



## The Code of School Behaviour

Better Behaviour  
Better Learning



Queensland  
Government

# Graceville State School

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

### 1. Purpose

Graceville 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

Graceville developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution to student, staff and our community. In addition a school community focus group meeting held during October and November 2012 and draft Responsible Behaviour Plan published for comment via the school newsletter.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

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

### 3. Learning and behaviour statement

All areas of Graceville 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 plain to everyone, assisting Graceville 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. Organised under the umbrella of the Pathways to Peace Program, endorsed as a whole school approach to support the management of behaviour at Graceville State School, the three rules assist in articulating the standard. The rules are:

- Be safe
- Be responsible
- Be respectful

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*.

## **Pathways To Peace**

A major component of the Graceville State School's behaviour plan is to implement Pathways to Peace. This program provides the basis for our actions and behaviours. The Pathways to Peace Code has seven actions. These are:

- **Care for Myself and Others**
- **Do the Right Thing**
- **Speak Kindly**
- **Find Help**
- **Turn Things Around**
- **Be Brave**
- **Be a Peacemaker**

#### 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 Graceville we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students 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 three school rules. These also reflect the seven underlying principles of the Pathways to Peace Program. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. Please note that these expectations set a standard and do not cover every aspect of our school.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	WALKWAYS AND PATHS	TOILETS	Pick up Zone/BIKE RACKS
<b>BE RESPECTFUL</b> Care for Myself and Others Do the Right Thing Speak Kindly Find Help Turn Things Around Be Brave Be a Peacemaker	<ul style="list-style-type: none"> <li>▪ Respect others' personal space and property</li> <li>▪ Care for equipment</li> <li>▪ Clean up after yourself</li> <li>▪ Use polite language</li> <li>▪ Take turns</li> <li>▪ Consider others</li> <li>▪ Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ Follow the directions of adults.</li> <li>▪ Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Care for the environment.</li> <li>▪ Take care of equipment and the environment/.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk quietly and orderly so that others are not disturbed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use own bike/scooter only</li> <li>▪ Walk bike/scooter to the gate</li> <li>▪ Wait inside the gate until the car stops.</li> <li>▪ Wait patiently and be attentive for the arrival of your pick up.</li> </ul>

<p><b>BE RESPONSIBLE</b> Care for Myself and Others Do the Right Thing Speak Kindly Find Help Turn Things Around Be Brave Be a Peacemaker</p>	<ul style="list-style-type: none"> <li>▪ Be an active learner.</li> <li>▪ Have a go.</li> <li>▪ Ask permission to leave the classroom</li> <li>▪ Be on time</li> <li>▪ Be in the right place at the right time</li> <li>▪ Follow instructions straight away.</li> <li>▪ Be honest</li> <li>▪ Make good choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Keep work space tidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Return equipment borrowed</li> <li>▪ Collect lunch boxes after each break.</li> <li>▪ Put rubbish in the bin.</li> <li>▪ Line up when the music plays.</li> <li>▪ Be on time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk quietly around the school grounds so other may continue learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use toilets in a sensible manner.</li> <li>▪ Return to class promptly.</li> <li>▪ Turn off the taps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leave school promptly</li> <li>▪ Sit and wait in the school grounds for collection.</li> <li>▪ Follow the instructions of staff at the gate.</li> <li>▪ Remain seated before school until an adult releases you.</li> </ul>
<p><b>BE SAFE</b> Care for Myself and Others Do the Right Thing Speak Kindly Find Help Turn Things Around Be Brave Be a Peacemaker</p>	<ul style="list-style-type: none"> <li>▪ Use equipment appropriately</li> <li>▪ Keep hands</li> <li>▪ feet and objects to yourself</li> <li>▪ Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise your hand to speak</li> <li>▪ Respect others' right to learn</li> <li>▪ Talk in turns</li> <li>▪ Be a good listener</li> <li>▪ Ask permission to leave the room.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school approved games</li> <li>▪ Wear shoes and socks at all times</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> <li>▪ Use equipment in the manner intended</li> <li>▪ Play in designated areas</li> <li>▪ Tidy up before you leave and take lunch box to designated area.</li> <li>▪ No access to play areas until directed by a staff member. Eg. Hall.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rails are for hands</li> <li>▪ Walk one step at a time</li> <li>▪ Carry items</li> <li>▪ Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands</li> <li>▪ Walk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wait your turn</li> <li>▪ Keep your belongings nearby</li> <li>▪ Do not leave the pick-up area until you are collected.</li> <li>▪ Go to office if not collected and no other adults or children are around.</li> <li>▪ Leave the school grounds promptly after school unless you are with a supervising adult and you are required to be here.</li> </ul>

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Through Pathways' the Peace Program and our student leadership model
- Activities associated with the Student Council

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Graceville State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plan 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.
- Implementation of specific policies to address:
  - the smart, safe, responsible and ethical use of digital technology: *Graceville State School eSmart Policy* (Appendix 1) and *GSS ICT eSmart Acceptable Use Agreement*. (Appendix 2)
  - the use of personal property technology devices at school (Appendix 3) *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 4).
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 5).

