



Wynnum
West
State
School

2018

Responsible
Behaviour
Plan



Table of Contents

| | |
|---|-----------|
| 1. Rationale..... | 2 |
| 2. Consultation and Data Review..... | 2 |
| 3. Learning and Behaviour Statement | 2 |
| 4. Processes for facilitating standards of positive behavior and responding to unacceptable behaviour School-wide Behaviour Expectations Matrix..... | 4 |
| 5. Responding to unacceptable behaviour..... | 7 |
| 6. Teaching and reinforcing appropriate behaviour..... | 7 |
| 7. Targeted Behaviour Support..... | 8 |
| 8. Consequences for Inappropriate behavior..... Distinguishing between Minor and Major behavior | 8 10 |
| 9. Emergency situation or critical responses..... | 12 |
| 10. Physical Intervention..... | 13 |
| 11. Network of Student Support..... | 14 |
| 12. Consideration of Individual Circumstances..... | 14 |
| 13. Related legislation, Policies and Resources..... | 14 |
| 14. Supported Resources | 15 |
| 15. Endorsement | 15 |
| | |
| <i>Appendix 1a- The use of Personal Technology devices at school.....</i> | <i>16</i> |
| <i>Appendix 1b- Appropriate Use of Social Media.....</i> | <i>19</i> |
| <i>Appendix 2- Procedures for Preventing & Responding to Bullying Incidents.....</i> | <i>21</i> |
| <i>Appendix 3-Cyber Safety Terms and Conditions.....</i> | <i>24</i> |
| <i>Appendix 4- Cyber Safety ICT User Agreement (Student Copy).....</i> | <i>27</i> |
| <i>Appendix 5 - Working together to keep Wynnum West SS safe.....</i> | <i>28</i> |
| <i>Appendix 6- Referral slips- Major/Red</i> | <i>29</i> |
| <i>Appendix 7- Referral Slip –Minor/Orange.....</i> | <i>30</i> |



The Code of School Behaviour

Better Behaviour
Better Learning



Wynnum West State School

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

1. Purpose

Wynnum West 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

Wynnum West State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken to ensure a transparent behaviour policy was created.

A review of the following important data sets for this school relating to attendance, unexplained absences and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2015-2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and/or Chair of the School Council and Assistant Regional Director in October 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Wynnum West 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. Wynnum West State School has four school rules.

- **Be Respectful**
- **Be Responsible**
- **Be Safe**
- **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. At Wynnum West State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This initiative is led by our Positive Behaviour Program committee who implement weekly behaviour lessons (P-3 and 4-6) based on analysis of whole school behaviour data. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings for 2018.

| | BE RESPECTFUL | BE RESPONSIBLE | BE SAFE | BE A LEARNER |
|--------------|--|--|--|---|
| WHOLE SCHOOL | <ul style="list-style-type: none"> ▪ Follow directions straight away. ▪ Use appropriate language, tone and actions. ▪ Use equipment appropriately. ▪ Respect others personal space and property. ▪ Move in a quiet and efficient manner. | <ul style="list-style-type: none"> ▪ Ask permission to leave any setting. ▪ Be in the right place at the right time. ▪ Follow directions straight away. ▪ Own your behaviour ▪ Care for own and other's property. ▪ Report any problems. ▪ Hand in phone at Administration before school. | <ul style="list-style-type: none"> ▪ Use equipment in a safe and appropriate manner. ▪ Clean up after yourself. ▪ Wait your turn. ▪ Move in a safe and appropriate manner. ▪ Keep hands, feet and objects to self. ▪ Ask permission to leave any area. ▪ Report any problems. ▪ Be sun-safe. ▪ Follow directions straight away ▪ Keep hands, feet and objects to yourself ▪ All electronic devices to be used in a safe and responsible manner. | <ul style="list-style-type: none"> ▪ Following teacher directions. ▪ Being organised for activities. ▪ Listening to announcements. ▪ Arriving at school on time. ▪ Lining up in correct area. ▪ Name clearly marked on property. ▪ Completing assigned tasks with required time limit. |
| CLASSROOM | <ul style="list-style-type: none"> ▪ Walk in the room ▪ Sit still at your place ▪ Respect other's right to learn ▪ Raise your hand to speak ▪ Follow directions straight away ▪ Respect yours and others property. ▪ Listen to others | <ul style="list-style-type: none"> ▪ Be organised ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Enter and exit room in an appropriate manner ▪ Follow directions straight away | <ul style="list-style-type: none"> ▪ Enter and exit room in an appropriate manner ▪ Walk in the room ▪ Sit appropriately ▪ Use equipment appropriately ▪ Use furniture appropriately ▪ Follow directions straight away ▪ All electronic devices to be used in a safe and appropriate manner | <ul style="list-style-type: none"> • Completion of work / homework ▪ Compliance with class routines. ▪ Being organised for activities. ▪ Moving between activities in a timely manner. ▪ Completing all required tasks within assigned time limits. ▪ Involvement in class activities. |

