Kolan South State School

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

1. Purpose

Kolan South 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

Kolan South State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through a series of meetings and discussions held during Term 4, 2009. Feedback was also requested from all families regarding the draft plan. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, P&C Committee, and (Regional Executive Director or Executive Director (Schools) in December 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and Behaviour Statement

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

Our Responsible Behaviour Plan outlines our procedures for encouraging positive behaviours, minimising negative behaviours, and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, creating and maintaining 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 overarching school values to teach and promote our high standards of behaviour:

- Be Respectful
- Be Responsible
- Be Safe

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

At Kolan South State School, a number of whole-school strategies are designed to:

- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

• Quality Curriculum The Productive Pedagogies are paramount to promoting high standards of behaviour. Implementation of the school curriculum program, along with individualised support and consideration, provides the basis for a successful learning environment. Staff are supported in their roles through access to relevant professional development.

• School Community Values Our school values are reinforced regularly with students at assemblies, within the classroom, and throughout all school activities.

• Positive Reinforcement Teaching staff, administration and support staff recognise positive behaviours through praise and encouragement.

• Staff Professional Development Staff are involved in regular discussion about behaviour management approaches, while reviews of class management micro-skills are undertaken at appropriate intervals

• Extra-Curricular Activities A diverse range of extra-curricular activities and programs support core curriculum activities to foster positive attitudes, cooperation, and self-esteem. These include:
  - Excursions
  - Corps of Drums
  - Instrumental Music Program
  - Competitions
  - Rock Pop Mime
  - Lunchtime sports training and programs
  - After School Communities Programs
  - Discos and Dance Nights
  - Special days and events eg Free Dress, Qld Day
  - Community events eg Fair, Family Night
  - Tuckshop

• Sport Students at Kolan South are intensively involved in lunchtime sports training and competitions. Students in Year 5-7 traditionally participate in interschool sport throughout the year. Various competitions and organised activities are coordinated by staff for other year levels, as well. Students enjoy their sport, and there are a range of positive outcomes.

• Assembly Our weekly assembly is an opportunity to discuss current events and issues, share group and individual class items, and recognise positive achievements. School community values are promoted, and school rules and procedures are reinforced.

• ‘Gotcha’ Program The Gotcha program involves the recognition of civic-minded students whose names are entered in the ‘Gotcha Box’. At weekly assembly, students’ names are drawn, and incentive prizes awarded.

• Leadership Opportunities Students are encouraged to demonstrate leadership around the school by being rostered on various school and classroom duties, helping younger students at lunchtime games, etc.
School Rules and Procedures
The table below provides an overview of school rules and procedures to be communicated and reinforced with students and families. These expectations are communicated in a number of ways, including:
- included in the Parent Information Booklet
- communicated in the weekly newsletter, as required
- reinforced at school assemblies
- communicated and reinforced by staff in proactive and reactive situations (eg schoolwide class discussions, for new students, in response to individuals or small groups of students infringing rules or procedures)

<table>
<thead>
<tr>
<th>SCHOOL RULES and PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM / BUILDINGS</strong></td>
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<tr>
<td><strong>PLAYGROUND / SPORTS EQUIPMENT</strong></td>
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<tr>
<td><strong>EATING TIMES</strong></td>
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<td><strong>TOILETS</strong></td>
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<td><strong>TRAVEL / ARRIVAL &amp; DEPARTURE</strong></td>
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</tbody>
</table>

**BE RESPECTFUL**
- Use appropriate, polite and courteous language
- Respect others
- Respect all property
- Demonstrate school pride by wearing uniform with pride, shirt tucked in
- Be considerate of others, working and learning
- Respect others’ right to learn
- Move around the classrooms and buildings quietly
- Care for sports and play equipment and facilities
- Care for the environment
- Touch only your own food and lunch items
- Ensure all scraps and litter go into bins
- Maintain quiet behaviour
- Keep passage ways clear at all times
- Respect the privacy of others
- Be considerate by behaving in an hygienic manner, having respect for others use of, and the cleaning of, the amenities

