Arundel State School

Responsible Behaviour Plan for Students

1. Purpose
Arundel State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We aim to support all students in developing effective self management strategies where they can satisfy their needs in responsible ways.

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

2. Consultation and data review
Arundel State School developed this plan in collaboration with our school community.

Consultation with parents, staff and students was undertaken through a range of meetings held throughout 2012. These included Student Welfare Team Meetings, P&C Meetings, Special Needs Team Meetings and Student Council Meetings. Information was gleaned from our School opinion surveys.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
At Arundel State School we believe that behaviour and learning are interrelated. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

We believe that all members of the community have a right to feel safe and valued; that effective learning occurs within a safe, stimulating, co-operative environment; that quality interpersonal relationships are a key to maximising effective learning and teaching; that behaviour is purposeful and mostly occurs as a result of choice.

We also believe that the responsibility for behaviour belongs to the student and his or her parents. Therefore, we believe that behaviour management is a partnership between the school and home and as such encourage parents to play an active role in their child’s education. We expect parents to support school staff by helping to maintain a safe and respectful learning environment.
It is expected that students will respect school staff and the policies we endorse in order to support them in achieving their full potential and actively engage in the school’s education program.

Teachers and other staff members will support students in taking responsibility for their behaviour and developing strategies for self-managing behaviour.

All areas of Arundel State School are learning and teaching environments and a consistent school-wide application of our Responsible Behaviour Plan is of paramount importance to its success.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Arundel 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 rules to teach and promote our high standards of responsible behaviour:

- Learning
- Respect
- Communication
- Safety
- Property

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

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

- **Universal behaviour support**

The teacher and school’s responsibility is not control or punishment of the students’ behaviour but to influence and manage behaviour by creating and co-ordinating the environment through positive reinforcement of negotiated rules and expectations so that students develop intrinsic motivation, age appropriate control, self-management and accountability for their own behaviour.

An essential ingredient of learning is taking risks and making mistakes. Through careful and appropriate questioning children are led to reflecting on their behaviour and resolving issues.

Staff members actively teach, model and practise the social skills and responsible behaviours that are necessary to equip students to become successful learners and good citizens.

High expectations within negotiated and known frameworks of action are consistently followed by all members of the school community.

School behaviour practices encompass proactive, preventative strategies and skills for all students along with behaviour modification or management strategies, which are consistently applied as a response to specific individuals and groups.

School behaviour practices recognise and cater for diversity amongst all of our students.
A set of behavioural expectations has been attached to each of our five school rules

**Learning**
- be punctual
- listen carefully
- do the best in everything I do
- be organised and bring the necessary equipment for every lesson
- complete homework tasks and hand in work on time
- co-operate with teachers and other students
- be responsible for my own learning
- concentrate and keep on trying with learning tasks
- work to improve in everything I do
- follow teachers’ instructions
- not interfere with the learning of others

**Safety**
- Dress according to the Uniform Policy & Sun Safe policy.
- accessories must be appropriate for school activities.
- Equipment brought to school must be safe e.g. plastic containers rather than glass,
- Do not bring knives to school (Prohibitive Substance Policy)
- keep my hands and feet to myself and demonstrate self control
- make sure there is a teacher present before entering a classroom
- walk in the classrooms
- sit properly on chairs
- follow teachers’ directions
- walk on hard surfaces and run only on grass
- wear a school-approved hat to play
- stay and play in appropriate areas
- sit down to eat and drink and wait to be dismissed
- walk bikes and scooters inside school perimeter
- use play and sports equipment carefully
- return equipment to its proper place after use
- play games that will not hurt myself or others
- avoid activities that may upset or injure others
- keep classroom and school grounds clean and tidy
- leave sticks and stones on the ground and not climb trees
- cross roads at the crossings

**Respect**
- be polite, courteous and considerate of others
- wear my uniform with pride (neat and tidy)
- move aside when passing others
- wait my turn
- knock and wait for permission to enter a room
- follow teacher’s instructions
- work without interrupting others
- co-operate and play fairly
- move quietly between areas
- enter and exit classrooms quietly
- avoid actions that might injure or embarrass