| | | | | |
|-------------------|--|--|---|--|
| PLAYGROUND | <ul style="list-style-type: none"> ▪ Care for the environment ▪ Use equipment appropriately ▪ Share a playing space ▪ Follow directions straight away ▪ Play fairly – take turns, invite others to join in and follow rules | <ul style="list-style-type: none"> ▪ Be a problem solver ▪ Follow the High 5 ▪ Follow directions straight away ▪ Care for own and other's property ▪ Be prepared with hat, money and play equipment (classrooms out of bounds at play time) | <ul style="list-style-type: none"> ▪ Wear shoes and socks at all times except in the sandpit ▪ Be sun safe. Wear a broad brimmed hat ▪ Participate in school approved games eg <u>tag only</u> ▪ Use equipment appropriately ▪ Stay in correct areas ▪ Keep hands, feet and objects to self | <ul style="list-style-type: none"> ▪ Following staff directions. |
| STAIRS | <ul style="list-style-type: none"> ▪ Move quietly and appropriately ▪ Wait your turn ▪ Allow adults to go first ▪ Respect other's personal space | <ul style="list-style-type: none"> ▪ Move appropriately in single file and consider others | <ul style="list-style-type: none"> ▪ Walk quietly and orderly so that others are not disturbed ▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪ Allow younger students to navigate stairs first | <ul style="list-style-type: none"> ▪ Staying to the left on stairs. ▪ Following teacher directions. |
| TOILETS | <ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Clean up after yourself ▪ Respect school property and resources | <ul style="list-style-type: none"> ▪ Use toilets during breaks ▪ Use toilet facilities appropriately ▪ Report any damages or inappropriate behaviour to teacher ▪ Return to class promptly | <ul style="list-style-type: none"> ▪ Wash hands ▪ Use toilet facilities appropriately eg games are for the playground ▪ Food is kept in the eating area ▪ Report any damages or inappropriate behaviour to teacher | |
| BIKE/SCOOTER AREA | <ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Care for other's property ▪ Wait turn to collect bike/scooter ▪ Care for the bike/scooter area | <ul style="list-style-type: none"> ▪ Leave school promptly ▪ Walk bike/scooter to the gate and consider others ▪ Follow directions straight away | <ul style="list-style-type: none"> ▪ Wait your turn ▪ Walk bike/scooter to the gate and consider others ▪ Use bike/scooter area appropriately ▪ Follow directions straight away ▪ All electronic devices to be used in a safe and appropriate manner | |
| TRANSITIONS | <ul style="list-style-type: none"> ▪ Walk quietly ▪ Follow directions straight away ▪ Consider the learning of others | <ul style="list-style-type: none"> ▪ Follow directions straight away ▪ Return to class promptly ▪ Consider others ▪ Use inside voices ▪ Walking to the left. | <ul style="list-style-type: none"> ▪ Keep passageways clear at all times ▪ Walk on designated pathways ▪ Follow directions straight away ▪ Wait your turn | <ul style="list-style-type: none"> ▪ Walk quietly ▪ Follow directions straight away. ▪ Consider the learning of others. ▪ Having required materials ready for next activity and moving promptly. |