#### Reinforcing expected school behaviour

At Graceville 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.

Graceville State School Positive Notice is implemented to advise families of responses to positive behaviour:

Staff members hand Commendation Notice cards to students they observe demonstrating high level commendable behaviour in relation to the Peace Code and school rules in both classroom and non-classroom areas. This may be identified as leadership behaviour. When students are given a Commendation Notice card they drop the card in the designated collection point in the classroom. Commendations notices are tracked by the classroom teacher.

Every Monday the class teacher reviews the commendations for identified students. The names of students who achieve 20 cards goes to the office. These students are issued with a letter home commending them on their behaviour. Cards are never removed as a consequence for problem behaviour. Cards will be provided to show commendable behaviour in relation to the Peace Code. Examples follow:

- Care for myself and others
  - Respecting self and those around you
  - Ensuring the belongings of self and others are looked after
  - Ensuring you are organised and prepared for all activities
  - Being proud of one's behaviour and achievements
  - Doing the right Thing
- Speak Kindly
  - Able to express their feelings without being obnoxious or unpleasant
  - able to relate their views on issues and wishes directly, openly and honestly
  - able to respect the feelings and rights of others
  - able to feel positive about themselves and about others
  - able to evaluate situations, solve problems, make decisions and then act on those decisions
  - able to be true to themselves; to know, accept and retain their identity
  - able to value self-expression, the freedom of choice and able to fail but try again
  - able not always to achieve their goals, but realize that it is the process of asserting oneself that is important
  - able to say what they have to say whilst respecting the dignity of others
  - able to relate and interact without using violence

- Find Help
  - Look for solutions
  - Ask a friend
  - Find a teacher or other adult to assist
  - Report an incident for yourself or a friend
- Turn Things Around
  - Able to change a situation to achieve a positive result
  - Able to modify behaviour to be positive
  - Able to influence friends to achieve a positive outcome
- Be Brave
  - Report Incidents
  - Meet challenges head on
  - Try something new without fear.
  - Allow yourself to fail or make mistakes and learn from them
- Be a Peacemaker
  - showing respect by recognising, valuing and rewarding each other. Respect also includes sharing, giving, liking and appreciating the other person, showing commitment to each other through trust
  - showing understanding by recognizing the feelings of others, by taking the time to learn about each other and by being open and honest
  - assuming responsibility for own feelings, thoughts and actions and owning the consequences of such feelings, thoughts and actions
  - avoiding being defensive
  - avoiding being judgemental or blaming
  - avoiding conflict and where conflict does arise, use peaceful means to resolve the conflict
  - sharing activities and time together

Students will also be provided with certificates on assembly to recognise positive behaviours.

#### 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.

#### **Targeted behaviour support: Friends Program**

Each year a small number students at Graceville are identified through our data as needing a little extra 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 Friends Program attends 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 check-in/check-out coaches 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.

The Friends Program is coordinated by our Guidance Officer with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Friends Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

## **Intensive behaviour support: School Based Behaviour Team accessed through our Special Needs Support Service.**

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

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The School Based Behaviour 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.

## **5. Consequences for inappropriate or unacceptable behaviour**

Graceville State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. At Graceville the underpinning behaviour management strategy is our school Peace Code. 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 classroom behaviour referral form and playground referral form (Appendix 6) is used to record all persistent minor and major problem behaviour when a child is sent to Administration and removed from the classroom or sent to time out. 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 using the classroom or playground behaviour referral form.

**Minor** problem behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

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

**Major** behaviours are those that:

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

**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 staff member then escorts the student to Administration where possible. When circumstances prevent a staff member doing this a phone call is made to contact Administration for support or direction. A report of the student's behaviour may be recorded on OneSchool by Administration and staff considering the circumstances of the incident.

