Sherwood State School

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

1.   Purpose

Sherwood 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.

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

Sherwood State School developed this plan in collaboration with our school community. The Plan was endorsed by the Principal and the President of the P&C.

3.   Learning and behaviour statement

All areas of Sherwood State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

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 Sherwood 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:

* Be safe
* Be responsible
* Be respectful.
* Be a learner

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 first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Sherwood 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.

Sherwood State School

Matrix of Expected Behaviours

	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Be courteous and polite	▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner ▪ Participate in use of approved online sites and educational games	▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat	▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪ Keep passage ways clear at all times	▪ Respect privacy of others	▪ Use own bike/scooter only ▪ Wait inside the gate until the bus stops
BE RESPONSIBLE	▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away	▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Report any unacceptable behaviour to a teacher ▪ Post only appropriate content online	▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell	▪ Move peacefully in single file	▪ Use toilets during breaks	▪ Walk bike/scooter in school grounds ▪ Have your name marked on the bus roll ▪ Leave school promptly
BE SAFE	▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Wait your turn	▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener ▪ Keep any usernames or passwords private ▪ Follow all teacher instructions	▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment	▪ Walk quietly and in an orderly way so that others are not disturbed	▪ Wash hands after using the toilet and before eating food ▪ Walk	▪ Wait your turn ▪ Keep your belongings nearby
BE A LEARNER	**IN ALL SETTINGS** ▪ Follow Instructions ▪ Active Listening ▪ Stay on Task ▪ Ask for Help ▪ Be prepared ▪ Do your best ▪ Have a go					

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Responsible Behaviour Reflective activities conducted by behaviour management teachers in the **RTR** (**R**esponsible **T**hinking **R**oom)

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Sherwood 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.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Sherwood State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

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 Positive Behaviour

We aim to be proactive in dealing with potential problem behaviours, and in this way, try to create an environment where positive behaviour is valued by the student. We do this by:

Being explicit and consistent about classroom rules which are the same as the Whole-school Expected Behaviours:
- o **We are safe**
- o **We are responsible**
- o **We are respectful**
- o **We are a learner**

- Making curriculum adjustments where appropriate
- Explicitly teaching expected behaviours
- Setting up a reward system for consistently appropriate behaviour. Rewarding positive behaviour through a variety of strategies, e.g. individual classrooms have systems of points, working as teams, free time earned etc.
- Applying the same expectations and procedures in specialist lessons
- Being explicit about the steps that will be followed should inappropriate behaviour occur
- Celebrating and recognizing great behaviour through: "Fabulous Friday Phone-calls", Principal and Deputy Principal awards.

Reinforcing Expected Playground Behaviour:

As with classroom behaviour, we aim to promote a safe, respectful and friendly environment. This is achieved by teaching expected behaviours, rewarding consistently appropriate behaviour and ensuring consistency amongst staff regarding our responses to particular behaviours.

A ticket system is used to reinforce positive playground behaviours. "Green tickets" are given to children who show appropriate behaviours during break times and before or after school. At assemblies, a lucky ticket is drawn from a **'Green Ticket box'** and the winner is rewarded on parade.

Each week, a teacher reviews the submitted cards and identifies students. These students are issued with a voucher that can be redeemed at the tuckshop. Cards are never taken off students as a consequence for problem behaviour.

Responding to Unacceptable Behaviour

Classroom
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Every classroom will make use of a classroom behaviour board to record inappropriate behaviours, these will also be taken to specialist lessons. (See Appendix 4 and 5 – Recording sheets). In short:

1. **Verbal reminder**
2. **2 warnings**
3. **Time out 5mins**
4. **Time out 10mins**
5. **Buddy Class (time TBD – no more than a session) (Parent Notified at this point by email/phone/meeting) Refer to Line Manager.**
6. **Admin (parent notified by Admin)**

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

Playground
When children do not respond to a warning about inappropriate MINOR behaviours, their names are recorded on a Playground Incident Recording Sheet. Names and behaviours of concern are recorded. Three minor behaviour recorded on the playground incident sheet will result in a timeout being given. We also use *'check-in and check-out' system* of support for playground time for those students who require it.