| | | | | |
|----------------------|---|---|---|---|
| LINING UP | <ul style="list-style-type: none"> ▪ Respect others personal space' ▪ Follow directions straight away ▪ Wait quietly | <ul style="list-style-type: none"> ▪ Wait quietly ▪ Line up promptly ▪ Go to the toilet before lining up ▪ Follow directions straight away | <ul style="list-style-type: none"> ▪ Stay in correct area ▪ Keep hands and feet to yourself ▪ Follow directions straight away ▪ Move to line up area promptly and appropriately ▪ Form 2 straight lines. | <ul style="list-style-type: none"> ▪ Following staff directions. |
| 2 MINUTE ZONE | <ul style="list-style-type: none"> ▪ Follow directions straight away. ▪ Use appropriate language, tone and actions. ▪ Use appropriate language, tone and actions. ▪ Keep hands and feet and property to yourself. | <ul style="list-style-type: none"> ▪ Follow directions straight away. ▪ Be on time. ▪ Wait appropriately. | <ul style="list-style-type: none"> ▪ Exit the school appropriately. ▪ Walk to 2 min zone and back track. ▪ Wait appropriately in designated area (yellow line – 2 min zone) ▪ Follow directions straight away. ▪ Place schoolbags and belongings in designated area. ▪ All electronic devices to be used in a safe and appropriate manner. ▪ Keep hands and feet and property to yourself. | <ul style="list-style-type: none"> ▪ Following staff directions. ▪ Monitoring incoming cars and being ready to leave. ▪ Following road safety procedures. |
| BUS/TAXI | <ul style="list-style-type: none"> ▪ Follow directions straight away. ▪ Care for own and other's property ▪ Use appropriate language, tone and actions | <ul style="list-style-type: none"> ▪ Be on time ▪ Wait appropriately ▪ Follow directions straight away ▪ Use appropriate language, tone and actions | <ul style="list-style-type: none"> ▪ Exit the school appropriately ▪ Walk to 2 min zone ▪ Wait appropriately in designated area ▪ Follow directions straight away ▪ Place schoolbags and belongings in designated area ▪ All electronic devices to be used in a safe and appropriate manner ▪ Sit on bus/taxi appropriately ▪ Enter and exit bus/taxi appropriately | <ul style="list-style-type: none"> ▪ Following staff directions. ▪ Being organised with correct change and passes. ▪ Following correct public safety procedures. |
| EATING AREA | <ul style="list-style-type: none"> ▪ Be in the right place at the right time ▪ Follow the Hi 5 ▪ Use appropriate language, tone, volume and actions ▪ Respect other's property ▪ Place rubbish in the bin ▪ Clean up after yourself | <ul style="list-style-type: none"> ▪ Follow directions straight away ▪ Arrive promptly ▪ Be prepared with hat, food, drink and money (C/R out of bounds @ eating time) ▪ Care for own and others property | <ul style="list-style-type: none"> ▪ Stay seated for eating time ▪ Keep hand, feet and objects to yourself ▪ Eat your own food ▪ Food to stay in eating area ▪ Ask permission to leave area ▪ Follow directions straight away ▪ Use appropriate language, tone and actions ▪ Clean up after yourself | <ul style="list-style-type: none"> ▪ Listening to speaker on the microphone. ▪ Following staff directions. |

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

- Behaviour lessons conducted by classroom teachers on Monday every week.
- Reinforcement of learning from behaviour lessons on School Assemblies before school and during active supervision by staff during classroom and non-classroom activities.

5. Responding to Unacceptable Behaviour

Wynnum West State School implements the following proactive and preventative processes and strategies to support student behaviour;

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Positive Behaviour Program members' regular provision of information to staff and parents, and support to others in sharing successful practices. (PBP Handbook)
- Comprehensive induction programs in the Wynnum West State School Responsible Behaviour Plan for Students delivered to new students.
- Individual Behaviour Plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments. (could also involve AVT Behaviour support as additional resources)
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

6. Teaching and Reinforcing appropriate behaviour

At Wynnum West 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.

Staff members hand out “**Green Slips**” (WALT award) each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they see a student following the rules they can choose to give them a “Green Slips”. (WALT Award)

When students are given Green Slips, they are taken home for their parents to sign. They then return the green slip to the designated box in the Administration block. Every Thursday morning the Deputy Principal draws out 5 Green Slips and identifies these students on parade. These students are issued with a voucher that can be redeemed at the tuckshop.

