



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

WoodLinks State School's

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

WoodLinks State School is committed to maintaining a Safe, Respectful and Positive learning community. We provide students, staff and families with the opportunities to engage in quality learning experiences and acquire values supportive of their life long wellbeing.

This Responsible Behaviour Plan for Students is structured around the *Positive Behaviour for learning* to facilitate high standards of behaviour. This ensures that the learning and teaching in our school can be effective and students can actively participate within our school community.

2. Consultation and data review

WoodLinks State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff and P&C meetings.

This plan has been developed based on important data sets relating to attendance, suspensions and exclusions, major and minor behaviour incidents and behaviour trends throughout the school. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices also informed the development process.

This plan is in draft form to be endorsed by the Principal, the President of the P&C and Assistant Regional Director in Term One 2018.

3. Learning and behaviour statement

All areas of WoodLinks State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are made explicit to everyone, assisting WoodLinks 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.

Our school community has identified the following school expectations, called the WoodLinks Superhero Expectations, to teach and promote our high standards of responsible behaviour: WoodLinks Superheroes are: **Safe Respectful Learners**



Be Safe



Be Respectful



Be a Learner




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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At WoodLinks 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 which is designed to prevent problem behaviour and to provide 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.

WoodLinks State Schools Expectations

	Whole School	Classrooms	Ovals and playgrounds	Eating Areas	Transitions & Lining Up	Toilets	In an Audience	Tuckshop & Breakfast Club	Excursions & At Sport	In the Community
Being Safe 	<ul style="list-style-type: none"> I keep my hands and feet to myself. I walk on concrete. 	<ul style="list-style-type: none"> I walk in the classroom. I use all the equipment with care. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> I wear my bucket hat. I use equipment safely. I keep my hands and feet to myself. I play and follow the school approved games and rules. 	<ul style="list-style-type: none"> I stay seated while I am eating. I wait for permission before I leave the area. I only eat the food that has been prepared for me. 	<ul style="list-style-type: none"> I walk in a straight line. I keep my hands by my side. I maintain my own space. 	<ul style="list-style-type: none"> I wash my hands carefully. I leave quickly and quietly. I am accompanied by a responsible buddy. 	<ul style="list-style-type: none"> I remain with my class. I sit still. 	<ul style="list-style-type: none"> I wait patiently for my turn. I only spend my own money. 	<ul style="list-style-type: none"> I stay with my group. I stay seated on the bus. I keep my hands inside the bus. 	<ul style="list-style-type: none"> Be a safe, responsible and ethical online citizen. Follow the privacy laws with integrity. Engage in online activities appropriately.
Being a Learner 	<ul style="list-style-type: none"> I am ready to listen and learn. I know my schools expectations. 	<ul style="list-style-type: none"> I always try my best. I always have a go. I ask for help if I need it. I stay on task. I have my books and equipment ready. 	<ul style="list-style-type: none"> I report major behaviours to the teacher on duty. I stop playing when the first bell rings. I go to the toilet and get a drink before class starts. 	<ul style="list-style-type: none"> I eat my healthy food first. Recycling my plastic, glass and paper items. 	<ul style="list-style-type: none"> I stay in two lines when walking with my class. I follow my teacher. I line up quickly and promptly. 	<ul style="list-style-type: none"> I am water wise. I am not wasteful. 	<ul style="list-style-type: none"> I am ready to look and listen. I participate appropriately. I try to learn from this experience. 	<ul style="list-style-type: none"> I place my order before school. I make healthy choices. I learn about money and change. 	<ul style="list-style-type: none"> I cooperate with others. I am willing to listen and learn new things. 	<ul style="list-style-type: none"> Showcase School by always speaking positively. Attend WoodLinks State School activities and events. Being prepared with permission slips and making payments when required.
Being Respectful 	<ul style="list-style-type: none"> I listen and follow directions the first time. I use teacher's names when talking to them. I am polite and well mannered. I wear the correct school uniform with pride. 	<ul style="list-style-type: none"> I sit with 5L's on the carpet. I ask permission to leave the classroom. I am only in the room when my teacher is. I raise my hand to talk. I give everyone the right to listen and learn. I use encouraging language. I keep my area tidy. 	<ul style="list-style-type: none"> I listen and follow directions immediately from the duty teacher. I share equipment and take turns. I listen to others opinions. I solve issues with kind words. 	<ul style="list-style-type: none"> I raise my hand to play. I leave my area free from rubbish. I talk quietly to the people around me. I do not waste food. 	<ul style="list-style-type: none"> I walk silently. 	<ul style="list-style-type: none"> I use the toilets correctly. I respect people's privacy. I flush the toilet. I place my rubbish in the bin. 	<ul style="list-style-type: none"> I listen to all speakers and performers. I sit with my legs crossed, hands in laps and back up straight. I do not talk to those around me. 	<ul style="list-style-type: none"> I know what I want to buy. I speak clearly and politely. 	<ul style="list-style-type: none"> I wear full school uniform with pride. I care for equipment and other places. I show great sportsmanship. 	<ul style="list-style-type: none"> Represent the school with pride. Use appropriate verbal and non-verbal language. Keep hands off others and their belongings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers weekly
- Reinforcement of behaviour lessons on school parade
- Active supervision by staff during classroom and non-classroom activities
- Regular feature in the weekly newsletter
- In class visits from administration
- Classroom visual resources:
 - Superhero Expectation poster
 - Matrix of specific class expectations
 - Lunch time procedures chart

