JIMBOUR STATE SCHOOL

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

Purpose
Jimbour State School is committed to ensuring that every day, in every lesson, every student in our school is learning and achieving within a safe, supportive and disciplined learning environment. We actively promote a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. Jimbour State School recognises the reciprocal relationship between academic success and social behaviour.

The Behaviour Plan describes a whole-school evidence-based approach to promoting positive behaviour and maintaining teaching and learning environments that support learning and wellbeing for all students. This approach is prevention-based in that the goals are to teach important social skills, prevent the development of new problem behaviours and reduce the intensity and frequency of existing problem behaviours.

The Plan is endorsed by the Principal, the P&C and the Assistant Regional Director, School Performance Darling Downs South West Queensland Region and will be reviewed in 2016.

School beliefs about behaviour and learning

‘At Jimbour State School we want students to enjoy school, to develop friendships and thus to grow in self-esteem and self-discipline’.

Jimbour State School’s values and beliefs about behaviour and learning directly relates to Education Queensland’s Code of School Behaviour and Education Queensland’s Statement of Expectations for a Disciplined School Environment. Our school’s values and beliefs below underpin our Responsible Behaviour Plan.

We are proud of our school and unashamedly infuse traditional family values into our everyday operations. We have high expectations for behaviour and learning across the whole-school community and for all students. At Jimbour State School we hold firm to the belief that individuals are responsible for their own behaviour and emphasise this in creating a social climate that is founded on respect, safety and learning. We consistently involve parents when both positive and behaviour management issues arise. This is because students benefit most when there is a strong partnership between the school and the families of students. The relationships with staff that extend from this involvement enhance the opportunities for our students and send a clear message to children that education is valuable.
It is recognised that there are four key stakeholders within the Jimbour school community.

*Students  *Teachers including aides  *Non-teaching staff members  *Parents

Each enjoys certain rights and responsibilities that need to be considered by all those involved in our school community if it is to function effectively and efficiently.

In order for this school in particular to operate effectively and serve the needs of all members of our community, it is understood and accepted that certain kinds of behaviour are expected.

We believe that each person has rights that should be recognised and respected by all those involved in the school community.

Related to these rights are certain responsibilities that must be adopted and fulfilled by each member of the Community.

It must be realised and accepted that certain consequences will occur when these rights are infringed upon or responsibilities are not accepted.

This school believes in the following pertaining to students and school life, and accepts that we must work with each of them in mind.

- Students are all capable of displaying high levels of behaviour.
- Students will make wrong behaviour choices from time to time.
- Quality, effective teaching cannot take place without appropriate levels of student behaviour.
- Behaviour management must be administered consistently and fairly to be acceptable to all concerned.

RIGHTS OF STUDENTS

Students have the right to:

- be respected by all members of the Community;
- work without interference from others;
- learn at a level appropriate to their needs;
- express themselves in a socially acceptable manner;
- feel safe at school;
- have all property respected and safe;
- be free from verbal and physical abuse;
- receive adjustments appropriate to their learning.

RESPONSIBILITIES OF STUDENTS

Students have a responsibility to:

- accept others regardless of race, religion, etc;
- take full advantage of all learning opportunities available;
- respect the property of the school and other community members;
- follow school rules and learn to accept the consequences of decisions;
- refrain from harassing or bullying others;
- respect the rights of teachers to teach and other student’s right to learn.
RIGHTS OF STAFF /TEACHERS

Teachers have a right to:
- be treated with respect and courtesy;
- teach free from interruption;
- manage students' behaviour;
- be respected as individuals and for their expertise;
- feel safe at school;
- expect support from Parents, School Administration and Education Queensland;

RESPONSIBILITIES OF STAFF

Staff have a responsibility to:
- ensure the consistent implementation of the Behaviour Management policy throughout the school;
- encourage acceptable patterns of behaviour in all students;
- accept and follow school rules and encourage others to do likewise;
- promote a safe environment which respects individuals and their property;
- treat others with respect and courtesy;
- deal with parents and colleagues in a professional manner;
- be receptive to other's opinions;
- periodically review the Behaviour Management Policy.

RIGHTS OF PARENTS

Parents have the right to:
- have their child's needs catered for within the parameters of school resourcing;
- be respected and treated as the major influence of their child's development;
- be able to express themselves on matters of school policy, through appropriate channels;
- be kept informed of their child's social and academic development;
- have access to school personnel at mutually agreed upon and appropriate times;
- feel safe within the school environment.

RESPONSIBILITIES OF PARENTS

Parents have a responsibility to:
- encourage and expect good behaviour in children;
- model fair treatment and appropriate behaviours;
- take an active, positive and ongoing interest in their child's academic and social development;
- provide support to the school to put this Behavioural Management Policy into place;
- ensure their child attends school on time, regularly, appropriately dressed, fed and equipped.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour.