**Communication**
- speak politely and use appropriate language
- listen to and show respect for the ideas and opinions of others
- listen carefully
- raise hand to speak
- be friendly
- apologise if I hurt someone
- be honest and truthful
- think before I speak

**Property**
- put litter in bins
- look after my own belongings
- label my belongings
- leave other people’s property alone
- use school property with care
- return equipment to its proper place after use
- hand in all lost property

**Proactive Strategies-Action by staff members**
- Reinforcement of rules
- Discussion of rules
- Classroom rules negotiated with students
- Establish routines
- Set expectations
- Build relationships
- Ensure seating in class is conducive to positive behaviour
- Modify curriculum to cater to students’ learning, behavioural, social and emotional needs.
- Positive classroom.
- Build self-esteem in students
- Support the development of social skills.
- Reminders/prompts
- Warnings
- Following Step Plan

**Reinforcing Acceptable Behaviour/Rewards**
- Gotcha awards
- Class awards
- Raffle tickets
- Auction dollars
- Class rewards
- Student of the Week Awards
- End of semester Awards
- Free time (supervised)
Arundel State School has adopted a common plan for dealing with inappropriate behaviour in classrooms and on the playground. Having a clear framework of consequences which is understood by all children makes expectations explicit and familiar, is seen as fair and consistent with no surprises or hidden penalties and provides a context in which the students can make choices with known consequences.

The basic steps are:

### Classroom
- **Step 1:** Warning, Name on board, chart, card on desk etc
- **Step 2:** Time Out within the classroom
- **Step 3:** Time out in another class, catching up on missed work
- **Step 4:** Purple Slip-referral to Deputy Principal, HOSES or Principal

### Playground
Minor infractions will be addressed by the staff member on duty and may include consequences such as:
- Warning
- Time out of play immediately
- Follow up with class teacher
- Community Service task (eg. picking up litter)

Serious violation of school rules—student's name and behaviour are recorded in red folder and the child is issued with a purple slip. They will be expected to attend the next Planning Room session and or receive further consequences from the Deputy Principal, HOSES or Principal.

Each year a small number of students at Arundel State School are identified as needing some extra behavioural support. In most cases the problem behaviours of these students 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 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 support staff such as behaviour management teacher aides and the GO who work closely with the class teachers and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their program through academic support, alternative playtime activities or intensive social skills training.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
• **Intensive behaviour support**

Arundel State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

At Arundel State School intensive behaviour support is provided through a collaborative approach. Students who are identified as requiring intensive behaviour support, through the Student Welfare Committee and/or Administration are supported by the network of student support.

This network:
- works closely with classroom teachers and other staff members to develop appropriate behaviour support strategies that encourage and motivate students towards being self-managing.
- monitor the impact of support for individual students through continuous observation and data collection
- make adjustments as required for the student, and
- work with the staff to achieve continuity and consistency

Other strategies put in place may include -:
- Behaviour Contracts monitored by staff or/and parents, to be sighted and signed regularly-usually daily or weekly.
- Referral to support personnel such as the Guidance Officer, Chaplain and Behaviour Management Teacher Aide in order to gain help with any classroom modifications or plans put in place to support children and to engage in the learning process.
- Further supervised withdrawal
- Discussions with the child about the need to conform to school rules.
- Structured playground plan

Parents/Carers are an important part of the collaboration. Parents/Carers are encouraged to be involved in the network to support their child. Arundel State School involves parents/carers through open communication and managing cases with clearly articulated processes.

In some cases the support is given from individuals from other agencies already working with the student and their family, a representative from the school’s administration and other support staff (School Chaplain and/or Guidance Officer).

The Principal communicates with South East Regional Office when necessary to enhance support for ‘at risk’ students or students presenting with Mental Health issues. The aim of intervention at this level is to effect behavioural change and reengage those students.

As with targeted behaviour support, intensive behaviour support is provided on a needs basis. Each case is managed individually to enhance outcomes of students involved.

All behaviour that is moderate or serious will be documented on One School.