**BE RESPONSIBLE**
- Follow instructions
- Be on time
- Line up, assemble or return to class quietly
- Use ‘Common Sense’
- Keep your work space and classroom tidy
- Ask permission to leave the classroom
- Maintain an ‘appropriate’ noise level
- Follow equipment borrowing and return procedures
- Play fairly – take turns, invite others to join in, and follow agreed rules
- Play ‘school approved’ games
- Be responsible with food items – they are not for play!
- Ensure lunch boxes are returned to classrooms before play
- Students are not allowed in classrooms without special permission
- Students are to eat lunches in their designated areas
- Behave quietly and sensibly – it is not a play area!
- Use consumables (ie toilet paper and soap) for their intended use
- Use toilets during breaks, where possible
- Arrive at school after 8.00am, unless permission provided
- Walk bikes in school grounds
- Follow bus rules and procedures, and the directions of drivers
- If riding or walking, leave school promptly following approved activities

**BE SAFE**
- Stay away from out-of-bound areas (behind toilets, grounds shed, incinerator, gardens
- Remain in the school grounds unless permitted to leave
- Behave safely at all times
- Walk in, and around, buildings – no running on concrete or paving
- Play sensibly and safely in these areas
- Be sun safe; wear a broad-brimmed hat and sunscreen
- Wear shoes and socks unless permitted otherwise
- Use sports equipment safely – no running or chasing on adventure playgrounds
- Eat only your own lunch items – No sharing of lunches!
- Display hygiene by washing hands with soap
- Use the school crossing if walking or riding to or from school
- Walkers and riders use the walking/bike path
- Wait at the designated area, if being collected by car
Targeted behaviour support:
Targeted behaviour strategies address inappropriate behaviours which occur in either class or recess
time, which are of a minor to moderate level of severity eg

- Rule reminders or redirection
- Time Out Room referral
- Individual Behaviour Plans or Strategies

Students are registered to report to ‘time out’ for completion of a personal plan and counselling. As
well as being a consequence, Time Out is an opportunity for discussion and reflection regarding the
inappropriate behaviour(s). Parents are informed by way of a time out slip that is to be returned to
school the following day.

Intensive behaviour support:
When inappropriate behaviours are more intrusive, severe and/or continue following initial time out
referrals, behaviour support strategies progress to the following stages eg

- Parental / Support Staff Involvement
- Develop a formal Individual Behaviour Plan

5. Consequences for unacceptable behaviour

Kolan South State School makes systematic efforts to prevent problem student behaviour by teaching
and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses
to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Moderate
to major problem behaviours are recorded on students’ individual profile on ‘One School’.

Minor Problem Behaviours
Minor problem behaviours will be managed by staff members at the time they happen, and:

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

Consequences for minor problem behaviours are minor consequences logically connected to the
problem behaviour, such as:

- partial or complete removal from an activity or event
- apology or restitution
- detention for work completion

* Removal from an activity could involve:

- quiet minutes at the verandah ‘Quiet Area’
- shadowing a staff member eg on playground duty
- remaining in class to complete set tasks during Physed, Sport, Music, etc
- time away from the class to work independently at a class time out area

Moderate Problem Behaviours

Moderate problem behaviours are those that could be minor, in nature, but that continue to be
repeated, or infringe the rights of others to learn or be safe. The Principal would likely be consulted or
involved at this level, and advice from Guidance Officer and Behaviour specialist could be sought.

Moderate behaviours are those that:

- are repeated or continuous breeches of the school rules
- violate the rights of others to learn or be safe

Consequences for moderate problem behaviours might be:

- Exclusion (short term) from privilege activities eg Physed, Sport,
- Referral to Time Out room
- Cross-classing
Major Problem Behaviours

Major problem behaviours are those that significantly violate the rights of others, or put others or themselves at risk of harm.

Major problem behaviours result in the immediate involvement of Principal and Parents. The case will be referred to the Behaviour Management specialist and Guidance Officer for support.

