Glenmore State School

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

1. Purpose
Glenmore 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
Glenmore State School developed this plan in collaboration with our school community. Consultation with parent representatives, staff and the school’s behaviour committee was undertaken during March 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2011 also informed the development process.

As required in legislation, this Plan was reviewed at the end of 2015 school year ready for endorsement by the Principal, the President of the P&C and Regional Director at the start of 2016 school year. This current plan will be reviewed in 2019.

3. Learning and behaviour statement
All areas of Glenmore 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 ResponsibleBehaviour 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 Glenmore 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 respectful
- Be responsible
- 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.
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>I AM</th>
<th>RESPECTFUL</th>
<th>RESPONSIBLE</th>
<th>A LEARNER</th>
</tr>
</thead>
</table>
| **AT ALL TIMES** | > I use appropriate language.  
> I move in appropriate ways.  
> I wear my school uniform with pride. | > I use self control.  
> I report any problems.  
> I follow directions.  
> I keep my body to myself. | > I am prepared.  
> I manage my time.  
> I do my best. |
| **EATING TIME** | > I use my manners.  
> I listen to the person on duty. | > I eat my own food.  
> I put my rubbish and scraps in the bin.  
> I clean up any mess I make.  
> I sit while I am eating.  
> I sit in my grade area.  
> I ask for permission to leave the area for a drink or toilet break. | > I can identify healthy foods in my lunch.  
> I recognise foods which are treats.  
> I understand that food gives me energy and helps me with my learning. |
| **TOILETS** | > I look after the school's property.  
> I keep the area clean and tidy.  
> I recognise other people's privacy. | > I wash my hands.  
> I understand that toilets are not play areas.  
> I report damage or problems.  
> I responsibly use the soap.  
> I responsibly use the toilet paper. | > I am watewise.  
> I know how germs are spread. |
| **BUS** | > I sit quietly while waiting for my bus.  
> I walk quickly when the bus arrives.  
> I use my manners when speaking to the adult on duty. | > I wait in the correct area until the bus comes.  
> I remain seated.  
> I walk to the correct bus.  
> I walk my bike until I am outside the school grounds. | > I am aware of the road rules. |
| **WALKWAYS VERANDAS PORT RACKS** | > I keep to the left when walking.  
> I walk quickly and in an orderly fashion.  
> I keep out of gardens.  
> I keep my hands in my own space.  
> I use the correct pathways to move to and from the oval. | > I keep my bag closed.  
> I stay away from verandas and port racks at playtime.  
> I use the pathways when walking around the school.  
> As a class, we walk in two straight, quiet lines, walking directly behind the child in front of us. | > I understand the need for safe, sensible movement around the school.  
> I understand that I need to move quietly around the school during class time. |
| **COVERED AREAS** | > I keep the area free of any litter.  
> I understand that seats are for sitting. | > I move sensibly on the concrete.  
> I play quiet games. eg skipping, hopscotch, colouring-in. | > I am eager to learn and follow the rules of games. |
| **PLAYGROUND OVAL** | > I respond politely to adults' requests.  
> I speak politely to all students.  
> I share the space.  
> I respect the environments eg plants in gardens, wildlife around the school. | > I wear a sunsafe hat, shoes and socks for outside play.  
> I return any gear at the first bell.  
> I keep to the correct area.  
> I keep the area free of any litter.  
> I understand that sticks and stones must remain on the ground.  
> I play safely.  
> I am a good sport.  
> I report to the adult on duty anything that may cause harm | > I am eager to learn and follow the rules of games.  
> I know the difference between an eating area and a play area.  
> I always play in my correct area. |
| **TUCKSHOP** | > I quietly wait in line for my turn.  
> I use my manners when speaking to the tuckshop workers. | > I order food before school starts.  
> I know what I want to buy.  
> I have my money ready to give to the tuckshop workers.  
> I sit and eat my food. | > I understand the need to sit and eat my food.  
> I need to make healthy choices.  
> I take my turn. |
Glenmore State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A regular 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 support to others in sharing successful practices.
- Induction programs in the Glenmore 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.
- 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 Glenmore 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. (Appendix 3)

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 (Minor)

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 way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more respectfully, more responsibly or act as a 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 (Moderate)

Each year a small number students at Glenmore State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Intensive behaviour support: Behaviour Support Team (Major)

Glenmore 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 is 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

Glenmore 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. An office referral form (Appendix 4 and 5) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major 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 school Administration team

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 Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem 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 procedure. The 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.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
Note: This table is a continuum. The information written below is at the extreme end of the continuum. It must be remembered that there is always a grey in between. Please be aware of the intent and repetition of the behaviour in your decision making.