**Major** unacceptable behaviours may result in the following consequences:

	<b>Classroom</b>	<b>Playground</b>
<b>Level One</b>	Administration advised and maybe removal from classroom to Admin team for withdrawal time and possible detention. Loss of privilege, restitution or warning regarding future consequence for repeated or persistent inappropriate behaviour may be given.	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.
<b>Level Two</b>	Parents contacted, maybe referral to Guidance Officer, specialist behaviour services.	Parents contacted, maybe referral to Guidance Officer, specialist behaviour services.
<b>Level Three</b>	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.	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\***

<b>Time out</b>	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 break times.  During time out, students will be supervised and given an opportunity to reflect on their inappropriate behaviour.
<b>Detention/removal from class</b>	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  A detention/removal from class during class time will be undertaken for a length of time to be determined by Administration. (If it is after school then parent will be given notice of at least 24 hours of an after school detention and kept no longer than 30 minutes).
<b>Temporary Removal of Property</b>	The principal or staff member of Graceville State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a> .
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	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>A <i>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"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<p><b>Proposed exclusion or recommended exclusion</b></p>	<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"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>

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

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

	Area	Minor	Major
<b>Being Safe</b> <i>Do the Right Thing/Care for Myself and Others/Speak Kindly</i>	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects</li> <li>▪ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Responsible</b> <i>Turn Things Around/Find Help/Speak Kindly/Care for Myself and Others</i>	Class tasks	<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intentional destruction of school equipment.</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non compliance</li> <li>▪ Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Respectful</b> <i>Speak Kindly/Care for Myself and Others/Do the Right Thing</i>	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment and property</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying identified as persistent unpleasantness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

\*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 Graceville State School, staff members are responsible for issuing consequences for behaviour incidents and 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 through our Pathways to Peace and rehearsed to reduce the impact of peer engagement in the behaviour incident.

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

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

## **6. Emergency 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 to be considered:

- Avoid escalating the unacceptable behaviour by:  
avoiding 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 by:  
modelling 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:  
moving 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.

### **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 Graceville 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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

## **7. Network of student support**

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

- |                        |                                  |
|------------------------|----------------------------------|
| ▪ Parents              | ▪ Advisory Visiting Teachers     |
| ▪ Teachers             | ▪ Positive Learning Centre Staff |
| ▪ Support Staff        | ▪ Senior Guidance Officer        |
| ▪ Administration Staff | ▪ School Chaplain                |
| ▪ Guidance Officer     | ▪ STLAN                          |

Support is also available through the following government and community agencies:

- Disability Services Queensland

- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

## 8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Graceville 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.

## 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](#)
- [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](#)

## 10. 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](#)

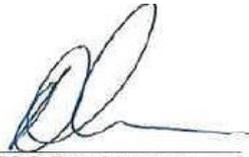
## 11. Some related resources

- [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](#)

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## 12. Endorsement



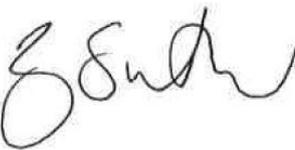
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**P&C President or  
Chair, School Council**



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**Assistant Regional Director**



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**Principal**

# GRACEVILLE STATE SCHOOL

Established 1928

23 Acacia Ave, Graceville, Q 4075

(Location: Cnr Oxley Rd & Acacia Ave)

Phone: 3716 2777 • Fax: 3716 2700

Email: [the.principal@gracevilss.eq.edu.au](mailto:the.principal@gracevilss.eq.edu.au)



## Graceville State School eSmart Policy

Graceville State School uses the Internet as a tool to improve student learning outcomes by increasing access to worldwide information. The school is committed to reducing students' exposure to cyber-risks (such as cyberbullying, online predation, identity theft and fraud) when using the Internet, mobile phones and other electronic personal devices. This policy should be read in conjunction with the GSS 'ICT eSmart Acceptable Use Agreement'.

### PURPOSE

The aim of the policy is to:

- Establish an eSmart culture which is in keeping with the values of the school and the expectations outlined in the GSS Acceptable Use Policy and ICT documentation.
- Educate GSS students to be smart, safe, responsible and ethical users of digital technologies.
- Recognise that explicitly teaching students about safe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school.
- Achieve and sustain accreditation as an eSmart school by meeting all criteria as outlined in the eSmart System Tools.