### 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

The Arundel State School “School Safety Procedures” has clear procedures for dealing with whole school emergency situations including:

- Evacuation Procedure – used when students, staff and visitors need to be evacuated from school buildings e.g. fire
- Lock Down Procedure – used when students, staff and visitors need to be safely held inside school buildings e.g. dangerous person on premises

At Arundel State School the following procedure should be followed when a student is showing severe problem behaviour within a classroom:

- Teacher is to send ‘Red Card’ to the office or contact office (or have other staff member contact office) and request support from Administration and/or Behaviour Management Teacher Aide.
- Teacher is to use defusing strategies outlined in the Crisis Plan (see below)
- If behaviour continues classroom teacher is to remove other students and leave Administration and/or Behaviour Management Teacher Aide to deal with student.

The following procedure should be followed when a student is showing severe problem behaviour on the playground:

- Staff member on duty is to give a ‘Red Card’ to a student and ask them to go straight to the office and alert office staff to the situation.
- Office staff are to establish where emergency is and alert Administration and/or Behaviour Management Teacher Aide immediately.
- Staff member on duty is to remove other students from area while Administration and/or Behaviour Management Teacher Aide deals with student.

Crisis Plan

Steps in Crisis Management

Step 1: Prevention
- Have a safe and supportive school and classroom environment
- Adopt a planned approach – Risk Management Checklist & Plan

Step 2: Teacher Self-Control
- Avoid triggering or escalating high level behaviour by controlling verbal and non-verbal responses
- Stay calm and rational to manage high level behaviour

Step 3: Early Stage Intervention
- Be aware of signs that the student is experiencing agitation and anxiety
- Diffuse this using reassurance, distraction/diversion, questioning & listening, and offering choices

Step 4: Containing Verbal Aggression
- Initial student responses may be defensively aggressive: questioning authority, refusing to comply or walking away. Manage this by answering questions, repeating simple directions, offering choices, or tracking (not chasing) the student
- Later responses may involve verbally attacking the teacher. Allow the student to vent, remove the audience/other students by directing them to a safer location
• Threats from the student should be recorded, reported to the Principal, and kept on record

Step 5: Managing Physical Aggression
• The focus is on physical safety of all members of the school community
• In a one-on-one situation, move away from the student, then observe and direct
• Call for support if safe to do so (telephone system, red card, 2-way radio, student messenger)
• If other students are endangered, direct them to a safe location
• If property is involved, teachers should intervene only if there is a possibility the student could injure themselves or others
• If a student physically attacks the teacher or other students, or acts in a manner that places themselves at immediate risk of danger, the teacher may decide, if appropriately trained (Non-Violent Crisis Intervention training), to intervene by physically restraining the student.
• The decision to physically restrain a student should be a last-resort decision, taken only after careful consideration of the situation and the possible consequences that may result.

Step 6: Recovery and Debriefing
• Allow the student time and space to rest and reflect
• Debrief any victims or witnesses to the incident
• Staff debrief by reporting to the Principal and discussing the incident with trusted colleagues
• Restitution/resolution must be completed between the teacher and offending student if working relationships are to be re-established

Step 7: Review and Planning
• School examines the details of the incident and reviews the crisis plan for modification or professional development for staff

Related Policies (EQ): Safe, Supportive and Disciplined School Environment
 Related to: 
- Student Protection Policy
- Code of Conduct

All critical incidents need to be recorded on One School as soon as possible and referred to the Principal, Deputy Principals or HOSES.

6. Consequences for unacceptable behaviour
Students at our school are continually supported in their behavioural choices. The aim for all of our students is self management. Arundel State School believes that behaviour is a choice. Where students choose appropriate behaviour they are encouraged and rewarded.

Students who choose inappropriate behaviour are given opportunities to reflect on their behaviour and then encouraged to self manage in an appropriate manner. Our consequences for unacceptable behaviour are clearly defined and communicated to the whole school community.