WoodLinks 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
- Behaviour team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs 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
- Professional Development in behaviour strategies to all staff
- Behaviour Team to continually monitor the effectiveness of the school wide systems for behaviour management

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3)

Reinforcing expected school behaviour

At WoodLinks 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.

WoodLinks State School employs the following strategies for recognising and reinforcing students following the WoodLinks Superhero Expectations:

Super Hero Point System

- *WoodLinks superhero points:* Throughout the day students have multiple opportunities to receive superhero points when following the school expectations and rules. These points are recorded on *Class Dojo* using pseudonym names (<https://teach.classdojo.com/>).
- *WoodLinks superhero shop (in class):* At every 50 points students can attend the Superhero Behaviour Shop to purchase a prize of choice (Appendix 4).
- *Superhero Badge:* If a child has no incidents recorded in a term, this child will receive a superhero badge at the end of each term.

Other in class recognition

- *Superhero of the Day:* Every day each teacher awards three students with a Superhero of the Day Certificate at the end of the day (Safe, Respectful and Learner certificates). This is awarded to the student who has displayed exemplary behaviour throughout the day in the class setting, including specialist class settings and is entered on One School by the teacher.

- *Superhero of the Week*: Presented on parade for a student who displays exemplary behaviour for the week or who has made personal behaviour gains. (Appendix 5)
- *Specialist Class of the Week*: Trophy and certificate presented on parade for the class displaying the school expectations during Music, HASS and LOTE and PE.
- *Attendance Award*: Presented to the class on parade with 95% attendance or more for a week.
- *Verbal Feedback*: Teacher feedback to students-specific targeted responses
- *PBL focus of the Week*: Trophy and certificate presented on parade for the class displaying the highest percentage school expectations.

Playground Recognition

- *Superhero points* - awarded for either being safe, respectful or for being a learner outside the class environment. These are accompanied by verbal identification of the specific behaviour demonstrated.
- Lunchtime raffle draws

School Wide Recognition

At the end of every term students are able to attend the *Behaviour Celebration Day*. Students are eligible to attend the celebration day if they meet the required criteria (see Appendix 6).

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

At WoodLinks State School our preferred way of re-directing low-level problem behaviour is to ask how students might be able to act more safely, more respectfully or 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.

Targeted behaviour support: Respond program

Each year a small number of students at WoodLinks State School are identified through our data as needing targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. These students will be identified through data and referred to the Classroom Problem Solving Team.

