



The Code of School Behaviour

Better Behaviour
Better Learning



Norris Road State School's

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

1. Purpose

Norris Road 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

Norris Road State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2018.

Data review processes are built into the school system to assist the team to make informed decisions regarding future needs and actions regarding school policies and programs. A review of the following important data sets for this school relating to attendance, suspensions and exclusions, behaviour incidents including bullying and cyberbullying are used to inform this process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in November 2018 and will be reviewed in 2021 as required in legislation.

3. Learning and behaviour statement

All areas of Norris Road State School are learning and teaching environments where learning is maximised through appropriate curriculum, pedagogy and acceptable student behaviour. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

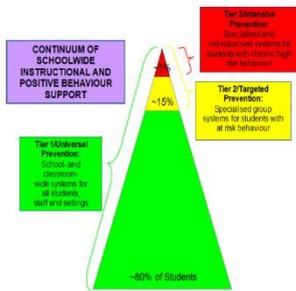
Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Norris Road State School to create and maintain a positive 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 expectations to teach and promote our high standards of responsible behaviour:

- **Be safe** (means being free from hurt, danger, injury or risk)
- **Be respectful** (means to show consideration for others; belongings and the environment; treating others courteously and kindly)
- **Be a learner** (means to take advantage of every learning situation in and out of school. All experiences can be learning situations)

We are committed to implementing a proactive approach to teaching and managing student behaviour and are informed by systems, data and practices to bring about desired identified outcomes for each of our students. This approach includes data tracking, explicit teaching, use of positive incentives and the use of effective consequences to discourage inappropriate consequences.

Our school expectations 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

Norris Road State School uses a three-tiered approach to facilitate positive behaviour and respond to unacceptable behaviour through the implementation of universal, targeted and intensive support systems.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Norris Road State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support. We also provide the students with visual prompts in various locations around the school as reminders of our school's behavioural expectations.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The School Wide Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings (Appendix 1).

| School Wide Expectations | | | |
|--------------------------------|---|---|---|
| | <u>I am Safe</u> | <u>I am Respectful</u> | <u>I am a Learner</u> |
| <u>All Areas</u> | <ul style="list-style-type: none"> ▪ I move safely around the school ▪ I play/ stay in approved areas with staff supervision ▪ I am sun safe ▪ I wear correct uniform at all times ▪ I am in the right place at the right time, doing the right thing ▪ I use equipment appropriately and as it is intended ▪ I report issues to supervising teacher ▪ I keep my hands, feet, objects and comments to myself ▪ I enter learning areas only when a teacher is present | <ul style="list-style-type: none"> • I follow all directions and instructions from adults • I use appropriate language, tone and volume at all times • I encourage, support and respect others • I respect my own and others' property • I use manners • I use self-control • I respect others' personal space and privacy • I am honest • I cooperate and work together • I maintain a clean and tidy environment • I show respect to all members of our community • I raise my hand to speak in class • I use all equipment and technology appropriately | <ul style="list-style-type: none"> • I am organised and ready to learn • I allow others to learn • I am an active listener and responsible for my own learning • I participate fully in all learning activities • I ask questions and request help when I need it • I attend school every day unless I have a valid reason • I do the work to the best of my ability and show persistence • I challenge myself to do better • I am a problem solver • I always give my best effort • I own my behaviour • I use feedback to improve |
| <u>Before and After School</u> | <ul style="list-style-type: none"> ▪ I move straight to supervised areas upon arrival ▪ I use supervised crossings ▪ I deposit my mobile phone and other electronic devices at the school office before school ▪ I walk my bike, scooter etc in and out of school grounds and at crossings | <ul style="list-style-type: none"> ▪ When travelling to and from school, I display responsible behaviour and respect for community and environment ▪ I sit and read in the supervised area | <ul style="list-style-type: none"> • I complete and return set homework on time • I am on time for school |
| <u>During Breaks</u> | <ul style="list-style-type: none"> • I play fairly and follow school-approved games • I sit while I eat my own food | <ul style="list-style-type: none"> • I show good sportsmanship • I share equipment • I invite others to join • I return all equipment promptly | <ul style="list-style-type: none"> • I keep our area clean • I return to my class promptly after break |
| <u>Other Areas</u> | <ul style="list-style-type: none"> • I use the toilets for their intended purpose • I use hygienic practises | | |