All school community members have a role in managing behaviour, principally by meeting their responsibilities, modeling appropriate behaviour and cooperating to promote a supportive environment.

Whole School Behaviour Support

Our whole school approach provides a supportive learning environment through:

- Open communication with the school community on *The Code of School Behaviour, Statement of Expectations for a Disciplined School Environment* and the school's Responsible Behaviour Plan for Students.
- Shared school values and a positive, inclusive culture underpinned by the school's Learning and Wellbeing Framework.
- Comprehensive induction programs in the Jimbour Responsible Behaviour Plan for Students, delivered to new students as well as new and relief staff.
- Building strong community relationships through the Kids Matter Primary framework.
- Managing of incidents through clear and well-understood processes.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 1)

The following are processes that are used to promote appropriate behaviours across the whole school setting. At Jimbour we aim to optimise the social, emotional, and academic outcomes of all young people. To support this we have incorporated elements of the You Can Do It Program. Below are the six positive behaviour characteristics and expectations that we at Jimbour believe support young people to build social, emotional and motivational capacity.

- Obedience
- Confidence
- Persistence
- Organisation
- Getting Along
- Resilience

These are displayed around the school and actively promoted during class and break time.
School Rules – Expectations (see also appendix 3 – Behaviour Matrix)

At Jimbour State School we aim to:

1. Communicate respectfully.

Positive Behaviours include:

- encourage and praise each other in a positive manner;
- use manners at all times by using words such as please, thank you and excuse me when we are trying to speak to teachers, adults or fellow students, All adults and children are expected to greet each other with a friendly good morning every day. This is showing respect;
- listen to each other carefully and follow instructions given by teachers;
- sit quietly during assembly.

The following behaviours are unacceptable:

- swearing
- bullying
- teasing
- put-downs
- telling lies
- disturbing noise during lesson time
- talking in Assemblies

2. Solve Problems peacefully.

Positive Behaviours include;
At Jimbour State School we aim to avoid resolve conflict by;

- ignoring minor inappropriate behaviour IGNORE
- asking the person involved to stop the behaviour CHALLENGE
- walking away from the situation and telling the teacher on duty REPORT

The following behaviours are unacceptable as ways of solving problems:

- threatening
- fighting
- hitting
- punching
- pushing
- spitting

3. Play safely and fairly.

Positive Behaviours include;

- play safely and fairly by considering others and protecting ourselves.
- follow the rules of playground games.
The following behaviours are unacceptable:
  • throwing sand, sticks, rocks and any other objects
  • playing in unsafe areas:-
    - gardens
    - climbing trees
    - unsupervised classrooms

4. Respect and care for property, each other and the environment.

Positive Behaviours include;
  • always returning items to the owner in good condition
  • using items for intended purposes. eg. Basketball for playing basketball only.
  • putting all rubbish in the bins
  • picking up rubbish even if it’s not our own

The following behaviours are unacceptable:
  • stealing
  • damaging other’s belongings
  • damaging school property
  • misusing equipment
  • littering
  • walking in gardens
  • harming and touching wildlife
  • damaging plants/ gardens
  • playing with water and taps
  • wasting resources eg. water, towels, and toilet paper

5. Move sensibly and safely

Positive Behaviours include;
  • walking on concrete and asphalt areas
  • straight there straight back
  • walking quietly in two straight lines past other classrooms during class time

The following behaviours are unacceptable:
  • running on concrete and asphalt areas
  • bike riding, skateboarding or roller-skating in the school grounds
  • being in out-of-bounds areas
Classroom Agreements

- Teachers devise an agreement in consultation with the class and then display.
- Establish classroom/playground rules with clear expectations and consequences, visit regularly and review.
- It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and values.
- Students are more likely to respect a classroom agreement if they have been involved in its creation.
- Revisit the agreement on a regular basis throughout the year.

Develop supportive interpersonal relationships

- Catch students being good.
- Communicate a genuine interest in and care for the students.
- Establish rapport with and welcome the involvement of parents.
- Develop a sense of responsibility for students' own progress and personal behaviour goals

Student Leadership Program

Jimbour State School recognises the important contribution that our students can make to their school and community by providing students with a program that builds a range of leadership qualities. Senior students play an important role at Jimbour State School. They act as models of appropriate behaviour for younger students. These students also provide support for other students. The aim of the Student Leadership Program is to nurture confident students who are willing and able to be empathetic towards their school community and work pro-actively in moving it towards a preferred future. (Appendices 9) Anti-Bullying Program

Jimbour State School targets anti-bullying to support students and parents. Our school’s approach to bullying focuses on relationship building and solving problems. We aim to eliminate bullying by providing relationships education to our students, staff and parents and supporting students to develop better relationships when problems occur. This involves our school:

- Building safe and supportive schools and preventing bullying
- Knowing when bullying is happening, acting to stop it and supporting those involved
- Managing incidents that have serious impact on individuals and/or the school

The Bullying Policy outlines our school approach. (Appendices 7).
**Targeted behaviour support**

Due to the size of Jimbour State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings and special meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through the classroom teacher.