Students identified through this process attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out connected adults and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

The Classroom Problem Solving Team approach is coordinated by school based facilitators with active administration support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after support from the Classroom Problem Solving Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

WoodLinks 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 may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

The Behaviour Support team is responsible to:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- provide consistent strategies and adjustments outlined within the Individual Learning/Behaviour Plan, and

If students are referred, a team member may contact parents and any relevant staff members to form a support team and begin 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 Regional Behaviour Support.

5. Consequences for unacceptable behaviour

WoodLinks State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and fair to the nature of the behaviour. For this reason, it is mandated throughout the school that every class teacher uses a consistent behaviour ladder as a visual representation of the child's behaviour in each session (Appendix 7). An office referral form (Appendix 8) is used to record minor and major problem behaviour.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a re-direction process where a 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
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

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 school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the major problem to the student and remind them of the expected school behaviour. The staff member then contacts Administration and completes the office referral form and then escorts the student to Administration or calls for an administration member for assistance. A report of the student's behaviour is recorded on One School.

The following table outlines examples of minor and major behaviour incidents:

WoodLinks State Schools **Minor** and **Major** Behaviours

Definition	Minor	Major
Bullying/Harassment	Major Only	Repeated targeting of a student over a documented period of three or more times including physical or verbal abuse, inappropriate touching, intimidation or threatening others with harm.
Defiant	Continued refusal to comply with a reasonable request.	Blatantly refusing to obey staff.
Disruptive	Any continued disturbance that interferes or disrupts the learning environment which does not cause physical harm or injury to one's self or others.	Any major disturbance that interferes with the whole class learning environment.
Dress Code	Repeatedly not adhering to school dress code or uniform policy, not being sun safe, not wearing appropriate footwear.	Blatantly and consistently not adhering to dress code or uniform policy.
IT Misconduct	Inappropriate use of ICTs which was agreed upon in the Responsible Behaviour Plan and Internet User Agreement.	The use of technology in such a way that it is used to bully, harass or threaten others or used to display or access inappropriate or offensive material.
Lying/Cheating	Lying – Making a statement which one knows to be untrue. Cheating – Using dishonest methods to gain academic advantage.	Verbalising an incident which is found to be blatantly untrue and affects the reputation of another student or staff member.
Non-Compliant With Routine	Behaviour that does not comply with classroom or playground routines. Refusing to follow teacher expectations or direct instructions.	Refusal to comply with classroom or playground routines after the WoodLinks classroom management procedure has been used.
Physical Misconduct	Inappropriate or deliberate contact made by hands or feet which does not result in a major injury.	Physical contact with the intent or outcome of causing injury or harm to others or self.
Prohibited Items	Having at school an item that is banned or inappropriate.	Having possession of a weapon with the intent of causing bodily harm.
Property Misconduct	Inappropriate use of property or objects but does not cause harm or injury to one's self or others.	Intentional destruction of property belonging to the school or staff member, through misuse or aggressive behaviour.
Substance Misconduct Involving Illicit Substance	In possession of non-prescription medication such as Panadol, without staff knowledge or written permission.	Having possession of, or affected by, any illegal drug.
Truant/Skip Class	Noticeably absent from class without reasonable explanation.	Missing school, skipping classes or leaving school grounds without prior parental consent.
Threat/s to Others	<i>Major Behaviour Only</i>	Written or verbal intent to inflict punishment or injury or desire to see harm or death come to another person.
Verbal Misconduct	Unsuitable use of words, calling names, use of inappropriate tones.	Repeated gestures or words directed toward others in a demeaning or provoking manner, includes racial or religious slurs.
Substance Misconduct Involving Illicit Substance	In possession of non-prescription medication such as Panadol, without staff knowledge or written permission.	Having possession of, or affected by, any illegal drug.
Truant/Skip Class	Noticeably absent from class without reasonable explanation.	Missing school, skipping classes or leaving school grounds without prior parental consent.
Threat/s to Others	<i>Major Behaviour Only</i>	Written or verbal intent to inflict punishment or injury or desire to see harm or death come to another person.
Verbal Misconduct	Unsuitable use of words, calling names, use of inappropriate tones.	Repeated gestures or words directed toward others in a demeaning or provoking manner, includes racial or religious slurs.

