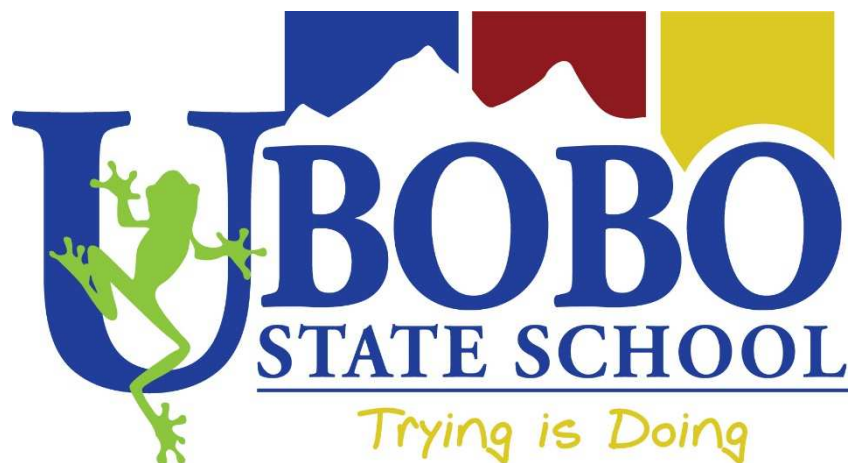


# Ubobo State School

## *Responsible Behaviour Plan for Students*

based on The Code of School Behaviour



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

### 1. Purpose

Ubobo 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 and data review

This plan was developed in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process.

The Plan was ratified by the Ubobo State School P&C and Assistant Regional Director in October 2014, and will be reviewed in 2017 as required in legislation.

### 3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Ubobo 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

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 first step in facilitating standards of positive behaviour is communicating those standards to all students. Ubobo State School emphasises the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A list of behavioural expectations has been developed that reflects each of our four school rules and how they should present across the various settings at Ubobo State School, and these are outlined in the table below.

School-Wide Behavioural Expectations

	In the classroom	Outside the classroom	Toilets	Eating Area	Playing Areas	Home Time
<b>Be Safe</b>	Being Safe is: <ul style="list-style-type: none"> <li>walking</li> <li>sitting on my chair properly</li> <li>entering and exiting in an orderly fashion</li> <li>keeping hands off</li> <li>using equipment properly</li> </ul>	Being Safe is: <ul style="list-style-type: none"> <li>walking</li> <li>putting my bag away</li> <li>keeping hands off</li> </ul>	Being Safe is: <ul style="list-style-type: none"> <li>washing my hands</li> <li>using the toilet properly</li> <li>walking</li> </ul>	Being Safe is: <ul style="list-style-type: none"> <li>eating only my food</li> <li>sitting at my table</li> </ul>	Being Safe is: <ul style="list-style-type: none"> <li>remembering 'No hat, no play'</li> <li>playing in designated areas</li> <li>using play equipment properly</li> <li>leaving sticks and stones on the ground</li> <li>asking for help</li> <li>Leaving animals alone</li> </ul>	Being Safe is: <ul style="list-style-type: none"> <li>walking</li> <li>crossing roads safely</li> <li>waiting in the school grounds for parents' vehicles</li> <li>returning to office if not collected</li> </ul>
<b>Be Respectful</b>	Being Respectful is: <ul style="list-style-type: none"> <li>Following staff directions</li> <li>Treating property carefully</li> <li>Being honest</li> <li>Using polite language</li> <li>Treating others the way I want to be treated</li> </ul>	Being Respectful is: <ul style="list-style-type: none"> <li>Walking quietly so others can continue learning</li> <li>Keep my hands, feet and unkind words to myself</li> </ul>	Being Respectful is: <ul style="list-style-type: none"> <li>Giving others privacy</li> <li>Waiting my turn</li> <li>Being quiet, quick and clean</li> <li>Clean up after myself</li> </ul>	Being Respectful is: <ul style="list-style-type: none"> <li>Eating only my lunch</li> <li>Using good manners</li> <li>Using appropriate language and volume</li> <li>Respecting mine and others belongings</li> </ul>	Being Respectful is: <ul style="list-style-type: none"> <li>Inviting others to join in</li> <li>Sharing equipment</li> <li>Using polite language</li> </ul>	Being Respectful is: <ul style="list-style-type: none"> <li>Greeting everyone with respect</li> </ul>
<b>Be Responsible</b>	Being Responsible is: <ul style="list-style-type: none"> <li>Completing work on time</li> <li>Returning resources on time</li> <li>Keeping a tidy work area</li> <li>Asking for help</li> <li>Accepting behaviour consequences</li> <li>Caring for my equipment</li> </ul>	Being Responsible is: <ul style="list-style-type: none"> <li>Walking promptly</li> <li>Walking in an orderly manner</li> <li>Walking in line</li> </ul>	Being Responsible is: <ul style="list-style-type: none"> <li>Using toilets only for toileting</li> <li>Leaving the toilet as soon as I'm finished</li> <li>Using toilets during toilet breaks</li> <li>Keep my hands out of the toilet bowls and urinal</li> </ul>	Being Responsible is: <ul style="list-style-type: none"> <li>Sitting at my table</li> <li>Putting rubbish in the bin</li> <li>Keeping the area clean</li> <li>Looking after my belongings</li> <li>Putting my lunch box back in my bag</li> </ul>	Being Responsible is: <ul style="list-style-type: none"> <li>Returning equipment</li> <li>Playing in designated areas</li> <li>Playing by fair rules</li> <li>Being good sport</li> </ul>	Being Responsible is: <ul style="list-style-type: none"> <li>Following road rules</li> <li>Being a good role model for other students</li> <li>Waiting patiently</li> </ul>
<b>Be A Learner</b>	Being a Learner is: <ul style="list-style-type: none"> <li>Concentrating</li> <li>Doing my best</li> <li>Asking for help</li> <li>Being organised</li> <li>Being an active learner</li> <li>Positively participating</li> </ul>			Being a Learner is: <ul style="list-style-type: none"> <li>Eating healthy foods</li> <li>Making good food choices</li> </ul>	Being a Learner is: <ul style="list-style-type: none"> <li>Learning new games</li> <li>Learning by mistakes</li> <li>Letting people into your groups</li> </ul>	Being a Learner is: <ul style="list-style-type: none"> <li>Knowing and using all safety rules</li> </ul>