Staff should refer to the "Table of Consequences of Unacceptable Behaviour" to assist them to decide if an exhibited behaviour requires a timeout slip and attendance at the **RTR room.**
- **Major behaviour in playground = RTR (Parent notified)**
- **Series of minor playground referrals = RTR**

Whilst in the RTR students will work with the supervisor to reflect on the incident. See Appendix 6 and 8, for a series of activities the supervisor may address in the RTR. Parents are also notified by email or phone call.

Intensive behaviour support:
Sherwood 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 School Behaviour Leadership Team:
- works with other staff members to develop appropriate behaviour expectations and strategies
- works with the staff and parents to establish an Individual Behaviour Support Plan (IBSP)

The **School Behaviour Leadership Team and Student Services Team** has a simple and quick referral system in place. Following referral, a team member contacts 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 specialist behaviour services staff.

Students whose behaviour does not improve are provided with intensive behaviour support.

5. Consequences for inappropriate or unacceptable classroom and playground behaviour

Sherwood 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 proportionate to the nature of the 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** classroom behaviour incidents are referred directly to the school Administration team using the office referral form.

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 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.
- 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
  5. recording of this behaviour in classroom/playground folder

Major behaviours are those that:
- 'check-in and check-out' system for those on an IBSP
- significantly violate the rights of others
- put others / self at risk of harm
- disrupt the learning of others
- require the involvement of school Administration.

Major behaviours result in the issuing of a timeout, attendance at **RTR** (playground) or classroom detention. Parents will receive an email, phone call at this level. Major behaviours of a very significant nature will require an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:
- **Level One:** Time out in **RTR** – parent contact made, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.

  AND/OR
- **Level Two:** Time out in **RTR** -parent contact made, timeout in Admin, referral to Guidance Officer, referral for specialist behaviour services, suspension from school, behaviour improvement conditions. Meeting with stakeholders to decide if an IBSP is required

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour

Table of Consequences of Unacceptable Behaviour	
Behaviour	**Proactive – Strategies to Re-Direct**
Minor • Disruptive • Dress code • IT misconduct • Late • Lying/Cheating • Non compliant with routine eg running on concrete • Physical misconduct – e.g. pushing a chair in anger • Possess prohibited items /Prohibited items – e.g. chewing gum, caps or aerosol cans, not handing in electronic devices • Property misconduct – e.g. students drawing on a surface • Refusal to participate in program of instruction • Non directed verbal misconduct	• Redirect with visual cues • Diversion/Alternate activity (e.g. student with ASD) • Verbal reminder of correct behaviour • Planned ignoring • Re-direct using class reward system for other children showing correct behaviour • Discuss in transition time at the start of next session. • Remind of safety concerns • Offer help for off task behaviour • Warning • Quiet word with individual about behaviour • Re-direction using class reward system, specifically instructing child how to earn a reward. • Remind of option to access break space and take some time to calm down.
Major • Bullying/harassment • Defiant/threat/s to adults • Continuous Disruptive • Combination and progression of minor incidents • IT misconduct • Misconduct involving objects (stealing or interfering with others' property) • Continuous non-compliance with routine • Other conduct prejudicial to the good order and management of school (suspension) • Aggressive physical misconduct – e.g. throwing a chair at someone, punching someone • Possess prohibited items /Prohibited items – e.g. cigarettes • Property misconduct– e.g. Upper school students drawing on a surface/ vandalism • Continuous refusal to participate in program of instruction • Substance misconduct involving illicit (illegal) substance • Substance misconduct involving tobacco and other legal substances – e.g. spraying an aerosol can • Other – only to be used for inappropriate sexual behaviour (physical, verbal, symbolic) e.g. dacking • Threat/s to others • Truant/skip class • Verbal misconduct when directed at someone else in a threatening manner including racist comments and taunts	• Teacher directed break space • Use of buddy class • Office Referral and then consequent follow up • Calmly remind child of safety issues and where they need to be so we can work out the problem. • Calmly re-directing child to a safe area, communicating concern regarding their problem rather than focusing on consequences. • Notify office if physical aggression or dangerous situation
Note: Third minor referral is not to be used as it is not relevant to the data required. All minor referrals need to be added individually.	

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

Relating inappropriate or unacceptable behaviour to expected school behaviours:

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Sherwood SS, 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.

Temporary Removal of Property	A principal or staff member of Sherwood State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School 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.

Immediate Strategies:
- Removing class if safety of other students is at risk.
- 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.
- Maintain calmness, respect and detachment

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

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the 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.