Relate problem behaviours to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 they will do to change their behaviour in line with expected school behaviour

Should an inappropriate or unacceptable 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 WoodLinks State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Basic defusing strategies

1. *Avoid escalating the unacceptable 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.
2. *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.
3. *Approach the student in a non-threatening manner:* Move slowly and deliberately toward the situation or incident, 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.
4. *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.

5. *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 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 WoodLinks State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

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

- | | |
|------------------------------|--|
| • Parents | • Positive Learning Centre Staff |
| • Teachers | • Senior Guidance Officer |
| • Support Staff | • School Chaplain/Student welfare worker |
| • Head of Department | • School Based Police Officer |
| • Administration Staff | • School Based Youth Health Nurse |
| • Guidance Officer | • Youth Support Coordinator. |
| • Advisory Visiting Teachers | |

External 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 Services)
- Police
- Local Council
- Neighbourhood 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.

WoodLinks 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. 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

10. 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

11. Some related resources

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

Endorsement

N. Neerwald

Principal



P&C President or
Chair, School Council

Effective Date: 29 November 2018 – 31 December 2020

Appendix 1

The use of personal technology devices at school

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

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices such as a camera, digital video camera, tablet, game device or MP3 player 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 consequences.

Confiscation

Permitted personal technology devices such as a mobile phone, tablet, MP3 player, game device or camera 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 WoodLinks 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 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 consequences (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.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

WoodLinks 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 WoodLinks State School. Those who are 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 that will not be tolerated at WoodLinks 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

Rationale

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

The anti-bullying procedures at WoodLinks State School are an addition to our 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

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 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.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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 WoodLinks 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'.

WoodLinks State School records inappropriate behaviour and 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.

Appendix 3

Appropriate use of social media

WoodLinks State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

WoodLinks State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of WoodLinks State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within WoodLinks State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of WoodLinks State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at WoodLinks State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of WoodLinks State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of WoodLinks State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

WoodLinks State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:




- Unlawful stalking.
- Computer hacking and misuse.

- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.


There are significant penalties for these offences.


WoodLinks State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, WoodLinks State School expects its students to engage in positive online behaviours.

WoodLinks Superhero Prize Menu

<p>50</p> <ul style="list-style-type: none">5 bonus ticks ✓10 minutes iPad time/Computer10 minutes free timeTeacher partner for the dayLine leader 	<p>100</p> <ul style="list-style-type: none">10 bonus ticks ✓Seat SwapSpecial pen for the dayChoose a game for the classNo Homework 
<p>150</p> <ul style="list-style-type: none">Ice blockTeacher assistant for the dayLunch with your teacherMovie in the classroom 	<p>200</p> <p>Prize box</p>


