; and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  - receive adjustments appropriate to their learning and/or impairment needs.

Consequences for breaking the rules or breaching the code of conduct may vary according to a number of factors. These may include:

- Age and gender of the student;
- Disability;
- Cultural background;
- Socioeconomic situation;
- Emotional state;
- Previous behaviour record;
- Severity of the incident;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action;
- Honesty and perceived level of remorse.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Education (Strengthening Discipline in State School) Amendment Bill 2013
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies

- Safe Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student dress Code
- Student Protection
  http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
- Acceptable Use of 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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Peer Support Foundation

Endorsement

Principal

P&C President

Assistant Regional Director

Date effective: 
from ................................................. to .................................................
Appendix 1

The Use of Personal Technology Devices* at Rollingstone State School

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

**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 handed in to the office. Such devices will be confiscated by school staff if they have not been placed in the office, or seen to be used inappropriately, and may be collected at the end of the day. Breaches 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.

**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 Rollingstone 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 toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless the class teacher provides express consent.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

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

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

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

**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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
party to publish or communicate the substance or meaning of the conversation to others.

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, 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
Rollingstone State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising achievement and attendance;
- promoting equality and diversity; and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Rollingstone State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. It is not considered to be bullying if people of equal power have a difference of opinion. Bullying behaviours impact on the person being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.

Peer Support Foundation, 2006

The serious long term effects of bullying behaviours, such as the higher incidence of youth depression, anxiety and lower self-esteem reinforce the need to address the issue effectively within a broad school context.

Research suggests that students who experience bullying behaviours are more likely to speak to their friends about it, making a peer led approach important to aid in addressing the issues. Rollingstone State School implements Peer Support Australia’s anti-bullying program which focuses on a whole school approach, inclusive of school staff, students and parents. The program includes a range of strategies for all members of the school community to make a positive contribution to reducing the incidence of bullying behaviours.

Bullying behaviours are those behaviours where there is a deliberate intent to cause harm or distress and will not be tolerated at Rollingstone State School. These behaviours include physical, verbal, social and psychological bullying, and may include: name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
Bullying may be related to:
- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- young carers or children in care.

**Rationale**

1. 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. The Peer Support Program teaches students about the bullying triangle which includes: the person doing the bullying; the person being bullied; and the person looking on. It provides the strategy of ‘turn, talk and tell’ to empowers all students to stand up against bullying behaviours.

2. The anti-bullying procedures at Rollingstone 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. In addition to the whole school Peer Support Program, classroom teachers provide direct teaching about bullying and how to prevent and respond to it.

**Prevention**

1. “Schools with a supportive and inclusive school community, where students feel they belong and are appreciated, are less likely to have high levels of bullying behaviour. Having a positive school environment that the entire school community has helped build, will prevent bullying happening in the first place”, Dr Rob Moodie, Vic Health, 2002. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school;
   - All students have been, or are being, taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff
members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

2. Rollingstone State School uses behavioural data for decision-making. This data is entered into OneSchool 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.

Consequences
In accordance with Rollingstone State School’s Responsible Behaviour Plan, the consequences for bullying are determined by the nature of the incident. In applying consequences, the key action for the teacher is to reflect with the student by discussing the right choices and the appropriate action for the time.

For Major offenses which violate the rights of another person at the school, the consequences could include:

- **Level One**: Parent contact, time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

- **Level Two**: Parent contact, referral to Guidance Officer, suspension from school.

- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
Appendix 3

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; and
- 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 you 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.