**Uncooperative Behaviour**

Refusal to comply with instructions disrupts learning time for all students in the class and creates an unsafe environment in the playground. It is taken very seriously at Jimbour State School and as such we deploy a THINK plan to deal with non-compliant behaviour.

**THINK stands for:**

1. **T. Talk about expectations.** The teacher will clarify expectations; give a rule reminder and a consequence reminder.
   
   *Non-compliance*

2. **H. Have a ‘Think’ – Stop Manage Your Behaviour Now!**
   
   The student will be given a teacher time-out (or an admin time-out for major behaviours). All teacher directed time-outs are to be recorded on a post-it note and placed in the behaviour folder. Any student who receives 3 post-it time-outs within a term will automatically be referred to the principal, and **I.N.K (below will apply)**

3. **I. Interview with Principal – consequence could be detention/internal suspension**

   and

4. **N. Notify Parents – communication of behaviour**

   *If behaviour is severe or continuous*

5. **K. Kept at home – suspension**
OVERVIEW

Classroom
Classroom negotiated
- Rules
- Expectations
- Reinstatement and Rule
  Reminders
- Recognition of consequences
  and rewards

School Values
Our school aspires to securing success for
all our students by:
- Being safe
- Being a learner
- Being respectful
These values underpin our school rules and
expectations of behaviour.

T.H.I.N.K. Time
T. Talk about expectations
H. Have a 'Think' – Stop Manage Your Behaviour Now!
I. Interview with Principal – consequence could be detention/ internal suspension
and
N. Notify Parents – communication of behaviour
K. Kept at home – suspension

MINOR
Teacher deals with student for minor behavioural
infringements
- Classroom negotiated rules
- School rules
- Playground

3 repetitions of a minor infringement will result in
a referral to a major behaviour infringement

MAJOR (Examples only)
- Bullying (physical, verbal, social, emotional)
- Offensive language
- Serious physical aggression
- Stealing
- Vandalism
- Blatant disrespect

Continual noncompliance of class and school rules

School Intervention and Recording of Student's Inappropriate Behaviour
To inform further planning and decision-making processes, incidents of
inappropriate behaviour are recorded in the school's OneSchool system.

Teacher / Student Action

External Assistance
- Development of an Individual Behaviour Support Plan
- Monitoring and Review
  Monitoring and follow-up of the formal Individual Behaviour Support Plan

In exceptional circumstances of serious and/or repeated unacceptable or dangerous
behaviour the following procedures may be used:
- Suspension Procedures
  This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary
  Absences.
- Recommendation for Exclusion
  This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary
  Absences.
The network of student support

Students at Jimbour State School will be supported in their learning through the following school and external networks. When behaviour is inappropriate, programs will be negotiated involving these people for support and guidance.

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 will be considered at all times.

Jimbour 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.
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

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, Willful 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

Some related resources

- National Safe Schools Framework
  (www.curriculum.edu.au/verve/_resources/natsafeschools_file.pdf)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools -- Queensland
  (education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- Kids Matters (www.kidsmatter.edu.au/)
- Mind Matters (www.mindmatters.edu.au/)
- School Wide Positive Behaviour Support (education.qld.gov.au/studentservices/behaviour/swpbs/)
- Code of Conduct for School Students Travelling on Buses

Endorsement

[Signatures]

Principal
P&D President
Assistant Regional Director

Date effective:
12/08/2013
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile Phones
All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment.

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes unless given permission from teaching staff. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Jimbour. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

**Purpose**
1. Jimbour 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 Jimbour. 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 Jimbour 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 Jimbour there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Jimbour 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 school rules and have been taught the expected behaviours.
• 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. Bullying education may include;
   - Classroom units of work
   - Police visits
   - Targeted group behaviour management strategies
   - Guest speaker

10. 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 Jimbour takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Jimbour also uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can 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.

A. ANTI-BULLYING POLICY

STATEMENT:
Bullying is seen as a threat to the rights of the members of Jimbour State School Community and is unacceptable behaviour. To ensure Bullying is monitored, a whole school approach to the issue is required.

What is Bullying?
Bullying involves a series of hurtful actions by the bully to the victim over a period of time. Those actions may be verbal (such as name-calling, teasing), physical (punching), psychological (sending to Coventry, spreading rumours) and threats (extorting money) and usually the victim has difficulty in coping with such attacks (Finger, 1993).