Appendix 5- Superhero of the Day


Superhero of the Day 



for being a learner by _____

Date _____ Teacher _____

Superhero of the Day 



for being safe by _____


Date _____ Teacher _____


Superhero of the Day 




for being respectful by _____

Date _____ Teacher _____

WoodLinks Superhero of the Week 



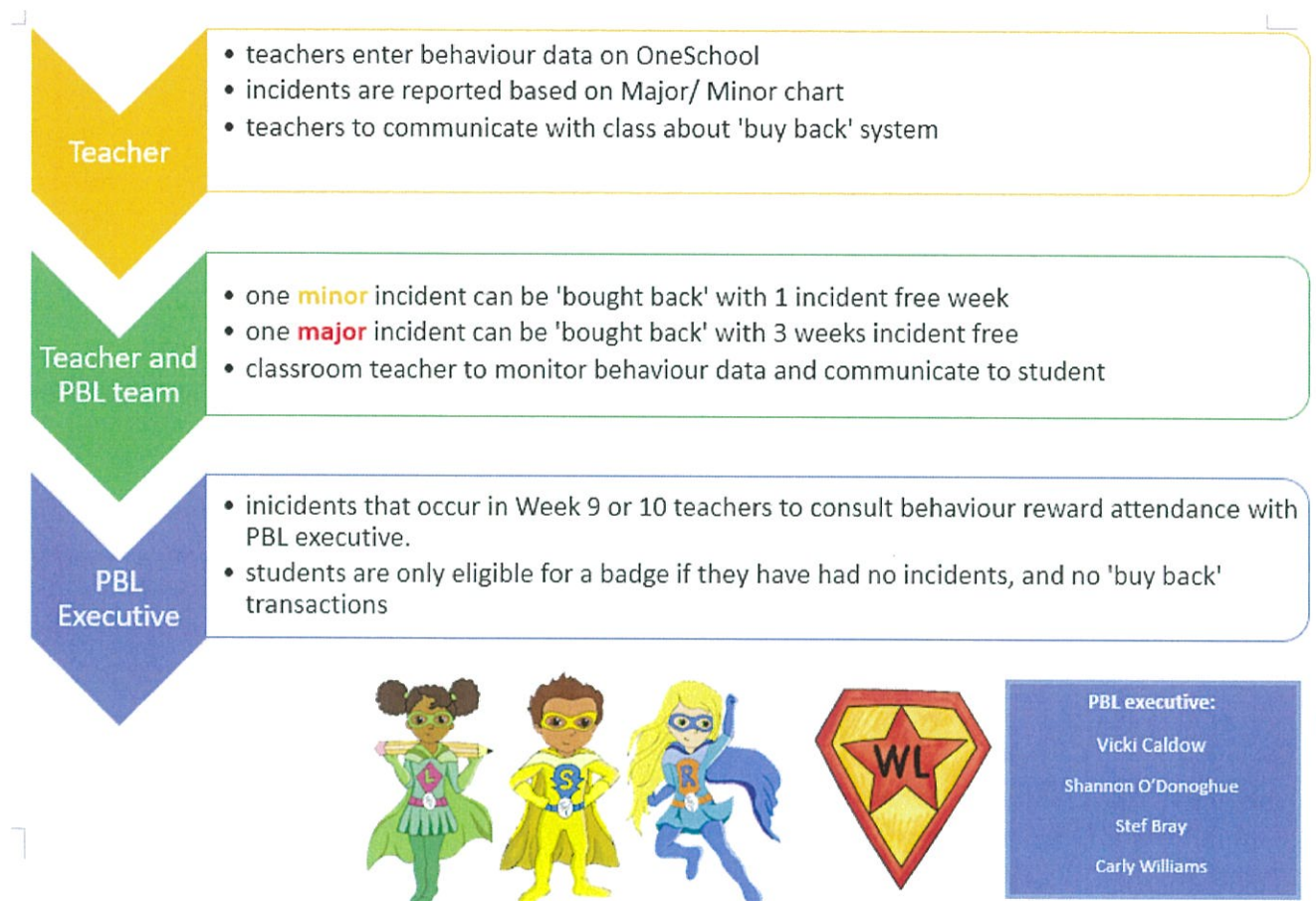


Awarded to: _____ Class _____

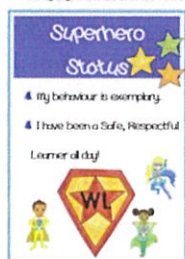
For: _____

Signed: *Alldow* Date: _____

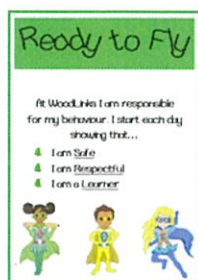
Appendix 6



Appendix 7: Behaviour Consequence Ladder



- Students who have displayed exemplary behaviour all day will be moved to "Superhero Status"
- Linked with Free and Frequent raffle ticket rewards



- All students begin here at the beginning of the day
- Students can move up and down multiple times during a day



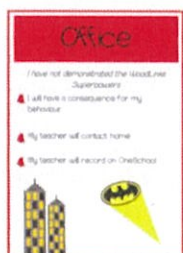
- Students are moved to redirection after 2 warnings regarding inappropriate behaviours
- Teacher uses positive encouragement to assist the student to move back to *Ready to Fly* (eg. "You have made the choice to be a learner again")
- What is the function?