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

- Awarding weekly Certificates of Recognition to students demonstrating one of our four school rules.
- Reinforcing the school rules through the school newsletter and recognising students and their awards, enabling parents to be actively and positively involved in school behaviour expectations.
- 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)

### *Reinforcing expected school behaviour*

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

### *Responding to unacceptable behaviour*

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

### *Re-directing low-level and infrequent problem behaviour*

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.

Our preferred method of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more responsibly, or to be a better learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

### **Targeted behaviour support:**

#### *Intensive behaviour support: Behaviour Support Team*

Ubobo 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.

The Intensive Behaviour Support Team:

- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and
- Works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support 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 district-based behavioural support staff.

## 5. Consequences for unacceptable behaviour

Ubobo State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the Principal

#### *Minor Behaviours*

Minor behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or the Principal.

Consequences for minor behaviours:

- Warning
- Losing five minutes of play
- Time out, to include a re-direction procedure. See Appendix 3.
- Detention, to include a letter home to parents/carers. See Appendix 4.

#### *Major behaviours*

Major behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Requires the involvement of the Principal.

Consequences for major behaviours:

- Level One: Removal to Principal's office, loss of play breaks, loss of privilege, detention
- Level Two: Parent contact, referral to Guidance Officer, referral to District Behaviour Support Team, suspension
- Level Three: Recommendation for exclusion following an immediate period of suspension