<table>
<thead>
<tr>
<th>Classroom off task behaviour</th>
<th>Strategies</th>
<th>Consequence if further action is required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor:</strong></td>
<td></td>
<td>After three unsuccessful use of strategies:</td>
</tr>
<tr>
<td>- fidgeting - eg. pencils, rubber, drawing</td>
<td>- cueing - visual, non-verbal</td>
<td>- individual conference with child at end of session to refocus on classroom expectations</td>
</tr>
<tr>
<td>- lack of concentration - daydreaming</td>
<td>- ignoring - depending on behaviour</td>
<td></td>
</tr>
<tr>
<td>- swinging on chairs</td>
<td>- re-directing - ask Q, have child complete an unrelated task</td>
<td></td>
</tr>
<tr>
<td>- talking</td>
<td>- use of positive reinforcement - focus on what is correctly happening in the room</td>
<td></td>
</tr>
<tr>
<td>- moving around the room</td>
<td>- silence</td>
<td></td>
</tr>
<tr>
<td>- non-violent touching</td>
<td>- counting/clapping to get attention</td>
<td></td>
</tr>
<tr>
<td><strong>Moderate:</strong></td>
<td></td>
<td>School wide process (new start each day)</td>
</tr>
<tr>
<td>- continued and/or unacceptable calling out, back answering</td>
<td>- re-direction to classroom rules</td>
<td>After three unsuccessful use of strategies, issue a verbal warning that this process will begin:</td>
</tr>
</tbody>
</table>
| - throwing small objects - book, pencil, rubber | - positive acknowledgement of on task behaviour occurring in the room | 1. Formal warning - use the following language "You are now on a formal warning"
| - hands on - shaving - no harm/malice involved | ONLY ONE FORMAL TIMEOUT PER DAY! |
| - damaging others or own property - scribbling over work | if the student returns to 'ready to learn' and then starts to misbehave again, use the following language "you have already had a formal time out today, a formal warning now means straight to the office." |
| - refusal to comply with instructions/work | - Principal or DP contacts parents to request a meeting with admin, teacher and student. **Office referral slips recorded in One School as per three yellow slips process.** |
| **Major:**                 |            | 2. Time out - ten minutes in designated time out area (still able to see and participate). Use the following language - "You are now on a formal time out. The next step is referral to office." Parents are notified of this time out via phone call or note home at next convenient break. |
| - destroying others or own property | - attempt to resolve situation provided there is no danger to teacher or children | 3. Office - phone Principal or DP to inform them of this consequence. Complete Office Referral form. Student (with another student if required) sent to office with the form. Principal or DP determine appropriate consequence. **Please note, at each step the student can move back to ‘ready to learn’ if they become compliant and on task.** |
| - obscene and offensive language/gestures/behaviour | - seek assistance to resolve the situation eg. nearby teacher |   |
| - throwing dangerous objects - scissors, chairs, desks | - contact office |   |
| - using a weapon | - dangerous situations - red card to office. Staff have chain of command list in case Principal and/or Deputy Principal not available to ensure support is provided as quickly as possible |   |
| - use of mobile phone without authorisation | - investigation by administration - with result determined on individual cases |   |
| - refusal to enter classroom | - Case Management Process for identified children |   |
| - leaving room without permission and refusing to come back to the room | |   |
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 Glenmore State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for 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 Glenmore 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, and
- 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)
- debriefing report (for student and staff)
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- Indigenous Education Worker
- Behaviour Support Teacher

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
- CQID (Central Queensland Indigenous Development)

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.

Glenmore 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 Regulation 1997
- 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
- 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
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

| Principal | P&C President | Regional Director |

Effective Date: 1 January 2016 – 31 December 2019
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 at Glenmore State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students 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, Tamagotschis®, 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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* Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Glenmore State School
Bully Prevention Strategy

Rationale:
State Schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

School community beliefs about bullying:
Everyone has the right to feel safe. All individuals of the Glenmore State School community – students, teachers, other workers and parents have the right to be free of bullying. Everybody has the right to be left alone when he/she is doing nothing wrong. If an individual is being bullied, he/she has the right to help and support.