Major problem behaviours will result in the following consequences (These can be leap-frogged, depending on the level of seriousness):

**Level 1:** Internal Suspension (Removal from contact with other students in class and recess) for a suitable period

**Level 2:** Suspension from school (1-5 days), referral to Guidance Officer

**Level 3:** Suspension from school (6-20 days), referral to Guidance Officer

**Level 4:** Recommendation for Exclusion from school following an immediate period of suspension

This would be for students who engage in very serious and dangerous problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs

* School Disciplinary Absences will only be used after consideration has been given to all other responses.

The following table outlines examples of minor and major problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Moderate</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete, around or in buildings</td>
<td>• Playing dangerously (repeated)</td>
<td>• Serious and dangerous physical aggression</td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
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<tr>
<td>Play</td>
<td>• Careless use of equipment</td>
<td>• Playing dangerously (repeated)</td>
<td></td>
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<tr>
<td></td>
<td>• Not playing school approved games</td>
<td></td>
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<tr>
<td></td>
<td>• Playing in toilets</td>
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<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Moderate physical aggression</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Fighting (repeated)</td>
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<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Wearing provocative or inappropriate dress and/or clothing not in line with uniform and dress code</td>
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<td></td>
<td>• Not wearing shoes outside</td>
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<td></td>
<td>• Shirt untucked (repeat offender)</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td>Possession or selling of drugs</td>
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<td></td>
<td></td>
<td></td>
<td>Possession of weapons</td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Refusal to complete a set task that is at an appropriate level</td>
<td>• Refusal to work</td>
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<tr>
<td>Being in the right place</td>
<td>• Not being on time (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
<td>• Leaving school without permission</td>
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<td></td>
<td>• Being in an out-of-bounds area</td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
<td>• Refusal to follow directions</td>
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<tr>
<td></td>
<td>• Uncooporative behaviour</td>
<td></td>
<td>• Non-compliance</td>
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<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
<td></td>
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<tr>
<td>Rubbish</td>
<td>• Littering or food throwing</td>
<td>• Repeated littering or food throwing</td>
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<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive or aggressive language or verbal abuse directed at another student</td>
<td>• Offensive or aggressive language or verbal abuse directed at staff member</td>
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<td></td>
<td>• Calling out</td>
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<td></td>
<td>• Poor attitude</td>
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<td></td>
<td>• Disrespectful tone</td>
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<tr>
<td>Property</td>
<td>• Lack of care for school or others’ property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td></td>
<td>• Major wilful property damage</td>
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<tr>
<td></td>
<td></td>
<td>• Disrupting to class</td>
<td>• Vandalism</td>
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<tr>
<td></td>
<td></td>
<td>• Blatant disrespect</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Continued defiance</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Lewd Behaviours (eg exposing privates)</td>
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<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Bullying / harassment</td>
<td>• Major bullying / harassment</td>
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<tr>
<td></td>
<td>• Minor disruption to class</td>
<td></td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td></td>
<td>• Blatant disrespect</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Major defiance (ongoing)</td>
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<td></td>
<td></td>
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<td>• Repeated lewd behaviours</td>
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6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

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

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

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

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

Physical Intervention

Staff may make legitimate use of physical intervention, if required, when a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others
- posing a risk to property

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 is not be used when a less severe response can resolve the situation

Any physical intervention made must:
- be reasonable and proportionate to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- 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
- Local Council

8. Consideration of individual circumstances

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

Kolan South State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying, No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal  P&C President or Chair, School Council  Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013
Appendix 1

Personal Technology Devices

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others.

**Personal Technology Devices Banned From School**

Personal technology devices are not to be brought to school because of the potential for theft and general distraction and/or disruption associated with them.

Personal technology devices include cameras, digital video cameras, MP3 players, or mobile phones. Such devices will be confiscated by school staff and may be collected by parents. Breaches of this prohibition may result in disciplinary action.