- Students who continue to display inappropriate behaviours move to a separate table (in the classroom) and fill out a reflection sheet for 10 minutes
- Teacher and student then have a reflective conversation about how to correct the inappropriate behaviour



- Students who continue to inappropriate behaviour are given a Teacher Consequence
- Teacher and student have a reflective conversation about how to correct the inappropriate behaviour






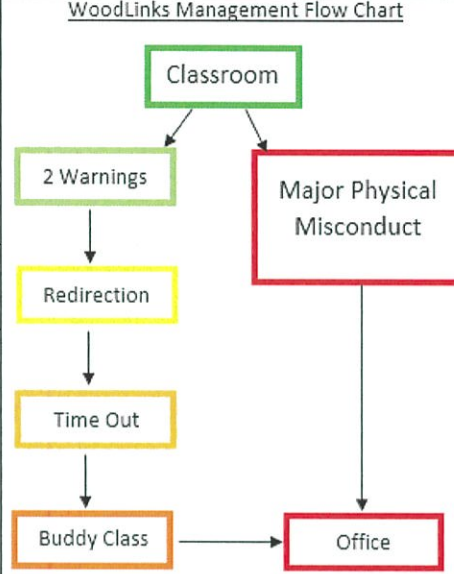
- Students will be moved to the office if the behaviour continues and external support is required in order for learning in the classroom to continue

Appendix 8 – Office Referral Form

☐ Has the child moved back up the ladder today?

Office Referral

Child _____ Class _____ Date _____ Time _____

<input type="checkbox"/> Redirection 	<input type="checkbox"/> Time Out 	<input type="checkbox"/> Buddy Class 	WoodLinks Management Flow Chart 
<input type="checkbox"/> Sheet completed <input type="checkbox"/> Compliant <input type="checkbox"/> Non-Compliant	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-Compliant		
What are the ongoing behaviour concerns:			
BEHAVIOUR TRIGGER <input type="checkbox"/> Physical misconduct <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Property misconduct <input type="checkbox"/> Non-compliant <input type="checkbox"/> Disruptive <input type="checkbox"/> Bullying <input type="checkbox"/> Verbal <input type="checkbox"/> Other		FUNCTION <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain tangible object <input type="checkbox"/> Escape or avoid activity <input type="checkbox"/> Escape or avoid adult attention <input type="checkbox"/> Escape or avoid peer attention <input type="checkbox"/> Don't know	

BEHAVIOUR REPORT

☐ Minor ☐ Major

Detention referrals: Place in recharge station box, If not send to office

Student/s _____

Class _____ Date _____ Time _____

Reported by _____

LOCATION

- | | |
|--|---|
| <input type="checkbox"/> Prep Areas | <input type="checkbox"/> Senior covered |
| <input type="checkbox"/> Courts | <input type="checkbox"/> CCA |
| <input type="checkbox"/> Junior Grass and Fort | <input type="checkbox"/> Library |
| <input type="checkbox"/> Junior covered area | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Oval | |

BEHAVIOUR

- ☐ Physical misconduct
☐ Verbal misconduct
☐ Property misconduct
☐ Non-compliant
☐ Disruptive
☐ Bullying
☐ Verbal
☐ Other _____

STRATEGIES

- ☐ Office Referral
☐ Detention

Additional Comments

Further Action needed to be taken by Principal/Deputy Principal ☐ Yes ☐ No