All members of Glenmore State School have the responsibility to:
- abstain personally from bullying others
- actively discourage bullying when it occurs
- give support to those who are victimised
- actively promote the use of ‘STOP, THINK, DO’ strategies
- use ‘cool’ resolutions rather than ‘aggressive’ actions – a win-win situation

Bullying is deliberate hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves. It can only occur when there exists ‘an imbalance of power’ between people. Differences in power between people are inevitable, but abusive behaviour is not. There are three main types of bullying behaviour.

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<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
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</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>• insulting someone</td>
<td>• persuaded another person to verbally abuse someone</td>
</tr>
<tr>
<td></td>
<td>• name calling</td>
<td>• spreading malicious rumours</td>
</tr>
<tr>
<td></td>
<td>• ridicule</td>
<td>• anonymous phone calls</td>
</tr>
<tr>
<td></td>
<td>• cruel teasing or taunting</td>
<td>• offensive SMS and emails</td>
</tr>
<tr>
<td>Physical</td>
<td>• striking, kicking</td>
<td>• deliberately and unfairly excluding someone</td>
</tr>
<tr>
<td></td>
<td>• spitting</td>
<td>• removing, hiding things</td>
</tr>
<tr>
<td></td>
<td>• throwing objects</td>
<td></td>
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<tr>
<td></td>
<td>• using a weapon</td>
<td></td>
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<tr>
<td></td>
<td>• happy slapping</td>
<td></td>
</tr>
<tr>
<td>Gestural</td>
<td>• threatening motions</td>
<td>• repeatedly turning away</td>
</tr>
<tr>
<td></td>
<td>• staring at someone</td>
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At Glenmore State School bullying in all its forms is not accepted and all members of Glenmore State School accept their responsibility to promote positive relationships and to prevent bullying.

Bullying is an antisocial behaviour and affects everyone; it is unacceptable and will not be tolerated.

Educational programs:
It is important that students, staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Glenmore State School. The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.
At Glenmore State School, a school based program of ‘STOP, THINK DO’ is implemented throughout all year levels in order to promote positive choices.

**Prevention Programs:**
Effective social skill and positive relationships act to prevent bullying. At Glenmore State School we promote effective social skills and positive relationships through year level focus programs and regular professional performances designed to build resilience.

**Responses to bullying:**
Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Plan for Students.

At Glenmore State School we support victims by:
- offering an immediate opportunity to discuss the experience with an appropriate adult
- reassuring the student
- reminding the student of assertive strategies
- increased supervision of at risk areas
- social skills programs targeting victims

At Glenmore State School we support perpetrators by:
- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student
- social skills programs targeting perpetrators

At Glenmore State School the consequences for bullying might include the following:
- official warnings to cease offending
- detention
- family meetings
- suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

**Reporting and monitoring bullying**
At Glenmore State School reports of bullying are taken seriously. Students and parents may report bullying directly to any member of staff.

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.
The 4 R's have been developed to address the skilling of children in dealing with bullying behaviours and other incidents of social discord.

**DEFINITION:**

Central to the policy is the development of an understanding of what constitutes bullying. It is important that children clearly understand what bullying is and are able to distinguish it from unkind behaviour, one off acts and other types of social discord.

The emotional aspect of ‘being bullied’ is significant for children and must be separated from other acts of social discord which can be dealt with firmly, quickly and proactively.

Dr Ken Rigby, consultant to Education Queensland states:

Bullying is perceived to be difficult to define and not easy to recognise. However, if you ask a class of students to identify from a list of their peers, who tends to bully others and who is bullied, there is a usually consensus on the names of those chosen. Among those who have studied bullying there is considerable agreement over definition. There is agreement at a general level that:

*‘Bullying is the systematic abuse of power’*

It is agreed, that it occurs when someone or a group uses their greater power to oppress someone. The target cannot or will not provide an adequate defence. It is typically repeated over time. Such behaviour is seen as unfair.

