Glenden State School P-12 Campus

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

Rationale

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

Glenden State School is committed to achieving the best educational outcomes for students. As a community, we are committed to building success for all learners through futures oriented curriculum.

The values that drive and influence all our decisions are:

- Learning
- Teamwork
- Respect
- Environment

At Glenden State School, we believe that every member of our school community has a right to develop socially, emotionally and intellectually in a safe and supportive school environment. We believe in:

- Maximising everyone’s potential
- Developing positive partnerships
- Creating a sense of safety and belonging; and
- Celebrating our achievements

The values and beliefs are embedded in the curriculum and expressed through our learning outcomes. All are inter-related and without all four in place, the school would not function effectively. It is expected that all members of our school community will consistently display our values and beliefs in all actions. These values and beliefs are the foundation of our Responsible Behaviour Plan for Students.
School beliefs about behaviour and learning

The Glenden State School plan is intended to foster self-regulation of behaviours through the awareness of one’s own actions. Expectations of students are stated clearly and displayed around the school.

Students will:

- Strive to achieve their personal best in all school activities.
- Show respect to themselves and the rights and property of others.
- Be honest, cooperative, well mannered and follow directions given to them by teachers and supervisors.
- Follow school standards for dress, punctuality, routine and safety.
- Represent the school positively and with pride at all times.

Negotiation and compromise are important factors in effective discipline. Discipline involves the loss of either freedom or privileges until an agreed Code of Conduct is reached. The aim is to skill students in self-discipline through a non-blaming approach that creates choices, generates solutions and leaves the child with some control over the situation.

Our school’s behaviour plan is based on a positive approach to behaviour and proactive programs including the ‘You Can Do It’ program. This program says that emotionally resilient people have a specific set of attitudes about themselves and their role within the world that motivates and enables them to cope efficiently and effectively with events. Our students aim to achieve the necessary skills of:

- Self Awareness- Recognise feelings when they are happening
- Emotional Management – Maintain perspective so emotions are appropriate to the situation
- Self motivation – Keep actions goal orientated. Avoid acting impulsively.
- Empathy- Notice and correctly interpret needs and wants of others
- Relationship Management- Anticipate, understand and respond appropriately to emotions of others.

They gain these skills through:

- Being organised
- Being confident
- Persisting
- Getting along

Respectful behaviours are expected by all members of the school community. The Respect Guidelines

- Is what I am doing showing respect for learning?
- Is what I am doing showing respect for myself?
- Is what I am doing showing respect for the team?
- Is what I am doing showing respect for my environment?

At Glenden State School we value:

- Respecting the right of the students to learn and the teachers to teach.
- Literacy and thinking skills as key organising principles for all our programs.
- A co-operative environment in which to work and develop skills.
- Sincere effort and positive attitude that promotes pupil self esteem.
- Clear standards of academic and social behaviour.
- Respecting the needs of the students and the school community.
- A flexible, broad and coherently organised curriculum that focuses on developing children’s potential.
- Equal opportunities for all and supporting students with special needs.
- Parental involvement in the education process.
- High quality teaching and learning practices (pedagogy) matched by high quality teaching and learning time.
- Caring and professional teachers who focus on the continued development of their teaching skills.
- Preparing our students for real-life experiences, including a focus on vocational education and preparation for the workforce.
- Co-operative learning among teachers, parents and students.
- Alternative learning environments and pathways.
- Discussion/negotiation/consensus.
- Activity based learning.
- Appreciation of the Arts.
- Development of interest and skills for the effective use of leisure time.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Whole-school behaviour support

Expectations are displayed in Primary and Secondary undercover areas for all.

Students will:

Strive to achieve their personal best in all school activities.

Show respect to themselves and the rights and property of others.

Be honest, cooperative, well mannered and follow directions given to them by teachers and supervisors.

Follow school standards for dress, punctuality, routine and safety.

Represent the school positively and with pride at all times.