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

At the beginning of the year:

- Explicit teaching of the School-Wide Expectations Matrix
- Explicit teaching of the school-based Resilience/ Anti-Bullying Program
- Dedicated section of the newsletter enabling parents to be actively and positively involved in school behaviour expectations
- Rule reminders by classroom Teachers and Teacher Aides;
- At enrolment meetings with Principal and Deputy Principals;
- Reinforcement of school rules on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Regular weekly explicit teaching in all classrooms of social-emotional skills which values character strengths to build Personal and Social Capability as outlined in the General Capabilities of the Australian Curriculum
- Our Wellbeing team provide regular information to staff and parents and support others in sharing successful practices
- Supported play and organised play activities
- Peer mentors and Student leader playground buddies
- Buddy benches
- Annual training and reminders of Dr Christine Richmond's *10 Micro Skills of Teaching* (the Micro Skills) for all staff.
- School Supporting Student Improvement Team (SSIT) members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs in the Norris Road State School Responsible Behaviour Plan for Students delivered to new students and teachers.
- Implementation of specific policies to address:
 - 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).
 - appropriate use of social media (Appendix 6).

Norris Road State School acknowledges and values the diversity of its student population, including students with disabilities and those with social emotional needs. As such, teachers, in consultation with advisory staff and parents/carers can negotiate individual goals for identified students.

Targeted Behaviour Support

Norris Road State School implements the following strategies to respond to students demonstrating higher than average rates of problematic behaviour

- Use of behaviour data to accurately identify students requiring intervention and support
- Buddy class for Teacher managed inappropriate behaviour (Appendix 2)
- TAP referral for major behaviours with reflection sheets done as necessary (Appendix 2)
- School-based Individual Behaviour 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.
- Team approach to support students
- Review of plans and processes to ensure appropriate adjustments are made to address individual student needs including, but not limited to , curriculum modifications, social skills programs, buddy programs and adult support

Intensive Behaviour Support

Norris Road State School implements the following processes and strategies to respond to students requiring intensive behaviour support

- Individual support profiles
- Personalised Learning Plans
- Use of behaviour data to accurately identify students requiring individualised intervention and support
- Use of Functional Behaviour Assessments to investigate patterns
- Flexible or alternative learning options (minimised days for students in consultation with parents/carers)
- Provision of flexible consequences consisting of, but not limited to: time out at the office, internal suspensions and suspension
- Liaison with external agencies

Reinforcing expected school behaviour

At Norris Road State School, we acknowledge that learning is a behaviour and as such, student achievement is driven towards rewarding active learning. Students learn expected behaviours through explicit instruction and frequent targeted reinforcement, which provides students with feedback for engaging in expected school behaviour.

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.

Classroom rewards

Classroom teachers are encouraged to implement individual classroom reward systems that complement the whole school program and provide relevant acknowledgement of student success.

School wide acknowledgements

All students can receive acknowledgements for their behaviour in line with the focus teaching each term. Each class tallies these and the student with the most acknowledgements in each class are rewarded with e.g. a morning tea.

Positive reinforcements

At the end of each term, students receive a gold, silver or bronze behaviour certificate, in alignment with the school behaviour matrix (Appendix 5). This is a recognition of students who adhere to the school rules in both classroom and non-classroom areas. The students who receive certificates are acknowledged with an event or activity supported by the P&C. Options may include a disco or movie.

Students who maintain a gold level for the entire school year are rewarded with a gift (book) and an extra recognition certificate from the Principal and Deputy Principal. They also go into a draw for a major prize donated by one of our school sponsors. Gold students for each term are displayed on our "Wall of Fame" in the school's administration building.

At Norris Road State School there is a wide scope in rewarding positive behaviours within classroom contexts. These include descriptive encouragers, body language encouragers, extrinsic rewards and positive postcards sent home.

We acknowledge that the key to a positive behaviour program is education. Students who do not attend the behaviour celebrations will participate in an alternate program where behaviour expectations are revisited. These sessions will also include opportunities for students to set goals.

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.