At Arundel State School we believe consequences should be:
• Supportive-providing a pro-active support system
• Fair- without pre-judgement or bias
• Logical-a connection between behaviour and consequence
• Consistent-across the school
• Constructive- assisting students to make better choices in future actions

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

- **Minor** problem behaviour is managed by staff members at the time it happens
- **Major** problem behaviour is referred directly to the Behaviour Management Teacher Aide or relevant administrator-Deputy Principal, HOSES or Principal
**Minor Infractions**

Minor behaviours are those that:
- Are minor breeches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the right of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or relevant Administrators

**Minor Infractions**

<table>
<thead>
<tr>
<th>Examples of minor infractions include:</th>
<th>Responding to Unacceptable Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Rule Reminder/warning</td>
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<tr>
<td>Defiance/disrespect</td>
<td>Apology</td>
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<td>Disruption</td>
<td>Restorative justice</td>
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<td>Rough play</td>
<td>Following teacher on duty</td>
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<td>Minor aggression</td>
<td>Picking up papers</td>
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<tr>
<td>Pushing and shoving</td>
<td>Restitution</td>
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<td>Dress code violation</td>
<td>Time out</td>
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<td></td>
<td>Class detention</td>
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**Major Infractions**

Major behaviours result in an immediate referral to Behaviour Management Teacher Aide or administrator because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind student of expected school behaviour. The staff member then fills out the Purple Slip and the student is escorted from the classroom or area.

**Major Infractions**

<table>
<thead>
<tr>
<th>Examples of major infractions include:</th>
<th>Responding to Unacceptable Behaviour</th>
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</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>Removal from area/classroom</td>
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<tr>
<td>Abusive or inappropriate interactions</td>
<td>Time out/cool down</td>
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<td>with others</td>
<td>Working with Behaviour management team</td>
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<tr>
<td>Assault on a staff member</td>
<td>Alternative play program</td>
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<td>Inappropriate sexual contact</td>
<td>Class detention</td>
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<tr>
<td>Harassment/bullying</td>
<td>Parent contact-email/phone call</td>
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<td>Deliberate and persistent disruption</td>
<td>Parent meeting</td>
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<tr>
<td>or defiance</td>
<td>Purple slip</td>
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<tr>
<td>Property misuse, damage or</td>
<td>Planning room</td>
</tr>
<tr>
<td>vandalism</td>
<td>Office</td>
</tr>
<tr>
<td>Theft</td>
<td>Individual Support plan</td>
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<tr>
<td>Use or possession of drugs or alcohol</td>
<td>Internal supervision</td>
</tr>
<tr>
<td>Possession of a dangerous weapon</td>
<td>Suspension</td>
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<tr>
<td>including knives or fake weapons</td>
<td>Involvement of police</td>
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<tr>
<td>Continued minor offences.</td>
<td>BIC</td>
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<td></td>
<td>Exclusion</td>
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<td></td>
<td>Police involvement where relevant</td>
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</tbody>
</table>
**Suspension Procedures**
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

**Recommendation for Exclusion**
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences

### 7. Network of student support

The network for support for students at Arundel State School is based upon a team approach. The team of personnel and agencies work collaboratively to enhance student outcomes. The Arundel State School ‘team’ includes, but is not limited to:
- Teaching and support staff
- Special Education Program
- Administration team
- Parents
- School Guidance Officer (4 days per week)
- Behaviour Management teacher aide
- Therapist/s
- Peacemakers
- School-Based Police Officer (Adopt-a-Cop)
- Student Support Committee

The Student Support Committee is the vehicle for gathering relevant information about students with behavioural difficulties and for determining relevant support based on individual needs. The Committee includes of the HOSES, Guidance Officer, Deputy Principals, STLANs.

The school team works closely with a range of agencies including Alternative Education Programs (Coral House), The Department of Communities (Child Safety Services), Life Without Barriers, ACT for Kids, CYHMS, Griffith University Psychological Services, Brave Hearts, Disability Services Queensland, Paediatricians and Paradise Kids to support students and families of students at risk.

A range of online programs are utilised to assist in supporting students.