### TERMINOLOGY

- **Cyberbullying** is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, or teen using the Internet, mobile devices such as phones, e-mail, sexting, social media or social networking sites such as Facebook and Twitter, or any other type of digital technology.
- **Bullying** is when a person is bullied when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons. People who use the Internet, email, intranets, phones, social networks or similar technologies to bully others are cyber bullies
- **ICT Equipment/devices** in this document includes, but is not limited to, computers, laptops, storage devices, cameras, all types of mobile phones, video and audio players/receivers, social networking or social media sites and any other technologies as they come into use.
- **Cyber-safety** refers to the safe and responsible use of the Internet and ICT equipment / devices including mobile phones.
- **Digital Literacy** is the ability to locate, organise, understand, evaluate, and create information using digital technology. It involves a working knowledge of current technology, and an understanding of how it can be used. Digitally literate people can communicate and work efficiently with a wide range of technologies.

## IMPLEMENTATION

- Parents, staff, students and the community are kept informed about cyber bullying, and its legal and hurtful ramifications. Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.
- Cybersafety information provided to all staff, students and the school community
- Students are required to sign the Acceptable Use Agreement

Safe and responsible behaviour is taught at our school and parents/caregivers are requested to reinforce this behaviour at school. For more information on how to be eSmart visit <http://www.cybersmart.gov.au/>. All staff, students and parents have a responsibility to actively promote the smart, safe, responsible and ethical use of digital technologies.

## CYBERBULLING / CYBERSAFETY COMPLAINTS

All incidents of cyberbullying must be reported to a staff member. Incidents will be investigated and recorded, consistent with the department's guidelines. Parents will be notified if students are involved in major incidents of bullying/cyber bullying and appropriate and proportional consequences will be followed. Any student who does not follow the rules of the Acceptable Use Agreement will lose their ICT privileges for a period of time as deemed appropriate by the Principal/Deputy Principal.

Students are advised to report an incident to their teacher immediately if:

- They have experienced an incident of Cyberbullying.
- They feel the welfare of other students at the school is being threatened.
- They come across sites which are not suitable for our school.
- Someone writes something they don't like, makes them or their friends feel uncomfortable or asks them to provide private information.
- They accidentally do something which is against the rules and responsibilities they have agreed to.

Please see the GSS eSmart Acceptable Use Agreement for further information.

# GRACEVILLE STATE SCHOOL

Established 1928

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Email: [the.principal@gracevilss.eq.edu.au](mailto:the.principal@gracevilss.eq.edu.au)



## ICT eSmart Acceptable Use Agreement

This document defines the Information Communication Technology (ICT) Acceptable Use Policy for students at Graceville State School, with the purpose to encourage the acceptable and responsible use of ICT through the provision of clear usage guidelines.

### **Graceville State School deems the following to be responsible use and behaviour by a student:**

It is expected that students will use school computer and network infrastructure for:

- assigned class work and assignments set by teachers;
- conducting general research for school activities and projects;
- developing appropriate literacy, communication and information skills;
- accessing online references such as dictionaries, encyclopedias, etc.
- researching and learning through the Department's e-learning environment.
- authoring text, artwork, audio and visual material for publication on the Intranet or internet for educational purposes as supervised and approved by the school;
- communicating or collaborating with other students, teachers, parents or experts in relation to school work;

### **Graceville State School deems the following to be unacceptable use and behaviour by a student:**

It is unacceptable for students to:

- use the IT resources in an unlawful manner
- download, distribute or publish offensive messages or pictures;
- bring, download, share or enable access to unauthorised files and/or programs
- cyberbully, insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage any electronic devices, printers or the network equipment;
- commit plagiarism or violate copyright laws; (e.g. use of illegally downloaded games and music, and illegal sharing of games and music)
- use unsupervised internet chat;
- send chain letters or Spam e-mail (junk mail)
- access 3G/4G networks on school premises (disable this feature prior to coming to school)
- knowingly download viruses or any other programs capable of breaching the Department's network security.
- handle and use another student's device without teacher authorization.

In addition, Graceville State School states that:

- Students are responsible for the security, maintenance and integrity of their individual network accounts. Under no circumstances should passwords be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to their teacher.

- Information dispatched from the school network is a reflection on how the global community perceives the school. All students using the systems are encouraged to show that they are positive ambassadors for Graceville State School. No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.
- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present.
- Students must not record, photograph or film any students or school personnel without the express permission of the supervising teacher. Identifying images, audio content and personal information must not leave the school (this information may be saved on the school server only).
- Students must get teacher permission before copying files from another user. Copying files belonging to another user without express permission may constitute plagiarism and/or theft.
- Students will not copy software, information, graphics, or other data files that may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.
- The school will educate students regarding cyber bullying, privacy considerations, safe Internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.
- Devices must have 3G disabled in the school environment if the device has that capability.