Positive Relationships with Students and Families are developed through;

- School staff to communicate with parents by phone and letter on a regular basis
- Class discussions held regularly
- Sending home positive letters, certificates and stickers
- Classes to present item on a rotational basis on parade each week for parents to be able to share in their successes.
- Knowing your students, parents and families – BM and welfare discussions regularly at staff meetings
- Have clear processes for parents to contact the school and arrange interviews.
- Respond promptly to parent communication.
- Community consulted and informed of policies relating to students
- Open, clear communication.

Students are encouraged to use the ‘Hi Five’.

1. Talk Friendly
2. Talk Firmly
3. Walk away
4. Ignore
5. Report
At Glenden State School support is offered through…

1. A positive learning environment which incorporates effective learning and teaching practices.
2. Safe and attractively landscaped grounds, which enhance the learning environment.
3. Recognition of special effort and achievements in sporting, cultural, community and educational fields.
4. Encouraged participation in extra curricular activities such as sport and cultural activities.
5. A student leadership program that provides peer support and develops responsible community involvement.
6. A variety of subjects catering for a full range of student needs and interests.
7. A high level of commitment from parents and the Glenden community.
8. Strict adherence to legislative requirements.
9. As Glenden State School is a P-12 campus and covers a large range of ages we recognise that students have different needs at different ages. Children in the early years are learning about boundaries, in the middle school they are much more aware of expectations and have more maturity and in the senior school they should be self regulating. Decisions about consequences reflect our changing expectations.
The school community is aware of their rights and responsibilities.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td><strong>STUDENTS</strong>&lt;br&gt;1. to learn in a positive, caring environment&lt;br&gt;2. be respected and considered by others&lt;br&gt;3. to be safe&lt;br&gt;4. to be able to express their opinions in an appropriate manner&lt;br&gt;5. to have appropriate access to the school’s facilities.&lt;br&gt;6. to know what is acceptable behaviour and to know the consequences of unacceptable behaviour&lt;br&gt;7. to learn to make their own decisions&lt;br&gt;8. to feel accepted&lt;br&gt;9. to expect their belongings to be safe</td>
<td>1. to complete work, to be co-operative and to participate actively without interfering with the learning of others and to follow teacher’s directions&lt;br&gt;2. to treat others with respect, courtesy and fairness&lt;br&gt;3. to act in a manner which does not threaten, offend or endanger others or their property&lt;br&gt;4. to listen to and tolerate other’s viewpoint and not put others down&lt;br&gt;5. to care for school equipment and to share resources&lt;br&gt;6. to have access to the appropriate professional development activities&lt;br&gt;7. to be punctual and prepared to teach all students&lt;br&gt;8. to respect the confidentiality and privacy of students and teachers&lt;br&gt;9. to arrive promptly to class with all required materials</td>
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<tr>
<td><strong>TEACHERS</strong>&lt;br&gt;1. to be treated with respect, courtesy and fairness by others&lt;br&gt;2. to have privacy and security of self and property&lt;br&gt;3. to teach without deliberate disruptions&lt;br&gt;4. to expect the full support of parents administration and the school community&lt;br&gt;5. to have access to the appropriate professional development activities&lt;br&gt;6. to be kept informed of the specific needs of the students</td>
<td>1. to demonstrate respect and courtesy for others&lt;br&gt;2. to act in a manner which promotes the safety of all students and their property&lt;br&gt;3. to discipline students who inhibit the process of learning - to behave consistently and fairly - to develop classroom rules which are consistent with this policy&lt;br&gt;4. to provide a supportive and encouraging learning environment - act as an appropriate academic, social and moral role model for all students - to be punctual and prepared to teach all students - set clear guidelines and expectations for all students&lt;br&gt;5. to respect the confidentiality and privacy of students&lt;br&gt;6. to act in a professional manner</td>
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<tr>
<td><strong>PARENTS</strong>&lt;br&gt;1. to receive and offer information about their children’s education and behaviour&lt;br&gt;2. to expect consistent approaches to codes of behaviour used by teachers throughout the school&lt;br&gt;3. to receive respect and support from the school community in their role as a parent</td>
<td>1. to monitor their child’s progress and to be willing to develop workable solutions to problems&lt;br&gt;2. to set clear expectations which support the goals of the school&lt;br&gt;3. to let the school know of concerns about discipline&lt;br&gt;4. to respect the confidentiality and privacy of students and teachers&lt;br&gt;5. To access teachers via prior appointments through the Administration Office&lt;br&gt;6. to follow grievance procedures in place</td>
</tr>
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These rights and responsibilities are most important as they involve caring about:
- oneself
- students
- teachers
- parents and visitors
- school property
These points need to be considered:

- **School community members understand and accept certain standards of behaviour are expected.**
- **Each person should be treated fairly because each has rights that are recognised by all.**
- **With rights come responsibilities that must be recognised and accepted.**
- **Certain consequences will occur when these rights are disregarded or these responsibilities are not accepted.**

All persons in the school contribute to the welfare of students.

**Principal**
- Must administer the provisions of the Education Act and the policies of Education Queensland (e.g. suspension and exclusion and cancellation of enrolment) Behaviour Levels 1 - 4.
- Guides the development, implementation and evaluation of the Responsible Behaviour Plan for Students.
- Has the overall responsibility for the processes and outcomes of the Responsible Behaviour Plan for Students.
- Provides leadership and direction.
- Liaises between schools, parents, the wider community and Education Queensland.
- Investigates student absences and truancy.
- Oversees environmental safety.

**Head of Department**
- Is responsible for subject-related problems, e.g. late assignments.
- Provide support for staff and students.
- Maintain subject area records.
- Liaise with teachers regarding persistent behaviour management problems.
- Assist the Principal in the processes and outcomes of the Responsible Behaviour Plan for Students (e.g. administering behaviour levels 1 - 3)
- Guides the development, implementation and evaluation of the Responsible Behaviour Plan for Students.
- Ensure aims and objectives of teaching programs suit the needs and welfare of staff and students.
- Provide a link between staff and Administration.
- Liaise with parents regarding student progress.

**Teachers**
- Are confidential in all dealings with students, staff and parents.
- Are responsible for classroom management.
- Provide a positive, stimulating learning environment.
- Report/act upon disruptive behaviour in the classroom.
- Are involved in Year Level activities with their students.
- Are involved in extra-curricular activities.
- Liaise with parents.
Targeted behaviour support

All staff are involved in the support of students who may need more targeted behaviour support through shared information and individual responsibilities. A team approach is used to formulate and record strategies to implement, with parents/carers involvement.

Strategies used for targeted behaviour support include:

*Learning Support/Special Needs Teacher takes on role of Behaviour Management specialist.* She;
  - coordinates a team approach
  - provides opportunity for staff have input in regular segment of staff meeting to share strategies and discuss pedagogy.
  - Advises on modifications to program

*Monitoring card* implemented for behaviours identified as ‘problems’.

*Individual behaviour management for individuals on a needs basis*

Intensive behaviour support

If a student is identified as being seriously at risk of significant educational underachievement or is seriously disruptive for other students in his/her class due to inappropriate behaviours, they are supported by the Behaviour Management Specialist based at the school with a program designed specifically for that student.

The case manager for the program is the BM nominee who, in collaboration with the teacher will design a program after the following;

- Collation of data from staff involved (monitoring card and teacher reports)
- Referral for discussion at fortnightly staff meetings
- Referral to Guidance Officer for assessment
- Referral of parent and child to outside counselling facilities
- Team collaboration to develop an Individual Behaviour Support Plan

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

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

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

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

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

Repetition of being on any level throughout the school year warrants a review by the Behaviour Support Committee (minimum of Principal, HOD, 2 teachers, 1 P&C on staff(if available)) which may result in the student being placed on a higher level than indicated in the Responsible Behaviour Plan for Students. The committee is a consultative body and the final decision rests with the Principal at all times.
Consequences for unacceptable behaviour

The Student Behaviour Code together with these Regulations together provide for good order, child protection and discipline, a safe learning environment and promotes the school’s good reputation in the wider community. The Regulations apply to students whilst at school and on their way to and from our campus. Should the need arise, the principal may amend these regulations at any time.