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

7. Targeted behaviour support

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

Students accepted into the Supportive Behaviour Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from Administration and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Intensive behaviour support: Positive Behaviour Program Team

Wynnum West State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Positive Behaviour Program school based *Team*:

- works with other staff members to develop appropriate behaviour expectations and strategies based on school data.
- monitors the impact of support for individual students through continuous data collection
- works with the School Administration to achieve continuity and consistency.

The Positive Behaviour Program Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

8. Consequences for inappropriate or unacceptable behaviour

Wynnum West State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

A Red Slip (Appendix 4) or is used to record all major problem behaviours while an Orange Slip is used to address minor behaviours. Behaviour incidents may also be recorded on OneSchool.

Minor and major behaviours

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

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

Minor problem behaviours are those that:

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

Minor-Online / Device

- not following device licence rules
- device not handed into office at beginning of school day.
- not following instructions with the use of devices.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that require the involvement of school Administration.

Major - Online / Device

- online behaviour that impacts the good order and management of the class and school.
 - Behaviours such as cyberbullying, purposely damaging devices, involved in inappropriate online activity.
 - Behaviour that puts at risk the physical or emotional wellbeing of a student.

Major behaviours result in an immediate referral to School Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The student is escorted to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege / restitution / warning regarding future consequence for repeated or persistent inappropriate behaviour / time in the Reflection Room.

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Positive Behaviour Program Team / referral for specialist AVT behaviour services / suspension from school / behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

| | |
|--------------------------------------|---|
| Time out | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |
| Temporary Removal of Property | A principal or staff member of Wynnum West State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff . |

| School Disciplinary Absences (SDA) | |
|--|---|
| Suspension | <p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition | <p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months. |
| Proposed exclusion or recommended exclusion | <p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment | <p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p> |
| Shorter School Day | <p>A Principal may impose a shorter school day negotiated with the parents/caregivers to assist a child getting back to full time school hours (based on behaviour exhibited at school).</p> |

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

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

| School Rule | Minor Teacher addressed | Minor-Orange Slip Buddy Class / Reflection Room | Major-Red Slip Office / Reflection Room |
|-----------------------|---|--|--|
| Be Respectful | <ul style="list-style-type: none"> • Excluding others from friendship groups. • Non-compliance • Not following teacher directions. • Intruding on others space. (following) • Noisy when moving between areas. | <ul style="list-style-type: none"> • Continuous teasing • Name Calling • Chatting / backchat • Continuous non-compliance of teacher directions. • Consistent disruption of class or others when moving between areas. | <ul style="list-style-type: none"> • Bullying • Physical Aggression • Premeditated physical harm causing injury • Sexual misconduct • Violence <ul style="list-style-type: none"> ▪ Repeated back answering ▪ Not following directions repeatedly ▪ Ignoring teacher on duty ▪ Non-compliance with disruption to class ▪ Disrespectful towards adults ▪ Persistent teasing |
| Be Responsible | <ul style="list-style-type: none"> • No Hat on the oval • Littering • Running on concrete • Leaving areas without permission. • Taking others items without asking. • Lying / dishonesty. • Mishandling others property. • Having inappropriate items in classroom. Riding bikes and scooters in the school grounds. | <ul style="list-style-type: none"> • Play fighting • Leaving classroom without permission. • Continuously taking others items. • Damaging others property. • Using inappropriate items in classroom or playground. | <ul style="list-style-type: none"> ▪ Swearing / Verbal Aggression ▪ Repeated name calling ▪ Destroying property (school / others) ▪ Graffiti ▪ Continued lying ▪ Pre-meditated theft ▪ Truancy ▪ Destroying others property. ▪ |
| Be Safe | <ul style="list-style-type: none"> • Out of Bounds. • Playing ball games in the Undercover area. • Inappropriate use of materials. • Pushing in. (tuckshop) • Running on concrete. • Running in classroom. • Not entering and exiting room in an appropriate manner. | <ul style="list-style-type: none"> • Continuous inappropriate use of materials. • Threatening others ability to be through activity. (space / verbal) • Running into others causing injury. • Repeated running on concrete. • Harming others through inappropriate movement around the class. | <ul style="list-style-type: none"> • Inappropriate / offensive attire • Running away from school • Use of equipment to deliberately hurt others or avoid tasks. • Deliberate physical harm to others. |
| Be A Learner | <ul style="list-style-type: none"> • Disruptive class behaviour • Having banned items at school • Non-compliance with class routines. • Copying off of others. • Slow to start activities. • Late returning to class after breaks. • Slow to leave and return to class. • Non-completion of tasks. • Leaving seat during learning tasks. | <ul style="list-style-type: none"> • Non-completion of multiple tasks / homework • Consistent non-compliance with class routines. • Plagiarism. • Consistently off task. • Disrupting others consistently. • Consistently leaves class for toilets / drinks. • Extended period of time away from classroom during learning time. • Consistent non-completion of tasks. | <ul style="list-style-type: none"> • Continuous non-compliance • Repeated disruptive behaviour. ▪ Inappropriate use of web-sites ▪ Continuous non-compliance. • Accessing personal accounts not your own. ▪ Altering or deleting others work. |