Reinforcement and Correction Strategies:
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies:
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  o Assisting the individual 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.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention
Staff may make legitimate use of physical intervention (NCI: Non – violent Crisis 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 Sherwood 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 following record must be maintained:
- One School record

7. Network of student support

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

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

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.

Sherwood State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:

  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

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

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Principal   **P&C President**

Effective Date: 1 June 2018 – 31 December 2019

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.

Personal Technology Devices include, but are not limited to, the following devices: portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberry® and similar devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, tablets and devices of a similar nature.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras orMP3 players to school as there is a risk of damage or theft. Such devices may 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 disciplinary consequences.

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

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

Students who have a personal technology device confiscated more than once may not be permitted to have a personal technology device at school.

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 be out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

For security reasons, students are not to share account names and passwords with anyone unless requested by school staff.

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 Sherwood State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.) to disseminate to others (including distribution by phone or internet posting) build 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 school 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 including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.
Students involved in:
- recording: and/or
- disseminating material (through text messaging, display, internet uploading, etc.: and/or,
- knowingly being a subject of a recording

may be in breach of this policy and be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

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

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

Recording private conversations and the *Invasion of Privacy Act 1971*
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under 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.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs outside of school hours, and affects the good order or management of the school.

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

Purpose

Sherwood 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 Sherwood 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 Sherwood 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 Sherwood 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

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 Sherwood 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. We adopt the **High Five** strategies (See Appendix 7)
- All students know the expectations 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 school wide 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 **High Five** process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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 Sherwood 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'.

Sherwood 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.

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. Sherwood 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, Sherwood State School expects its students to engage in positive online behaviours.

Appropriate use of social media

Sherwood 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.

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

No student of Sherwood 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 Sherwood State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Sherwood State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Sherwood 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 Sherwood 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.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come. Students of Sherwood State School are expected to engage in appropriate online behaviour. Specific examples of appropriate online behaviour 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.

- 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 Sherwood 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.

Sherwood 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.

Behaviour Referral to Administration

Checklist / procedures:	
1. Student was given 2 warnings on the class behaviour board 2. 3rd warming - Student was given 5 minutes timeout in class 3. Continued behaviour misconduct - Student was given 10 minutes timeout in class 4. Continued behaviour misconduct - Student was sent to the buddy teacher – with a behaviour task to complete 5. On return to class continued behaviour misconduct - – child received another 2 warning on the behaviour board – SEND to Admin with referral form 6. **OR Fast Track to Admin** – first call for severe behaviour issue	Child's Name: _____ Date:_____ Time:_____ Behaviour observed: Teacher Signature:_____ ☐ Logged incident and made admin referral on One School (✓ or x) …if X …to be logged by COB please

ADMINISTRATION:

Received referral ☐   Logged One School follow-up ☐   Emailed class teacher/BM team follow-up ☐

Date	Student's Name	Warnings (xx)	3rd warning – 5 mins timeout in class (x)	4th offence – 10 mins timeout in class (x)	5th offence – send to buddy teacher with behaviour task	Continued misconduct – send to ADMIN (please log in one school and refer to Admin staff)

WE ARE RESPECTFUL
RESPECT LESSON

- *Please copy onto a separate piece of paper. Be sure to put your in the right hand corner of your page. Title your paper "Respect".*

We all need and deserve to be respected. However, we cannot respect others when we don't respect ourselves. When you are rude, put people down, talk negatively, or insult people, you are hurting your respect for yourself as well as for others. Everyone needs to feel good about themselves in order to get along with others. When someone does not feel good about himself or herself, he or she speak and acts in ways that hurt others. When you don't feel good about yourself, everyone loses. We all have bad days. No one is immune to having things go wrong. That is why we always to have remember to treat people with respect, even if we are not feeling very good about ourselves, or can tell that they may not be feeling much respect for themselves. When you treat people with respect, you help everyone feel better about themselves.

How can I treat people with respect?

1. Ignore them when they say or do something that hurts my feelings. (High Five)
2. Ignore - When someone is trying to tease me to make me mad. (High Five)
3. Speak in a calm way. Count to ten before I speak or don't say anything until the anger has passed.
4. Think before I speak. I have a right to my opinions, but I do not have to right to express it.
5. Always try to think of everyone as doing the best they can and the best that they can be.
6. Put myself in the other person's place and try to understand what their point-of view is.
7. Treat others as I would like to be treated.