**Minor and Major Behaviours**

	Area	Minor Behaviours	Major Behaviours
Be Safe	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Misuse of equipment</li> <li>Not playing school-approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Dangerous play</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Bringing knives to school</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
Be Responsible	Class	<ul style="list-style-type: none"> <li>Not completing set tasks</li> <li>Refusing to work</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class or school without permission (out of sight)</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity non compliance</li> <li>Uncooperative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Defiant behaviour – continual</li> </ul>
	Honesty	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>
Be Respectful	Mobile Phone	<ul style="list-style-type: none"> <li>Mobile phone turned on at school</li> </ul>	<ul style="list-style-type: none"> <li>Use a mobile phone at school without authorisation</li> </ul>
	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive / aggressive language</li> <li>Verbal abuse / directed profanity</li> <li>Belligerence and disrespect</li> </ul>
	Property / Wildlife	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment / animals</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Causing injury to wildlife</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
Be a Learner	Manner with Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor defiance / disruption to class</li> <li>Minor bullying / harassment</li> </ul>	<ul style="list-style-type: none"> <li>Major defiance / disruption to class</li> <li>Major bullying / harassment (inc. out of school which affect the good order of the school)</li> </ul>
	Class	<ul style="list-style-type: none"> <li>Not on task / disorganised</li> <li>Not doing your best (Trying is Doing)</li> <li>Not listening or following instructions</li> <li>Impeding others' learning</li> </ul>	<ul style="list-style-type: none"> <li>Continual off-task behaviour</li> </ul>

### **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.

## **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 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.

### **Basic defusing strategies**

*Avoid escalating the problem behaviour*

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

*Maintain calmness, respect and detachment*

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

*Approach the student in a non-threatening manner*

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

*Follow through*

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

*Debrief*

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Ubobo State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

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 achieve the desired result
- Take into account the age, stature, disability, understanding, and gender of the student.

### Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident Report
- [Health and Safety incident record](#) (link).

## 7. Network of student support

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

- Principal
- Teachers
- Support Staff
- Parents
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Adopt-a-Cop



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)
- Queensland Police
- Gladstone Regional Council

## 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.

Ubobo 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

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)

**Our School Rules:** Be Safe, Be Responsible, Be Respectful, Be a Learner.

- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

#### 11. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No Way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

#### **Endorsement**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President

Effective Date: 22 April 2018 – 31 December 2021

## Appendix 1

### **The Use of Personal Technology Devices\* at School**

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

#### **Certain Personal Technology Devices Banned From School**

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

#### **Confiscation**

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

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

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

#### **Personal technology device etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

#### **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of

causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

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

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

### **Special Circumstances Arrangement**

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

\* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

## Appendix 2

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Ubobo 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 Ubobo 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 Ubobo 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 Ubobo 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.

6.

7. The anti-bullying procedures at Ubobo 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.

### 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 four 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 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 schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. 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 takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Ubobo State School uses behavioural data for decision-making. This data is entered into our database on a regular basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

**Appendix 3**

Ubobo State School: Time Out Behaviour Reflection Form



**Our School Rules: Be Safe, Be Responsible, Be Respectful, Be a Learner.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

1. What actions led to my removal from the classroom?

\_\_\_\_\_  
\_\_\_\_\_

2. What I should have been doing:

\_\_\_\_\_  
\_\_\_\_\_

3. Circle the rule that has been broken

Be Safe

Be Responsible

Be Respectful

Be a Learner

4. How has my behaviour affected others/myself?

\_\_\_\_\_  
\_\_\_\_\_

5. What can I do to prevent this happening in the future?

\_\_\_\_\_  
\_\_\_\_\_

Reinforcement of Learning: Write out the broken School Rule ten times.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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**Appendix 4**

Ubobo State School: Detention Behaviour Reflection Form



**Our School Rules: Be Safe, Be Responsible, Be Respectful, Be a Learner.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

1. What I did (against our School Rules): \_\_\_\_\_  
\_\_\_\_\_

2. What I should have been doing: \_\_\_\_\_  
\_\_\_\_\_

3. Circle the rule that has been broken:

Be Safe

Be Responsible

Be Respectful

Be a Learner

4. How have I stopped myself and others from feeling safe/being responsible/being respected/  
learning? \_\_\_\_\_  
\_\_\_\_\_

5. Actions that I can take to stop this happening again (make a list)

\_\_\_\_\_  
\_\_\_\_\_

How will I know if my behaviour choices have been successful?

\_\_\_\_\_  
\_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Comments (if necessary)

\_\_\_\_\_  
\_\_\_\_\_

-----Please sign & date, tear off and return tomorrow-----

**Detention – Reflection on Behaviour**

I have read and discussed this form with my child, \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix 5

### Appropriate use of social media

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

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

If inappropriate online behaviour impacts on the good order and management of Ubobo 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.

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

### Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

- Unlawful stalking.
- Computer hacking and misuse.

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

There are significant penalties for these offences.

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