Digital cameras may be allowed to be brought to school on special situations, such as school excursions or graduation ceremonies. Mobile phones may only be brought to school in special circumstances, possibly for after school contact with parents, with the permission of the Principal. In this case, the mobile phone would be kept at the office throughout the school day.

Confiscated 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.

**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.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from school activities such as excursions or graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute will be

**Students involved in:**
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
- may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.
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
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special situation) should negotiate a special arrangement with the Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

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

Purpose

1. Kolan South State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Kolan South 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 Kolan South State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate messages or notes, 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
   • ability and disability
   • socioeconomic status, appearance or health conditions
   • sexual orientation, sexist or sexual language
   • children in care

5. 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 responses 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 Kolan South State School are an addition to our 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.
8. Attempting to address bullying 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 bullying
- All students know the 3 overarching school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours
- A high level of supervision is a permanent staff routine in the nonclassroom areas. Playground duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move around the designated supervision areas.

9. Anti-bullying sessions will be conducted at assemblies and in classrooms on a regular basis. The 4-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying, or bystander.

10. Kolan South State School reviews the effectiveness of its anti-bullying process, as required, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised.
# Anti-Bullying Framework

Framework for developing workable solutions to bullying at Kolan South State School.

<table>
<thead>
<tr>
<th>Staff:</th>
<th>Students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Short Term:</strong> Responsive</td>
<td><strong>Medium Term:</strong> Problem Solving</td>
</tr>
<tr>
<td>Practically dealing with the immediate and specific incidents of bullying.</td>
<td>Targeting support and skills development for individuals and groups.</td>
</tr>
<tr>
<td>- Speak to all students involved.</td>
<td>- Collaboratively establish responsibilities and rules</td>
</tr>
<tr>
<td>- Follow the procedures as outlined in the <em>Kolan South State School – Responsible Behaviour Plan for Students</em></td>
<td>- Demonstrate the school values</td>
</tr>
<tr>
<td>- Involve appropriate people, e.g. Principal, parent/s, Guidance Officer.</td>
<td>- Participate in relevant curriculum, e.g. Health, SOSE</td>
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<tr>
<td><strong>Long Term:</strong> Preventative</td>
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<tr>
<td>Providing a warm, positive environment for students by giving consistent messages through ongoing strategies designed to foster the active involvement of all students</td>
<td>- Be encouraged to use the appropriate anti-bullying strategies to resolve conflict in the first instance</td>
</tr>
<tr>
<td>- Establish a school culture that actively promotes and reinforces the school values of safety, respect and responsibility</td>
<td>- Encouragement to participate in extracurricular programs to develop self-esteem and interpersonal relationships.</td>
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<tr>
<td>- Create a classroom climate that accepts and values diversity</td>
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<tr>
<td>- Ensure students’ voices are heard and they actively participate in meaningful decision-making</td>
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<tr>
<td>- Encourage collaborative decision-making on important school issues involving all members of the school community</td>
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<tr>
<td>- Implement a range of socialisation strategies (e.g. school excursions, leadership programs, co-operative learning, team-building opportunities, sport)</td>
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<tr>
<td>- Celebrate and publish successes</td>
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<tr>
<td>- Review effective anti-bullying strategies with links to the <em>Responsible Behaviour Plan for Students</em> policy</td>
<td></td>
</tr>
</tbody>
</table>
Kolan South State School Anti-Bullying Approach

ARE YOU BEING BULLIED?

Ignored, teased or threatened?
Pushed, hit or kicked?
Belongings stolen or damaged?

YES

Follow the 4 step plan

1. Ignore /walk away / talk to someone else.
2. Tell them nicely that you don’t like what they are doing. Tell them to stop.
3. Ask a friend to support and witness the problem.
4. Ask a teacher to help sort out the problem.

If it continues …

Seek help immediately!

Bullying No Way!

Tell someone who will care:
⇒ Trusted adult
⇒ Teacher
⇒ Parent
⇒ Friend

SAFE
Solve it by yourself
Ask a friend
Find a teacher
Explore your options