WE ARE LEARNERS
Prepared Lesson – Paying Attention in Class – How I can be an active Learner

Directions: Copy the lesson onto a separate piece of paper. Be sure to title it Prepared Lesson -"Paying attention in class" and put your name on the top right-hand corner of your page.

I understand that time is one of the most valuable things we have. 30 minutes is so little time to do all the things we need to do in class, so it is vitally important to make every minute count. When I talk or mess around or disrupt the class, I am wasting valuable learning time. That is not fair to my teacher, my classmates or to myself.

I understand that it is okay to talk:

1. If I raise my hand and the teacher asks me.
2. If talking is necessary to complete my work.
3. If it is free time and I have completed my work.

But I know that I must not talk:

1. When the teacher is talking.
2. When a student is asking or answering a question.
3. When the teacher has instructed the class to be quiet.

I can see that learning how to talk only when it is appropriate to do so is very important, so I will copy this paper as many times as it will take to show you that I have learned this lesson.

WE ARE RESPONSIBLE
WASTING TIME LESSON - Respecting others who are learning - Following instructions the first time

Directions: Copy the lesson onto a separate piece of paper. Be sure to title it "Wasting Time Lesson" and put your name on the top right-hand corner of your paper.

I understand that time is one of the most valuable things we have, so it is important to make every minute count. When I talk, do nothing or something that is not work, mess around or disrupt the class, I am wasting valuable learning time. That is not fair to my teacher, my classmates or to myself.

I understand that it is okay to talk:

1. If I raise my hand if a staff member asks me*.*
2. If talking is necessary to complete my work.
3. If it is free time and I have completed my work.

But I know that I must concentrate and not talk:

1. When the teacher is talking.
2. When a student is asking or answering a question.
3. When the teacher has instructed the class to be quiet.

I can see that learning to use time carefully is very important, so I will copy this paper as many times as it will take to show that I have learned this lesson.

WE ARE SAFE
THINKING ABOUT SAFE BEHAVIOUR

- *Answer the following questions in complete sentences, using most of the words in the question in your answer.*
- *Please think carefully about your answers. A Teacher and/or your parents will read them.*

1. What did you do that got you into trouble? What were you thinking or feeling? / What happened?

2. How would you feel if someone did this to you?

3. How are you thinking and feeling now? / What have you thought about since?

4. What is expected of you in the playground/classroom?

5. What will you do to make things right?
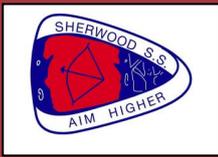
High 5
Ignore, Friendly Talk, Walk Away, Firm Talk, Report

Please note - students always need to report to a staff member straight away with health or safety problems; e.g. physical danger such as a student running out of school grounds.

Ignore	Pretend you didn't hear it. Maintain a positive body posture (calm, confident). Take deep breaths. Do not make eye contact. Count to five in your head slowly. Think positive self-esteem statements. Practice – use role play to show what ignore – looks like, feels like, sounds like.
Friendly Talk	Use a calm voice. Redirect to a positive activity/behavior Maintain eye contact. Use confident body language. Maintain relatively close body proximity. Use "I" statements – I feel . . . . when you . . . . . because….
Walk Away	Do not look back. Walk confidently, do not run. Look confident - stand tall, head up high. Mouth closed. Do not make eye contact. Walk away to a busy area or towards a staff member.
Firm Talk	Use an assertive, loud voice. Re-state your "I" statement. eg. I said I feel . . . . when you . . . . . because…. Tell them to stop it. Look confident - stand tall, head up high. Walk away to a busy area or to a staff member.
Report	Walk away and tell a staff member. Bystanders need to support and report. Report, report, report until somebody listens. *Reporting* is helping/getting yourself out of trouble. *Dobbing* is trying to get someone in trouble.

	Staff Support Role:
	
	 Investigate and discuss incident with child.
	 Use these prompt questions:
	    o Is this a serious problem?
	    o Is this your problem?
	    o Have you tried the Hi 5? What have you tried already to solve it?
	    o Do you want a solution?
	    o What sort of solution do you want?
	 Major incident or behaviour refer to Deputy or Principal

Behaviour Task to complete when level 4 has been reached by a student

Please write neatly the sentence strips your teacher gives you.

I must keep my hands and feet to myself.

I must follow instructions.

I must keep myself and others safe.

I must put my hand up to speak.

I must be in the right place.