Parents may be contacted should student behaviour be out-of-character and/or on-going low-level behaviour.

Targeted behaviour support:

Each year a small number of students at Norris Road State School are identified through our data as needing a little bit 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. Buddy class and/or TAP referral is used where appropriate.

Students who are struggling to manage their own behaviour are regularly monitored by the Principal and Deputy Principals. These students are provided with adjustments to their normal class schedule and activities if required. Students identified in our data have increased opportunities to receive positive contact with adults and increased opportunities to receive positive reinforcement. When required, adjustments are made for the student through academic support, adult mentoring (School Chaplain) or intensive social skills training.

Teachers are encouraged to use and are trained in Dr Christine Richmond's *10 Micro-Skills of Teaching* to equip them with the skills necessary when dealing with problem classroom behaviours. They are pro-actively encouraged to use selective attending, redirection, giving a choice and following through. The student may be referred to the school's designated Time-Out room, called the TAP (Thinking and Planning) room for continual or serious disturbances.

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

Intensive behaviour support: SSIT (Supporting Student Improvement Team)

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

- 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 Behaviour Plan, and
- works with the Principal and/or Deputy Principal to achieve continuity and consistency.

The school based SSIT 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 support services staff.

5. Consequences for inappropriate or unacceptable behaviour

Norris Road State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A TAP referral form is used to record all major problem behaviour (Appendix 2) and Student Plans are completed where necessary and are used as a communication tool to parents/carers.

Minor and major behaviour incidents are recorded on OneSchool and referred to relevant school personnel via the Team Site and OneSchool system as necessary.

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's Principal and/or Deputy Principal

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 Principal and/or Deputy Principal.

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, Buddy Class 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.

A report of the student's behaviour is recorded on OneSchool.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school's Principal and/or Deputy Principals.

Major behaviours result in an immediate referral to the Principal or Deputy Principal 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 may escort the student to the Principal or Deputy Principal or they may come to remove the student from the situation. A report of the student's behaviour is recorded on OneSchool and actioned by the relevant personnel.

Major unacceptable behaviours may result in the following consequences:

- **Initial:** Time out, Buddy class, detention in TAP room, loss of privilege (e.g. out of play, playground suspension, interschool sport, camp), parent contact, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour

AND/OR

- **Referral:** Parent contact, referral to Guidance Officer, referral to school based SSIT, referral for specialist behaviour services, suspension from school, behaviour improvement conditions. These behaviours may also impact student involvement in e.g. interschool sport or camp.

PLEASE NOTE

- **Extended:** 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 are suspended are not allowed on school grounds or to school-based events e.g. discos, sports day, school camps etc. Students who have been on suspension and/or display high level of inappropriate behaviours at school **may** not be allowed to represent the school and/or participate in school incursions

and/or excursions based on the safety concerns for themselves and others. This decision will be at the discretion of the Principal, Head of Inclusion, Deputy Principals and Teacher.

Definition of consequences

| | |
|--|--|
| Time out | <p>School staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p> |
| Detention (classroom imposed or TAP (Thinking and Planning) Room) | <p>A principal or teacher may use detention as a consequence for disobedience, non-compliance, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch time.</p> |
| Temporary Removal of Property | <p>A principal or staff member of Norris Road State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p> |

| 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 ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. |
| Discipline Improvement Plan | <p>A <i>discipline improvement plan</i> is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school</p> |
| 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"> ▪ persistent disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. ▪ the student has been convicted of an offence and the Director-General is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school |