Dress requirements for our school are set out in the school Prospectus and students are expected to be correctly and neatly attired for school each day. On special days where the dress code is not observed, the minimum safety standards prescribed for footwear, hats and non-flammable cloth must be observed. Thongs or other open footwear are not permitted in any area of the school at any time.

Enrolment includes a commitment to full attendance and participation in all routine school activities. Exemption from sport or any other extra-curricular activity requires a note from parents and approval from the principal.

Inclusion in special activities such as camps and excursions requires parental consent.

A note or telephone call from a parent / guardian is required to explain any absences. A telephone call is required on the day if absent when an exam is scheduled. Senior students must have a Doctor’s Certificate as this is a requirement of the Board of Senior Secondary School Studies.

Students must leave the grounds immediately after school unless they are being directly supervised by a member of staff.

Bicycles are to be placed in the Bike Rack Area at the front of the school. For safety reasons, students are not to ride in the school grounds. Students driving motor vehicles to and from school are to park outside the school grounds.

Students are required to be at lessons on time. School commences at 8:30am and finishes at 2:30pm.

School bags are not permitted in classrooms unless provisions are provided. Under no circumstances are school bags permitted in the Library Resource Centre.

Classrooms are out of bounds during breaks unless there is a staff member supervising an activity. Food items and drinks are not to be consumed in classrooms.

Students are discouraged from bringing valuables to school. The school takes no responsibility for damage or loss to valuable items.

Cigarettes, alcohol, drugs and harmful weapons including knives (or items used as weapons or to endanger others or property) are banned from school. Students caught with these items will receive severe consequences.

Consequences for unacceptable behaviour are as follows;
LEVEL 1

Examples of behaviours which result in Level 1 include but are not limited to:

The student persistently doing one or more of the following, OR being censured for a ‘one-off’ offence which is deemed to warrant the application of a level:

- Failure to follow teachers/aide directions.
- Not completing work in class or at home.
- Disruptive behaviour during lessons which prevents learning and teaching occurring.
- Arriving late for class.
- Leaving the grounds without permission.
- Verbal harassment and teasing of other students.
- Swearing.
- Being disrespectful to teachers and staff members, visitors and peers and/or school or others property.
- Not wearing suitable clothing/footwear to classes.
- Misuse of school equipment / facilities.
- Poor sportsmanship.
- Truancy.
- Unnecessary physical contact with other students.
- Offensive graffiti on school / personal property.
- Unjustified absenteeism.
- Lying to staff
- Bringing banned items to school
- Inappropriate use of electronic devices, such as mobile phones, internet, computers and school email.

CONSEQUENCES

- Written communication will go home advising parents.
- Preliminary teacher discussion with Head of Department/Principal.
- Students issued with Behaviour Monitoring Card.
- The student may lose privileges and miss special school activities e.g. cultural and sporting events, discos school camps and excursions.
- Student will be given 1 formal detention after school and 1 lunchtime detention.
- Student will remain on this Level for a minimum of 1 week at which time the Level will be reviewed. In order for a student to come off Level 1 they must have a satisfactory Behaviour Monitoring Card (green card). Should the card be lost or have single or multiple crosses then an additional afternoon detention will be given and an extra day added on the level. Any cross may result in the student being placed on a higher level. The card is to be reviewed by the Principal each day at 2.30pm and signed by parents each night. Positive outcome of review will result in student being taken off Levels system and all privileges returned. Parents will be advised of the outcome of the review.
- For non-compliance to Workplace Health and Safety issues, the student will be removed from practical class for one day and re-sit a safety test.
LEVEL 2

Reasons for being placed on this Level:

The student displayed one or more of the following behaviours:

- Playground problems eg: fighting, tackling others and throwing dangerous objects.
- Failure to modify behaviour whilst on Level 1.
- Endangering others.
- Bullying (intimidation, verbal harassment, excluding others, etc).
- Inappropriate behaviour whilst on excursions.
- Deliberate damage to resources and school equipment.
- Causing harm to other students.
- Threatening use of electronic devices, such as mobile phones, internet, computers and school email.
- Inappropriate use of electronic devices, such as mobile phones, internet, computers and school email.