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

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

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

9. Emergency situation or critical incident responses

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Immediate Strategies

- *Avoid escalating the unacceptable behaviour*
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- *Maintain calmness, respect and detachment*
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- *Approach the student in a non-threatening manner*
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

10. Physical Intervention

Staff may make legitimate the 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 Wynnum West State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- One School

11. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain
- Advisory Visiting Teacher (Behaviour)

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

12. 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.

Wynnum West State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision-making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

12. 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)

- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

13. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

14. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

15. Endorsement

Principal

P&C President or
Chair, School Council

Assistant Regional Director

Effective Date: to

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 mobile phones, iPads, 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 disciplinary consequences.

Confiscation

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

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

Students who have a personal technology device confiscated more than once 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 Wynnum West State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

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

A school student 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 bullying¹, 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 proposal/recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

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

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

Appropriate use of social media

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

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others. Wynnum West State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Wynnum West State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 1a**, it is unacceptable for students to bully, harass or victimise another person whether within Wynnum West State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Wynnum West State School whether those behaviours occur during or outside school hours.

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

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts. Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

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

Appropriate use of social media

Students of Wynnum West 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 Wynnum West 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.

Wynnum West 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.

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

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

Bullying is the conscious and on-going desire to hurt, threaten and frighten others. It may take many forms and the *National Centre Against Bullying* has identified five types of bullying:

- **Physical bullying:** The use of physical actions to bully, such as hitting, poking, tripping, or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- **Verbal Bullying: Repeated or systematic name-calling, insults and verbal abuse.**
- **Social; (covert) bullying:** Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.
- **Psychological bullying:** for example: threatening, manipulating, or stalking someone.
- **Cyber Bullying:** This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking to bully verbally, socially or psychologically.

Purpose

1. Wynnum West State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Wynnum West 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 Wynnum West 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 Wynnum West State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Wynnum West State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cyber-safety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Wynnum West State School will then investigate and respond to any incident of cyberbullying.

10. 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.
11. An initial introductory lesson is delivered, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. (Ignore, Walk Away, Talk Friendly, Talk Firmly, Tell a Teacher)
12. 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.
13. Wynnum West State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Wynnum West State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
15. Wynnum West State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



Wynnum West State School

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CYBER-SAFETY USER AGREEMENT FOR STUDENTS

Dear Parent/Caregiver,

The measures to ensure the cyber-safety at Wynnum West State School are based on our key virtues. To assist us to enhance learning through the safe use of information and communication technologies (ICTs), we ask you to read this document and sign the attached Cyber-safety ICT User Agreement Form.

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at our school and to the effective operation of the school. All ICT equipment on school premises is for educational purposes appropriate to this environment, whether it is used on or off the site.

The overall goal of Wynnum West State School is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Cyber-Safety ICT User Agreement Guidelines include information about students and staff obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

Material sent and received using the network may be monitored and filtering and monitoring software are in place to restrict access to certain sites and data, including e-mail.