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

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

| | MINOR | MAJOR |
|---------------|---|--|
| BE SAFE | <ul style="list-style-type: none"> • Running on concrete. • Incorrect use of equipment. • Not playing school approved games. • Playing in toilets. • Minor physical contact (e.g. pushing and shoving) • Not wearing a hat in the playground. • Not being in the correct area before 8:25am bell. • Being in an out of bounds area | <ul style="list-style-type: none"> • Throwing objects • Possession of weapons • Serious physical aggression • Fighting • Inappropriate use of personal technology devices or social networking sites, which impacts the good order and management of the school. • Leaving the school without permission. |
| BE RESPECTFUL | <ul style="list-style-type: none"> • Not walking bike/scooters in school grounds • Not being punctual (e.g. lateness after breaks) • Minor dishonesty • Low intensity failure to respond to an adult request. • Littering. • Inappropriate language (written/verbal) • Calling out • Disrespectful tone. • Petty theft. • Lack of care for the environment/wildlife. • Not playing fairly. • Using put-downs • Mistreatment of school's sports equipment • Making inappropriate noises in the classroom | <ul style="list-style-type: none"> • Cyberbullying – inappropriate use of personal technology devices or social networking sites, which impacts the good order and management of the school. • Major dishonesty that affects others. • Use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation. • Offensive/ aggressive language • Verbal abuse/direct profanity • Stealing/major theft • Wilful property damage/vandalism • Bullying • Blatant disrespect • Deliberate harm to animals |
| BE A LEARNER | <ul style="list-style-type: none"> • Not completing set tasks/ work refusal • Continued lateness after breaks • Non-compliance/ Minor defiance. • Un-cooperative behaviour. • Minor disruption to class. | <ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving the school without permission • Major defiance • Major disruption to class • Major work refusal |

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

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 Norris Road 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, in line with focus lessons or incidentally as the need arises. 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:

- for repeated minor behaviours that impact the safety or well-being of others or consistently impact the learning environment
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses (this may involve a risk assessment).

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

- 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.

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 Norris Road 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 (One Portal)
- Student Record of Incident (recorded on One School)

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Principal and/or Deputy Principal
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Behaviour Support Services Staff
- School Chaplain
- Chappy Chums
- Senior Guidance Officer

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

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.

Norris Road 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

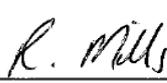
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying.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