Bullying is seen as distinct from other forms of unacceptable behaviour which a school needs to address. It is a form of aggression. It should be noted that many acts of aggression do not constitute bullying. They may occur, for example, when two people of about the same power are in conflict. Both may be seeking to hurt each other by what they say or do. Such conflict may be undesirable, but it is not bullying. With bullying there is always an imbalance of power present with a more and a less powerful party.

**RIGHTS OF PEOPLE AT GLENMORE STATE SCHOOL**

All students and members of staff at Glenmore State School share a right to be in an environment free of bullying. The school will act to address bullying and to continue to develop a socially just and functional learning and teaching environment for all.
THE 4 R's

The 4 R's have been developed to allow for a systematic and accountable response to bullying.

The 4 R's are:

RESPOND  REPORT  REPEAT  REFER

The 4 R's allow for a hierarchical response to bullying which also equips students with the skills to become self sufficient and resilient. It is a child centred process.

RESPOND – children are encouraged to respond to incidents that occur with a range of strategies – these include the High 5 and others, but often include strategies like: ignoring the behaviour, walking away, speaking kindly, speaking firmly.

REPORT – if the behaviour continues, children are asked to make a report to the classroom teacher or any member of staff to whom they have access. The staff member will address the issue on behalf of the child and will review skills which they may need to use in the RESPOND phase. Children will be explicitly taught what a report is and the language to use.

REPEAT – if the behaviour persists, the child is asked to seek teacher support again – in this instance the teacher will provide the child and the parent with a receipt – which outlines what the reported behaviour is, and the action that is being taken to deal with it. At this stage, parents of other children will be notified and an incident may be logged on One School.

REFER – If the incidents of bullying are persisting, the incident must be referred to the administration of the school. Students and other members of the school community should recognise that at this level, there may be very emphatic consequences put into place to assist the children involved to correct their behaviour. At this stage, parents will be requested to attend an interview with their child and the Principal.

Glenmore State School affirms that physical violence is not an appropriate response to social dis harmony. This is a “hands off” school and physical retaliation will not be tolerated in any form.
Refer

Repeat

Report

Respond
This is a record of a repeated referral to the class teacher or staff member.

Re bullying behaviour experienced by

Names of children involved:

Nature of concerns:

Teacher's Response/Actions Taken:

Dear Parent:

Your child has made a report to _________.

re their concerns about behaviour they have been experiencing.

The teacher has dealt with this report by:

If you wish to discuss the matter further, please contact the classroom teacher on 4923 0666.

In the event of your child still experiencing concerns, this matter will be referred to the administration of the school who will work on behalf of your child to deal with the matter formally.
**School Wide Positive Behaviour Systems - School Wide Reward System**

- aim for 4:1 ratio of positive to negative reinforcement
- really 'celebrate' the achievement - want to make Friday parades positive experiences

<table>
<thead>
<tr>
<th>GOTCHAS</th>
<th>Glenmore's Grove of Standards</th>
<th>Student of the Week</th>
<th>School-wide class awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- can be used for in class and/or out of class activities - quick way to reinforce a new behaviour you are trying to achieve - e.g. gotcha for sitting in place (when he/she has a set number ➔ school-wide class award) - can be given to children and they can fill in name HOWEVER be aware of the grade level you are giving the gotcha to - prep and some year ones are not able to write names in the limited space provided. This means the class teacher must find the time to fill in. If you give gotchas to such children, please fill in their name.</td>
<td>- journey of self-improvement designed to build resilience in students - positive only - students identify when they have successfully demonstrated the specific standard - progressive accumulation of standards in respective areas - weekly self-reflection - Fridays - students indicate the standards displayed in the week - prep students - class teacher uses spread sheet during class discussion - year 1 to 6 - students enter successes in their individual booklet - kept by the class teacher - teachers have an electronic copy to keep track of standards - teacher discusses with student/s who need guidance to find success with a particular standard - differentiation of students - may need a form of scaffolding to achieve success</td>
<td>- based on class work, effort, behaviour - it is up to individual class teacher as to the reason for the award - names to office by each Thursday morning for publication in newsletter - individual classes present a 'Student of the Week' certificate to successful student each Thursday in morning session</td>
<td>- P-2 and 3-6 prize boxes in office foyer - High Flyer and Rising Star awards - space on the award for teacher to specifically indicate the reason for the award - consistent way to reinforce a particular behaviour/target that has now been achieved and/or is always present - two students per week per class for these awards only - teachers track the students via class list from OneSchool to ensure fair distribution throughout the year - three prizes per box drawn on Friday parades - each class teacher is responsible for getting designated document wallet folders to aides' room each Friday morning. Awards will be sorted and passed on the relevant child's sheet and returned to teachers' pigeon holes</td>
</tr>
</tbody>
</table>