### 8. Consideration of individual circumstances

At Arundel State School Individual circumstances of the student are taken into account when consequences are applied:
- Students with learning difficulties or disabilities
- Students with mental health issues
- Gifted and Talented students
- Students at risk due to social or personal circumstances
- Socio-economically disadvantaged students
- Culturally diverse students
- NESB students
- Itinerant and mobile students
- Aboriginal and Torres Strait Islander students

Each child and context is considered individually using the decision making matrix coupled with comprehensive data gathered on a child.
In determining the consequences of behaviour issues the following factors are considered:

**Context** - The context of each situation needs to be considered.

**Procedures** – The principles of natural justice will be considered when investigating incidents.

**Severity** – defined by effect (harm/damage caused or in some instances potential)

**Intent** – premeditated, reactive, conditional/medical, accidental.

**Frequency** – one off, ongoing

(Schema developed by Peter Krugle, Principal Arundel State School 2000-2010)

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 departmental procedures

- 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

• National Safe Schools Framework
• National Safe Schools Framework Resource Manual
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying, No way!
• Take a Stand Together

Endorsement

Principal __________________________ P&C President or Chair, School Council __________________________

Principal’s Supervisor __________________________

Date effective:

from ……………………………………………….. to ……………………………………………..
Appendix 1

THE ARUNDEL STATE SCHOOL
ACCEPTABLE USE POLICY FOR MOBILE PHONES AND PERSONAL TECHNOLOGY DEVICES*

This policy is based on the principles of mutual responsibility and respect of all parties involved in the use of mobile phones and personal technology devices. It requires accountability on the part of the user for his or her actions. It is designed to assist in managing the safe and responsible use of mobile phones and other personal technology devices by students and involves parents as partners in assisting their children in the proper use of these. It is underpinned by an overall requirement for students to exercise care and use their mobile phones and/or other personal technology devices in a considerate manner and to be aware of situations in which others could be affected by their actions. It makes clear that the privilege of taking a mobile phone and/or other personal technology devices to school will be withdrawn if a student fails in his or her duty to behave responsibly and in accordance with the school’s requirements.

1. PURPOSE
1.1. The widespread ownership of mobile phones and other personal technology devices among young people means that THE ARUNDEL STATE SCHOOL takes steps to ensure that they are used responsibly within the school context. This Acceptable Use Policy is designed to ensure that potential issues involving mobile phones and other personal technology devices can be clearly identified and addressed, ensuring the benefits that mobile phones and other personal technology devices provide (such as increased safety) can continue to be enjoyed by our students.

1.2. THE ARUNDEL STATE SCHOOL has established this Acceptable Use Policy for mobile phones and other personal technology devices. It provides teachers, students and parents with guidelines and instructions for the appropriate use of mobile phones and other personal technology devices during school hours.

1.3. Students and their parents or guardians, must read and understand the Acceptable Use Policy before students are given permission by parents to bring mobile phones and other personal technology devices to school. The Acceptable Use Policy for mobile phones and other personal technology devices also applies to students during school excursions, camps and extra-curricular activities.

2. RATIONALE
2.1. Personal safety and security
THE ARUNDEL STATE SCHOOL accepts that some parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

2.2. Acceptable use
THE ARUNDEL STATE SCHOOL accepts that there are certain circumstances in which mobile technology may be legitimately used as part of the teaching/learning process. While acknowledging that young people use
technology in different ways to older generations, they do not need to be connected all the time.

3. RESPONSIBILITY

3.1. It is the responsibility of students who bring mobile phones and/or other personal technology devices to school to abide by the guidelines outlined in this document.

3.2. The decision to provide a mobile phone and/or other personal technology devices to children should be made by parents or guardians.

3.3. Parents must be aware if their child takes a mobile phone and/or other personal technology devices to school.

3.4. Permission to have a mobile phone and/or other personal technology devices at school while under the school’s supervision is based on the assumption that all students and parents have an understanding and willingness to comply with school requirements.

4. ACCEPTABLE USES

4.1. Mobile phones and other personal technology devices are to be switched off upon entry into the school grounds and kept out of sight within students’ school bags, not hand held or kept in students’ pockets. Alternatively, students may choose to present the phone or device to the classroom teacher, for safe keeping. These can then be turned on as the children are leaving the school grounds at 3.00 pm.

4.2. Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

4.3. Students should protect their phone numbers by only giving them to friends and keeping a note of who they have given them to. This can help protect the student’s number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text, picture and video messages and other inappropriate content.