CONSEQUENCES

- Some form of communication will go home advising parents.
- Withdrawal from class.
- Student issued with yellow Behaviour Monitoring Card.
- Student given 2 formal detentions after school and 2 lunchtime detentions.
- Consult with Head of Department, Principal, other staff, guidance officer, sexual harassment referral officer.
- Students will be required to permanently give up positions of honour within the school and lose privileges e.g. cultural and sporting events discos school camps and excursions.
- Student to remain on Level 2 for minimum of 1 week, at which time behaviour will be reviewed. In order for a student to come off Level 2 they must have a satisfactory Behaviour Monitoring Card (yellow card). Should the card be lost or have single or multiple crosses then an additional afternoon detention will be given and an extra day added on the level. Any cross may result in the student being placed on a higher level. The card is to be reviewed by the Principal each day at 2.30pm and signed by parents each night. Positive outcome of review will result in student going to Level 1. Parents will be advised of the outcome of the review.
LEVEL 3

Reasons for being placed on this Level:

The student displayed one or more of the following behaviours:

< Failure to modify behaviour whilst on Level 2.
< Individual use of illegal substances (smoking, alcohol, drugs, etc).
< Unlawful conduct (vandalism, theft...).
< Physical/verbal harassment of students, staff, visitors to the school.
< Threatening use of electronic devices, such as mobile phones, internet, computers and school email.
< Harmful use of electronic devices, such as mobile phones, internet, computers and school email.

CONSEQUENCES

< Parents requested for interview with Principal/Head of Department.
< Contact police where appropriate or other outside agencies
< Possible suspension. (see guidelines)
< May be withdrawn from classroom/playground (students required to sit in withdrawal area for entire lunch break) for the duration of Level 3.
< Students given red Behaviour Monitoring Card.
< Student given 3 formal detentions.
< Student to remain on Level 3 for minimum of 1 week, at which time behaviour will be reviewed. In order for a student to come off Level 3 they must have a satisfactory Behaviour Monitoring Card (red card). Should the card be lost or have single or multiple crosses then an additional afternoon detention will be given. The card is to be reviewed by the Principal each day at 2.30pm and signed by parents each night. Failure to present the card results in a further detention. Positive outcome of review will result in student going to Level 2. Parents will be advised of the outcome of the review.
LEVEL 4 – Suspension and Exclusion

Reasons for being placed on this Level:

The student has displayed one or more of the following behaviours:

< Failure to modify behaviour whilst on Level 3.
< Extreme verbal abuse (e.g. telling a staff member to ‘f _ _ k off’).
< Physical assault.
< Distribution of illegal substances.
< Serious theft.
< Prolonged truancy.
< Severe intimidation causing stress to others.
< Wilful destruction to school or personal property.
< Serious false allegations against staff members
< Threatening use of electronic devices, such as mobile phones, internet, computers and school email.
< Harmful use of electronic devices, such as mobile phones, internet, computers and school email.

CONSEQUENCES

< Principal will follow Guidelines for Suspension, Exclusion and Cancellation of Enrolment.
< On return to school from suspension, there will be another interview with the student and parents concerned and a re-entry agreement will be discussed. The student will be placed on Level 3 for monitoring purposes only and are required to work their way off the Levels system. Further disciplinary action will be taken if appropriate behaviour is not evidenced on the student’s monitoring card.
The network of student support

STUDENT SUPPORT NETWORK
Students will be supported in their learning through the following school network. When behaviour is inappropriate, programs will be negotiated involving these people for support and guidance.