**CONSEQUENCES:**
- child takes to gotcha box at tuckshop
- draw of twelve children each Friday for an ice block
- Sports House with most Gotchas receives 'House of the Week' display at school

- 8 times all standards achieved - gum leaf (level 1) certificate
- 16 times all standards achieved - gum nut (level 2) certificate
- 32 times all standards achieved - koala (level 3) certificate
  - class teacher notifies teacher aides' room when level has been attained
  - icons added to office display to make Glenmore's Grove
  - certificates announced on parade as received
  - photos sent home in a complimentary card at the end of each term

- all nominated children are recognised on parade one name is drawn - receives 'Glenmore Great' certificate, trophy to display on his/her desk for the week - current 'Glenmore Great draws the next 'Great' on parade

- winners receive a prize (changes each term)
- letters of acknowledgement - 3 awards in a semester - also receive an ice block
## Levels of behaviour - forms and consequences

<table>
<thead>
<tr>
<th>Minor (pink slips)</th>
<th>Procedure/Consequence</th>
<th>Moderate (yellow forms)</th>
<th>Procedure/Consequence</th>
<th>Major (Light green forms)</th>
<th>Procedure/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No hat</td>
<td>Teacher/aide must deal with the behaviour first - e.g. warning, yellow bench, pick up papers, rule reminder, stay with adult etc. Must directly deal with the child involved Pink slip written out in presence of child after third warning of the same offence.</td>
<td>• Offensive language/ gestures • Hands on • Open defiance/disrespect • Dangerous play/action • Other</td>
<td>Teacher/aide still deals with behaviour but slip is filled in at first instance. Examples: Language - use of swear words, use of derogatory/racist remarks Hands on - pushing, shoving, kicking, punching. Open defiance/disrespect - back chatting, walking away while adult is speaking Dangerous play/actions - running on tables, out of bounds/out of sight, threatening with sticks/stones Other - e.g. persistent possession of mobiles, ipods, riding in school grounds.</td>
<td>• Swearing at adult • Physical abuse of teacher • Fighting/physical aggression • Wilful damage to property - school/staff/student belongings • Stealing • Drugs/weapons • Setting fires • Smoking • Sexual behaviour</td>
<td>:Admin support/follow up will be required. Fill in Major Behaviour Incident form - designed in accordance to OneSchool guidelines Record in OneSchool ASAP (must refer to principal/deputy principal) Form sent to office.</td>
</tr>
<tr>
<td>• No shoes</td>
<td></td>
<td></td>
<td>Consequence: Adult who fills in the slip MUST ADVISE class teacher that child will have lunch detention the next day. Slip is placed in the labelled box in staff room Slips tracked weekly. Three detentions - parents are contacted and recorded on OneSchool by class teacher.</td>
<td>Consequence: Administration decision as to length and type/form of required suspension</td>
<td></td>
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</table>
BEHAVIOUR SYSTEM

PINK SLIPS (minor)
Place pink slips in box in staffroom. Collected weekly to track data & given to classroom teacher.

Classroom teacher calls out name & details from slip. Discuss school rules. Slips pasted onto A4 sheet & placed in student's folio.

3 pink slips in one term - classroom teacher writes out yellow slip & puts in detention box.

YELLOW SLIPS (moderate)
Place yellow slips in box in staffroom. Collected daily.

Classroom teacher calls out name & details from slip. Discuss school rules. Slips pasted onto A4 sheet & placed in student's folio.

2 lunchtime detentions - remind student that 3 will result in a phone call to parents.

3 yellow slips in one term - classroom teacher contacts parents and annotates on file. Record on Oneschool - include the other two detentions in incident description.

GREEN SLIPS (major)
Write out green slip & send form to office. Record on OneSchool ASAP.

Does not turn up for detention - orange slip given to teacher & name put on detention for next day.

Have not turned up for lunchtime detention after 3 warnings red slip written out for One Day After School Detention.