5. UNACCEPTABLE USES

5.1. Unless express permission is granted, mobile phones and other personal technology devices should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during the school day (From the time of arrival at school till 3pm or while present during school activities).

5.2. Using mobile phones and other personal technology devices (verbal, text or image) to bully/threaten other students (at school or outside of school hours) is unacceptable. In some cases it can constitute criminal behaviour.

5.3. It is forbidden for students to use their mobile phones and other personal technology devices to take videos and pictures of other persons, especially acts intended to denigrate or humiliate any person and then send the pictures to others or upload it to a website for public viewing. This position especially applies to using mobile phones and other personal technology devices to photograph or film any person without their direct consent. It is a criminal offence to use a mobile phone and/or other personal technology devices to
 menace, harass or offend another person and almost all calls, text messages social media activity and emails can be traced.

5.4. Mobile phones and other personal technology devices are not to be used in changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school.

5.5. Any student needing to leave the School because of sickness or emergency MUST report to student reception or sick bay and parents will be contacted through the office. Parents must not be contacted via a student’s mobile phone in relation to any issue. Students leaving school early must be signed out at reception.

5.6. Students must not phone/contact through social media parents or other persons during the school day. Should a student have any issue, be unwell or have changed afternoon arrangements, contact must be made through the school office.

5.7. 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 Arundel 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. Such actions are unacceptable.

5.8. Recording of events in class is not permitted unless express consent is provided by the class teacher.

5.9. 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.

A student at school who uses a personal technology device to record private conversations or 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.

6. THEFT OR DAMAGE

6.1. Students should mark their mobile phone and/or other personal technology devices clearly with their name.
6.2. Mobile phones and other personal technology devices that are found in the school and whose owner cannot be located are to be handed to front office reception.

6.3. THE ARUNDEL STATE SCHOOL accepts no responsibility for replacing lost, stolen or damaged mobile phones and/or other personal technology devices.

6.4. THE ARUNDEL STATE SCHOOL accepts no responsibility for students who lose or have their mobile phones and/or other personal technology devices stolen while travelling to and from school.

6.5. To prevent unauthorised use of their mobile phone and/or other personal technology devices (eg by other students, or if stolen) it is strongly advised that students use a password or a pin. Students must keep their password and pin confidential. A mobile phone and other personal technology device password or pin may not be shared.

6.6. Lost and stolen mobile phones in Australia can be blocked across all networks making them virtually worthless because they cannot be used.

7. INAPPROPRIATE CONDUCT

7.1. Any student/s caught using a mobile phone and other personal technology devices at inappropriate times (i.e. 9.00 a.m. to 3.00 p.m) will have their phone confiscated for the rest of that day and returned at 3.00 pm that day. This incident will be recorded.

7.2. Any student who uses a mobile phone and other personal technology devices at inappropriate times (i.e. 9.00 am to 3.00 pm) a second time, will have their phone confiscated for the rest of that day. This incident will be recorded and parents will be contacted and asked to come to school and recover it. Continuous abuse of this rule will mean that the student will no longer be permitted to have a mobile phone and other personal technology devices at school.

7.3. It should be noted that it is a criminal offence to use a mobile phone and other personal technology devices to menace, harass or offend another person. As with all such incidents, the school may report the matter to the police.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, 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. Arundel 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 Arundel 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 Arundel 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 Arundel 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. We encourage witnesses to use their ‘power’ to dissuade any occurrences and to voice their opinion assertively to perpetrators.

7. The anti-bullying procedures at Arundel State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

PREVENTION

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

• Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 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.

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

10. Initial introductory lessons (School Values Program, “You Can Do It”) are delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lessons are followed by several shorter lessons, each of which focuses on Resilience, Organisation, Persistence, Getting Along or Confidence. The learning of these strategies enables students to identify bullying that occurs to them or by them.

12. Once a year during “Day for Daniel Week” specific anti-bullying programs such as the Foundation Red/ Daniel Morcombe Foundation Anti-bullying program, are taught throughout the school to focus on issues related to all forms of bullying and suggested strategies for coping or dealing with these.

13. 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 Arundel 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’.

14. Arundel 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.