Glenden State School is also able to access support to students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the school.
Consideration of individual circumstances

When applying individual behaviour support or applying consequences for inappropriate behaviour, Glenden State School takes into consideration the individual circumstances of students. This includes context, emotional well-being, culture, gender, race, socioeconomic situation and impairment to ensure that responses are fair and equitable.

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 considered at all times.

Related legislation

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

Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
Some related resources

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

Principal  P&C President or Chair, School Council  Regional Executive Director or Executive Director (Schools)
CHECKLIST for Principals, Executive Directors (Schools) and Regional Executive Directors

Endorsing a school

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

It is the responsibility of school principals to complete this checklist prior to signing the school’s Responsible Behaviour Plan for Students and submitting both to their supervisor.

- The school principal needs to ensure that the Responsible Behaviour Plan for Students aligns with The Code of School Behaviour and the requirements of legislation, in particular the Education (General Provisions) Act 1989 and policy (including SM-06, SM-16, HS-17).
- In addition, the Plan must balance these requirements with the expectations of the school community and the rights of individual students.

When the above requirements are met, it is the responsibility of the principal’s supervisor, Executive Director (Schools) or Regional Executive Director, to endorse the Responsible Behaviour Plan for Students by completing the far column of the checklist and signing the Plan.

The appropriateness and effectiveness of the school’s Responsible Behaviour Plan for Students should be reviewed regularly, at least every three (3) years.

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<tr>
<th>Principal</th>
<th>Responsible Behaviour Plan for Students</th>
<th>EDS/RED</th>
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<tr>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan is conducive to a safe and supportive school environment.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan aligns with the values, principles, standards and expectations within The Code of School Behaviour.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan aligns with relevant policy and legislation. (* Suggested key references below)</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan has been developed in consultation with the local school community.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines school beliefs about behaviour and learning and these are consistent with The Code of School Behaviour.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines appropriate proactive and preventive, whole-school processes for facilitating expected standards of behaviour.</td>
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<td>✓</td>
<td>The Plan outlines a range of supportive strategies and consequences, from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines a range of supportive strategies and consequences to respond to persistent/serious misbehaviour.</td>
<td>✓</td>
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<td>✓</td>
<td>The Plan states that Student Disciplinary Absences are to be used after consideration has been given to all other responses.</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>The Plan outlines the provision of a range of support mechanisms and personnel available at the school, within the region and external to the Department.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>The Plan outlines processes that consider both the individual circumstances and actions of the student and the needs and rights of school community members.</td>
<td>✓</td>
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Including:
Education (General Provisions) Act 1989 - Part 4: Good order and management of State educational institutions and non-State schools
Education (General Provisions) Regulation 2000 - Part 2: School Management
Education (General Provisions) Amendment Act 2003 - Div 7: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions
Education and Other Legislation (Student Protection) Amendment Act 2003 Part 4 146A: Obligation to report sexual abuse of student under 18 years attending State school.
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**Certain Personal Technology Devices Banned From School**
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

**Personal Technology Device Etiquette**
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used 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 Glenden State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other

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\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
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. Glenden State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Glenden 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 Glenden State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Glenden State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire
school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Glenden State School are an addition to our already research-validated schoolwide 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 schoolwide 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 nonclassroom 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 nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Glenden State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

10. Glenden State School uses behavioural data for decision-making. This data is entered into our database on a daily basis 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.
Student engages in persistent inappropriate behaviour

Staff fill out pink behaviour card or anecdotal record outlining behaviour - may be given detention or similar consequence

Parents informed in phone call from teacher

Student referred to HOD or Principal

Principal, after conferring with committee, decides on Behaviour Monitoring Card

Student returns to main stream - no further consequences

Student remains on level or is placed on a higher level

Student engages in serious behaviour warranting immediate action

Principal, after conferring with committee, decides on student being placed on appropriate level

Consequences given as set out in Level statements

Weekly Review

Student drops down a level