**The following is to be READ and COMPLETED by both the STUDENT and PARENT/LEGAL GUARDIAN:**

- We have read and understood the Acceptable Use Policy.
- We agree to abide by the above rules.
- We are aware that any breaches of this policy, or the normal school responsible behavior guidelines, may result in my/my child's immediate removal from the system for a specified period in relation to the severity of the offence.

**Student's Name:** ..... **Year:** .....

**Student's Signature:** ..... **Date:** / /

**Parent's/Guardian's Name:** .....

**Parent's/Guardian's Signature:** ..... **Date:** / /

## 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 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 Graceville 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 bullying<sup>1</sup>, 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

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

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.

### **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 cyberbullying 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.*

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

### Purpose

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

### Prevention

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 3 school rules and the Peace Code 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 Cybersafety in relation to the eSmart program, for example, how to safely conduct an 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.

Graceville 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 process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
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. Graceville 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 Graceville 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. Graceville 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.

## WORKING TOGETHER TO KEEP Graceville State School SAFE

We can work together to keep knives out of school. At Graceville 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.

The Principal or Deputy 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 including suspension or exclusion.
- 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 Graceville 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 the Principal or Deputy Principal.

**Graceville State School**  
**Classroom Behaviour Referral Form**

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Specialist Lesson	
<b>Referring staff member :</b>			Classroom	
			Other	

<b>Problem Behaviour</b>				
<b>Persistent Minor (Please tick)</b>		<b>Major (Please tick)</b>		
<b>Persistent Defiance/Disrespect</b> Low intensity brief failure to follow directions		<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.		
<b>Persistent Physical Contact</b> Student engages in non-serious but inappropriate physical contact.		<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)		
<b>Persistent Inappropriate language</b> Low intensity language (eg shut up, idiot etc)		<b>Inappropriate / Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group		
<b>Persistent Disruption</b> Low intensity but inappropriate disruption.		<b>Disruption</b> Repeated behaviour causing an interruption in a class. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)		
<b>Persistent Property Misuse</b> Low intensity misuse of property.		<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property		
<b>Persistent Safety Violation</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.		
<b>Persistent Dishonesty</b> Student engages in minor lying/cheating not involving any other person.		<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others		
<b>Other</b>		<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student.		
		<b>Other</b>		

<b>What was the incident that occurred?</b>			
<b>Has the incident been recorded on One School?</b>	<b>Yes</b>	<b>No</b>	

<b>School Expectation Category</b>			
Be Safe		Be Respectful	Be Responsible

<b>Others involved in incident</b>							
None		Peers		Staff		Other	

**Graceville State School**  
**Playground Behaviour Referral Form**

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	<b>Playground Duty Area:</b>	
<b>Referring staff member :</b>				

Problem Behaviour			
Persistent Minor (Please tick)		Major (Please tick)	
<b>Persistent Defiance/Disrespect</b> Low intensity brief failure to follow directions		<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and/or socially rude interactions.	
<b>Persistent Physical Contact</b> Student engages in non-serious but inappropriate physical contact.		<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (eg. hitting, punching, hitting with an object, kicking, scratching etc)	
<b>Persistent Inappropriate language</b> Low intensity language (eg shut up, idiot etc)		<b>Inappropriate / Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
<b>Persistent Disruption</b> Low intensity but inappropriate disruption.		<b>Disruption</b> Repeated behaviour causing an interruption in the playground. (eg. Yelling or screaming, noise with material, disrupting games	
<b>Persistent Property Misuse</b> Low intensity misuse of property.		<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property	
<b>Persistent Safety Violation</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.	
<b>Persistent Dishonesty</b> Student engages in minor lying/cheating not involving any other person.		<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
<b>Other</b>		<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student.	
		<b>Other</b>	

<b>What was the incident that occurred?</b>
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<b>Has the incident been recorded on One School?</b>	Yes	No	
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<b>School Expectation Category</b>					
Be Safe		Be Respectful		Be Responsible	

<b>Others involved in incident</b>							
None		Peers		Staff		Other	

*Why were you sent to Time Out?*

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*What Peace code did you not follow?*

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*What are you going to do the next time you are in the playground?*

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*Student Signature:* \_\_\_\_\_

*Why were you sent to Time Out?*

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*What Peace code did you not follow?*

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*What are you going to do the next time you are in the playground?*

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*Student Signature:* \_\_\_\_\_

*Write/draw a picture of what you did:*

*Write/draw a picture of what you should be doing:*

**Appendix 7**  
**Incident Report**

Name: ..... Date: .....

Person Completing Form: .....

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred <b>immediately</b> before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		