Attempts to access inappropriate sites by conducting searches based on inappropriate words or topics and emails containing unacceptable language are identified electronically and referred to the Systems Administrator for follow up. As identification relates to student logon information, password security is an important safeguard for all students and staff.

All students will be issued with a copy of the Cyber-safety ICT User Agreement Guidelines and once the Cyber-safety ICT User Agreement Form has been signed and returned to school, students will be able to use the school ICT equipment.

Please contact our school if you have any concerns about your child's safety in using the Internet and ICT equipment/devices.

TERMINOLOGY

Cyber-safety refers to the safe use of the Internet and ICT equipment and devices, including mobile phones.

School ICT refers to the school's computer network, Internet access facilities, computers, and other ICT equipment and devices as outlined below.

ICT equipment and devices include computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar technologies.

Inappropriate material means material that deals with matters such as sexual behaviour, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a nurturing school environment.

E-crime occurs when computers or other electronic communication equipment/devices (e.g. Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence.

CYBER-BULLYING

Cyber-bullying is bullying which uses e-technology as a means of victimising others. It is the repeated or ongoing use of an Internet service or mobile technologies such as e-mail, chat room discussion groups, instant messaging, web pages or text messaging with the intention of tormenting, threatening, harassing, humiliating or otherwise targeting another person.

No-one has the right to bully another person. At its most serious, cyber bullying is illegal and can be investigated by the police.

Staff members have the responsibility to ensure that:

- students are informed and educated about safe and appropriate cyber communication and usage in particular the Cyber-safety ICT User Agreement Guidelines for our school
- students and staff are aware of the nature of cyber bullying and its potential impacts on both the victim and the perpetrator
- students are aware of the consequences of cyber bullying
- all cases of cyber bullying are reported and responded to promptly
- there is supervision of technology use that is effective for monitoring and deterring cyber bullying

Students have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other ICT equipment or devices without authorisation by the principal or a teacher or to record audio and visual material that is not authorised as part of the school curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff or trusted adult.

CYBER-SAFETY ICT USER AGREEMENT GUIDELINES

Parents/caregivers play a critical role in developing knowledge, understanding and ethics around their child's safety and safe practices regardless of the time of day. Being cyber-safe is no exception and we invite you to discuss with your child the following guidelines and expectations to help them be responsible and stay safe when using ICT at school and after

formal school hours.

- I will use the computers and other ICT equipment only for my learning.
- I will go online or use the Internet at school only when a teacher gives permission and an adult is present.
- If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
- If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my name.
- I will keep my password private.
- I will use the Internet, e-mail, or other ICT equipment or devices only for positive purposes, not to be mean, rude or offensive, or to bully, harass, or in any way harm anyone else, or the school itself, even if it is intended as a joke.
- While at school, I will not attempt to search for things online that I know are unacceptable such as anything that is rude or violent or uses unacceptable language such as swearing.
- If I find anything that upsets me, is mean or rude, or that I know is not acceptable at our school, I will:
 - ✓ not show others students
 - ✓ turn off the screen
 - ✓ get a teacher straight away.
- I will not bring any ICT equipment/devices to school without *written permission from home and the school*. This includes things like mobile phones, iPods, electronic games, and cameras. If these items are brought to school, they are to remain in school bags on entry to the school grounds and given into the safe keeping of the class teacher or our office during school hours and collected at the end of the school day unless permission has been granted otherwise.
 - I will not connect any ICT device to school ICT, or run any software without teacher permission e.g. a USB/portable drive, camera or iPod. *The school cyber-safety strategies apply to any ICTs brought to school.*
 - To ensure my compliance with copyright laws, I will not download or copy any files such as music, videos, games or programs without the permission of a teacher or the owner of the original material.
 - I will not put any personal identifying information about myself or others online without checking with a trusted adult. Personal identifying information includes any of the following:
 - ✓ my full name
 - ✓ my address
 - ✓ my e-mail address
 - ✓ my phone numbers
 - ✓ photos of me and/or people close to me.
- I will respect all school ICTs and will treat all ICT equipment/devices with care. This includes:
 - ✓ not intentionally disrupting the smooth running of any school ICT systems
 - ✓ not eating or drinking in close proximity to ICT equipment/devices
 - ✓ not attempting to hack or gain unauthorised access to any system
 - ✓ not attempting to use another student's login or password
 - ✓ following all school cyber-safety strategies, and not joining in if other students
 - ✓ choose to be irresponsible with ICTs
 - ✓ reporting any breakages/damage to a staff member.