12. Endorsement

12. Endorsement


Principal


Chair, School Council

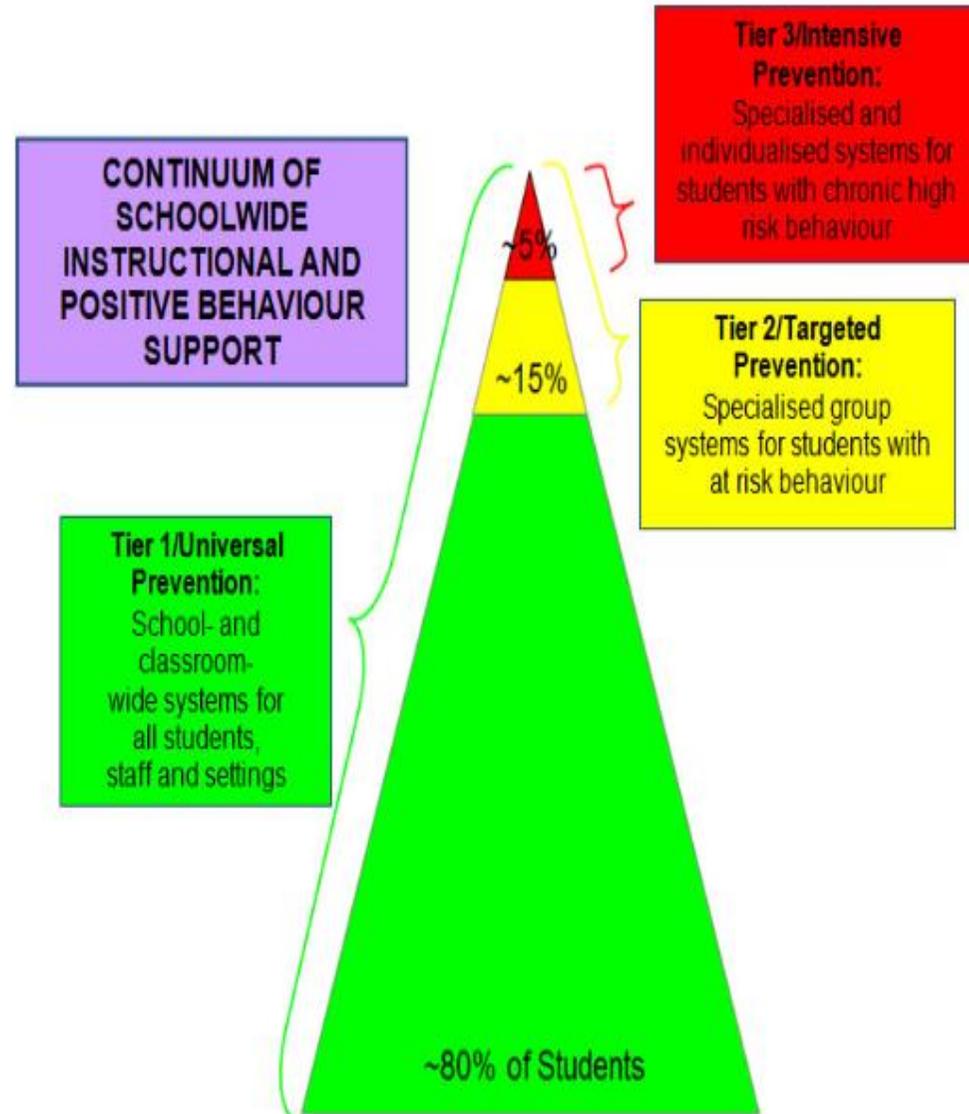

Assistant Regional Director

Effective Date: January, 2019 to 2021

Appendix 1

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of universal, targeted, and intensive supports.

- **Universal:** In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.
- **Targeted:** In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.
- **Intensive:** In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and/or challenging behaviours.



Gold Students (A) – are **completely self-managing** and behave appropriately. This student **consistently** follows the school rules and is a role model for others to follow. They do the right thing because they know it is the right thing to do.

Silver Students (B) – follow the school rules and manage their own behaviour. They require **minimal** assistance in managing their own behaviour. They do the right thing for acknowledgement or reward.

Bronze Students (C) – are **usually** self-managing but **sometimes** require teacher assistance in managing their own behaviour. They mostly follow the school rules and teacher directions. This level is the school's expectation for all students.

Level One Students (D) – **experience difficulty** in managing their own behaviour and require **frequent** teacher and/or admin assistance to follow the school rules. These students have required some form of behaviour intervention, for example, behaviour communication book; frequent TAProom visits or 1 – 10-day suspension.

Level Two Students (E) – **rarely** manage their own behaviour and require **considerable** teacher and/or admin assistance. These students have required **substantial** behaviour intervention, for example, 10 – 20-day suspension, expulsion, behaviour support services.

| | I am Safe | I am Respectful | I am a Learner |
|-------------------------|---|---|---|
| All Areas | <ul style="list-style-type: none"> ▪ I move safely around the school ▪ I play/ stay in approved areas with staff supervision ▪ I am sun safe ▪ I wear correct uniform at all times ▪ I am in the right place at the right time, doing the right thing ▪ I use equipment appropriately and as it is intended ▪ I report issues to supervising teacher ▪ I keep my hands, feet, objects and comments to myself ▪ I enter learning areas only when a teacher is present | <ul style="list-style-type: none"> • I follow all directions and instructions from adults • I use appropriate language, tone and volume at all times • I encourage, support and respect others • I respect my own and others' property • I use manners • I use self-control • I respect others' personal space and privacy • I am honest • I cooperate and work together • I maintain a clean and tidy environment • I show respect to all members of our community • I raise my hand to speak in class • I use all equipment and technology appropriately | <ul style="list-style-type: none"> • I am organised and ready to learn • I allow others to learn • I am an active listener and responsible for my own learning • I participate fully in all learning activities • I ask questions and request help when I need it • I attend school every day unless I have a valid reason • I do the work to the best of my ability and show persistence • I challenge myself to do better • I am a problem solver • I always give my best effort • I own my behaviour • I use feedback to improve |
| Before and After School | <ul style="list-style-type: none"> ▪ I move straight to supervised areas upon arrival ▪ I use supervised crossings ▪ I deposit my mobile phone and other electronic devices at the school office before school ▪ I walk my bike, scooter etc in and out of school grounds and at crossings | <ul style="list-style-type: none"> ▪ When travelling to and from school, I display responsible behaviour and respect for community and environment ▪ I sit and read in the supervised area | <ul style="list-style-type: none"> • I complete and return set homework on time • I am on time for school |
| During Breaks | <ul style="list-style-type: none"> • I play fairly and follow school-approved games • I sit while I eat my own food | <ul style="list-style-type: none"> • I show good sportsmanship • I share equipment • I invite others to join • I return all equipment promptly | <ul style="list-style-type: none"> • I keep our area clean • I return to my class promptly after break |
| Other Areas | <ul style="list-style-type: none"> • I use the toilets for their intended purpose • I use hygienic practises | | |

Appendix 2

Buddy Class Reflection

Buddy Class _____

| | | | |
|---------------|-------------------------------------|----------------|--|
| Name: _____ | | Date: __/__/__ | |
| What I did | What I am going to do when I return | | |
| Signed: _____ | | | |



Norris Road State School - Office Behaviour Referral

Entered onto OneSchool Yes No

| Behaviour Referral Card | | | |
|---|---|---|--|
| Name: <small>Person referring</small> | | Location | |
| Date: _____ | Time: _____ | <input type="checkbox"/> Classroom <input type="checkbox"/> Specialist Lesson <input type="checkbox"/> Area _____ | |
| Student/s: | Class | <input type="checkbox"/> Library <input type="checkbox"/> Tuckshop <input type="checkbox"/> Eating Area | |
| | | <input type="checkbox"/> Hall <input type="checkbox"/> Buildings <input type="checkbox"/> Toilets | |
| | | <input type="checkbox"/> Media Room / Computer lab <input type="checkbox"/> Courts | |
| Others involved: | | | |
| <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Relief Teacher <input type="checkbox"/> Unknown | | | |
| Proactive Strategies – tick all that apply | | | |
| <input type="checkbox"/> Not Applicable <input type="checkbox"/> Rule reminder <input type="checkbox"/> Warning | <input type="checkbox"/> Time out <input type="checkbox"/> Tactical Ignoring <input type="checkbox"/> Buddy class | <input type="checkbox"/> Proximity <input type="checkbox"/> Give choice <input type="checkbox"/> Detention | <input type="checkbox"/> Parent contact <input type="checkbox"/> Praise <input type="checkbox"/> Other _____ |
| Major behaviour being reported – tick all that apply | | | |
| <input type="checkbox"/> Academic Infringement <input type="checkbox"/> Continual disruption to learning <input type="checkbox"/> Non-compliance <input type="checkbox"/> Continual defiance | <input type="checkbox"/> Verbal aggression <input type="checkbox"/> Abusive Language directed at others <input type="checkbox"/> Tease/Taunt | <input type="checkbox"/> Bullying /harassment <input type="checkbox"/> Invading personal space <input type="checkbox"/> Repeated verbal abuse <input type="checkbox"/> Intimidation of peers/ staff | <input type="checkbox"/> Physical aggression <input type="checkbox"/> Fighting <input type="checkbox"/> Throwing objects <input type="checkbox"/> Injured others |
| <input type="checkbox"/> Serious Misdemeanour <input type="checkbox"/> Stealing <input type="checkbox"/> Safety – out of bounds | <input type="checkbox"/> Vandalism <input type="checkbox"/> Avoidance behaviour | <input type="checkbox"/> IT abuse <input type="checkbox"/> Electronic violation | <input type="checkbox"/> Other |
| General Comments. <i>Please add additional information to assist admin in dealing with the issue.</i> | | | |

Student Plan

| | |
|---|--|
| Name: _____ Date: _____ | |
| Draw a picture of what you did that impacted others | What expectation did you impact? <input type="checkbox"/> Be Safe <input type="checkbox"/> Be Respectful <input type="checkbox"/> Be a Learner How? _____ _____ _____ |
| Draw a picture of what you are going to do when you return to class | |
| Student Signature _____ Teacher Signature _____ Admin Signature _____ Parent Signature _____ | Parent/Carer Notified of this behaviour <input type="checkbox"/> Yes <input type="checkbox"/> No Follow up meeting requested <input type="checkbox"/> Yes <input type="checkbox"/> No |