If I do not follow cyber-safety practices, the school may inform my parents/caregivers. In serious cases, the school may take disciplinary action against me. My family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to inform the police.



Cyber-safety ICT User Agreement Form

To the parent/caregiver/legal guardian:

Please read this page carefully to check that you understand the guidelines and your responsibilities under this agreement.

I understand that Wynnum West State School will:

- do its best to enhance learning through the safe use of ICTs. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or on ICT equipment/devices at school or at school-related activities
- work with children and their families to encourage and develop an understanding of the importance of cyber-safety through education designed to complement and support the ICT Use Agreement initiative. This includes providing children with strategies to keep themselves safe in a connected online world
- respond to any breaches in an appropriate manner
- welcome enquiries at any time from parents/caregivers/legal guardians or children about cyber-safety issues.

My responsibilities include:

- discussing the information about cyber-safety with my child and explaining why it is important
- supporting the school's cyber-safety program by emphasising to my child the need to follow the cyber-safety strategies
- contacting the principal or nominee to discuss any questions I may have about cyber-safety and/or this ICT Use Agreement.

CYBER-SAFETY ICT USER AGREEMENT

I have read and understood this Cyber-safety Use Agreement and I am aware of the school's initiatives to maintain a cyber-safe learning environment.

Name of child.....

Group/Class

Name of parent/caregiver/legal guardian.....

Signature of parent/caregiver/legal guardian.....

Date.....

Please note: This agreement will remain in force as long as your child is enrolled at this school. If it becomes necessary to add/amend any information or rule, you will be advised in writing.

PLEASE RETURN THIS SECTION TO SCHOOL AND KEEP A COPY FOR YOUR OWN REFERENCE.

WORKING TOGETHER TO KEEP WYNNUM WEST STATE SCHOOL SAFE

We can work together to keep knives out of school. At Wynnum West State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences [Suspension, parental contact, referral to Behavioural Support Team]
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Wynnum West State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact David Brand.

Appendix 5

Wynnum West State School
Red Slip: Major Referral Forms

RED SLIP

Student(s) Involved: _____

Date: _____ *Class:* _____

Staff Member: _____

Time of Day

- Before School*
- Morning Session*
- Morning Tea*
- Middle Session*
- Lunch*
- Afternoon Session*
- After School*

Rule Involved

- Be Respectful*
- Be Responsible*
- Be Safe*
- Be a Learner*

Location

- Classroom*
- Oval*
- Undercover Area*
- Tuckshop*
- Pathways*
- Toilets (Junior / Senior)*
- Out of Bounds Area*
- Prep Playground*
- Specialist lesson* _____
- Other* _____

Behaviour Category

- Bullying/Harassment*
- Disruptive*
- Defiant/threat to adults*
- Dress code*
- IT misconduct*
- Lying/Cheating*
- Physical misconduct*
- Threats to others*
- Non compliant with routine*
- Misconduct with object*
- Property misconduct*
- Verbal misconduct*
- Possesses prohibited items*
- Refusal to participate in program of instruction*

Witnesses (staff/student/general public)

Behaviour Details

Appendix 6
Orange Slip: Minor Referral Forms

ORANGE SLIP

Student Name _____

Date _____ *Class* _____

Staff Member _____

Time of Day

- Before School*
- Morning Session*
- Morning Tea*
- Middle Session*
- Lunch*
- Afternoon Session*
- After School*

Rule Involved

- Be Respectful*
- Be Responsible*
- Be Safe*
- Be a Learner*

Location

- Classroom*
- Oval*
- Undercover Area*
- Tuckshop*
- Pathways*
- Toilets (Junior / Senior)*
- Out of Bounds Area*
- Prep Playground*
- Specialist lesson* _____
- Other* _____

Steps Followed

- 1st Warning (verbal)*
- 2nd Warning (name on board)*
- 3rd Warning (final warning)*
- Buddy Classroom*

Behaviour Details