Student Plan

| | |
|--|--|
| Name: _____ Class: _____ Date: ___/___/___ | |
| What did you do? _____ _____ | |
| What expectations did you impact? <input type="checkbox"/> Be Safe <input type="checkbox"/> Be Respectful <input type="checkbox"/> Be a Learner | |
| How? _____ _____ | |
| Did this make things better or worse for you? _____ How? _____ _____ | |
| Did your behaviour impact others? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure | |
| Are you willing to try to make things better? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Describe what you will do to make things better I will _____ _____ I will _____ _____ | |
| Student Signature: _____ Teacher Signature: _____ Admin Signature: _____ Parent/ Carer signature: _____ | Parent/Carer Notified of this behaviour? <input type="checkbox"/> Yes <input type="checkbox"/> No Follow up requested? <input type="checkbox"/> Yes <input type="checkbox"/> No |

Student Plan

| | |
|---|--|
| Name: _____ Date: _____ | |
| What did you do? _____ _____ | |
| What did you want? Tick or write | |
| <input type="checkbox"/> I wanted attention <input type="checkbox"/> I wanted to be in control of the situation <input type="checkbox"/> I wanted to challenge the teacher/adult <input type="checkbox"/> I wanted to avoid doing work <input type="checkbox"/> I wanted someone else to get into trouble <input type="checkbox"/> I wanted to avoid getting into trouble <input type="checkbox"/> I wanted revenge | <input type="checkbox"/> I wanted to be sent home <input type="checkbox"/> I wanted to cause problems because I am not happy <input type="checkbox"/> I wanted to annoy others because they annoy me _____ _____ |
| Did you get what you wanted? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, then how? _____ _____ | |
| Did this make things better or worse for you? _____ How? _____ _____ | |
| How did your behaviour impact others? _____ | |
| What expectation did you impact? <input type="checkbox"/> Be Safe <input type="checkbox"/> Be Respectful <input type="checkbox"/> Be a Learner | |
| How? _____ _____ | |
| Are you willing to try to make things better? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Describe what you will do to make things better and rebuild relationships I will _____ _____ _____ | |
| Student Signature _____ Teacher Signature _____ Admin Signature _____ Parent/ Carer Signature _____ | Parent/ Carer Notified of this behaviour <input type="checkbox"/> Yes <input type="checkbox"/> No Follow up meeting requested <input type="checkbox"/> Yes <input type="checkbox"/> No |

Appendix 3

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 receive a consequence as 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 handed in at the office or SEP and collected for use at home time or when supported by a Teacher.

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 Norris Road 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 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.*

Appendix 4

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

Purpose

1. Norris Road 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 Norris Road 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 Norris Road 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 Norris Road State School there is consensus among students, staff and parents that bullying is an 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 Norris Road 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 school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety, using Budd-e for example to reinforce 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.

Norris Road 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 school-wide schedule of instruction. The content of these lessons is sourced from programs such as You Can Do It and Zones of Regulation. 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 **ACT** (**A**void being alone with a bully; **C**all for help. Seek assistance from peers and or adults; **T**ake a stand. Be assertive) and **STOP** (**S**top the bully behaviour immediately. No excuses!; **T**ake responsibility and think of new ways to make amends with the victim; **O**pen your mind to **NEW** ways to act. Focus on what you can do in school to help, not hurt others; **P**revent situations that may cause you to start bullying again. Find friends that like to have fun, not ones who like to hurt other students) strategies 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 different aspects of bullying such as: definition, types of bullying, strategies, identifying personal networks of support and empowering bystanders. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Norris Road 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 Norris Road 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. Norris Road State School uses behavioural data for decision-making. This data is entered into OneSchool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 5

Working together to keep Norris Road State School Safe

We can work together to keep knives out of school. At Norris Road 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 at 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 and 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 (suspension, behavior improvement condition, proposed exclusion or recommended exclusion, cancellation of enrolment)
- 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 Norris Road 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 on (07)3261 0777.

Appendix 6

Appropriate use of Social Media

Norris Road 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.

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

No student of Norris Road State School will face disciplinary action for simply having an account on Facebook or other social media sites.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Norris Road State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Norris Road State School, whether those behaviours occur during or outside of school hours.

This policy reflects the importance of students at Norris Road 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 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 in 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 Norris Road 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 the good order and management of Norris Road 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.

Norris Road 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 from another school outside of 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.

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