Bullying can be conceived as containing seven elements or components. These are as follows:
1. An initial desire to hurt
2. The desire is expressed in action
3. The action is hurtful
4. It is directed by a powerful person or group against someone less powerful
5. It is without justification
6. Typically repeated
7. With evident enjoyment by the bully. (Rigby, 1993)

Responsibility of the School
- Implementing the School’s Responsible Behaviour Plan for Students
- Active class and playground supervision by staff
- Class discussions to deal with problems
- Individual discussion with staff or Behaviour Management Support Teacher or counselling with the Guidance Officer
- Teaching strategies to students to help them deal with bullying

Responsibility of Parents

- **What Can Parents Do?**
  - **WATCH FOR SIGNS** that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.
  - **ENCourage** the child to talk it through as much as possible so you get the basic fact
  - **KEEP AN OPEN MIND**, remembering you are getting one side of the story only
  - **ASK** questions gently
  - **HELP** the child reflect on what has been done so far
  - **HELP** the child work out the best way of solving the problem

- **Some Important Next Steps to Consider:**
  - **NEVER** try to sort out the bullies yourself – it rarely works and can make the situation worse
  - **WHEN YOU ARE CLEAR** on the facts contact your child’s teacher for an interview
  - **PRESENT** your information as calmly as possible
  - **REMEMBER**, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
  - **ASK** your child’s teacher about the school’s policy on bullying and how they deal with it in their classroom
  - **GIVE** the teacher some time to investigate the problem and arrange a follow up time

- **The Next Steps May Then Include:**
  - **ENCourage** your child to develop friendships
  - **SUPPORT** your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment
  - **WORK** at improving your child’s self esteem
  - **SEEK** counselling to enable the child to learn to be more assertive and resilient and less likely to be bullied
  - **IF SEVERE ABUSE** is evident, you may wish to consider police action

Responsibilities of the Teacher in regards to Bullying

- Make yourself available
- Treat incidents confidentially where necessary
- Treat incidents seriously
- Thoroughly investigate each incident
- Follow-up where necessary
- Proactively educate the children using Social Skills Programs

Rights of Children with Respect to Bullying at School

1. To know that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously.
2. To know that help is available.
3. To be confident that follow-up action will occur after reporting the bullying.
4. That assistance will be given to help them deal successfully with any further bullying.

Responsibilities of Students

1. **Ignore or Walk Away or Confront**
2. **Confront by:** 3 step approach
   1. Say Stop It, I don’t like that and then walk away
      - Be Assertive – If you have to face the bully, stay calm, talk sensibly and avoid any violence
      - Stand Up Straight – Look and sound confident
   2. Stop it, or I will tell the teacher, walk away
   3. Tell the teacher
3. **Report**
   - Reporting is not dobbing if you have followed the above steps
   - Reporting is your responsibility
4. **Strategies to deal with bullying**
- Play in safe areas
- Play with others
  1. Ask yourself – have you been taking away other’s rights to be respected and feel happy. Do you need to change your behaviour too?
  2. Talk to a Friend – they might help you talk to an adult
  3. Listen – to the advice of your parents, teacher and Guidance Officer
  4. Use Positive Self Talk – tell yourself you are OK and the bully is the one with the problem

**Responsibilities of Children Who Witness Incidents of Bullying**

As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be witnesses of bullying.

Students can -
- Inform teachers of places in the school grounds (eg behind the toilets) where bullying occurs
- Inform the classroom teacher or playground duty teacher where children are being bullied
- Witness incidents of bullying and report:
  1. Who was bullying
  2. Who was being bullied
  3. What happened
  4. Where the incident took place
- Offer support and friendship to the child who has been bullied

Understand that telling the teachers is not dobbing.

**Appendix 3**

[Jimbour State School Behaviour Matrix - Expectations]
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<thead>
<tr>
<th>All areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Stairs</th>
<th>Toilets</th>
<th>Library</th>
<th>Transitions</th>
</tr>
</thead>
</table>
| **Be Safe** | • Use equipment appropriately and with care.  
• Respect the rights of others.  
• Keep hands, feet and objects to yourself and solve all problems peacefully.  
• Report dangerous or unusual situations.  
• Abide by individual classroom expectations  
• Be cyber safe  
• Be Sun safe.  
• Play suitable school approved games  
• Play in approved areas  
• Play safely and fairly.  | • Walk one step at a time  
• Rails are for hands  
• Carry items  
• Keep passage ways clear  
| • Flush toilet.  
• Wash hands before leaving.  
• Walk to and from toilet with a partner.  
• Report problems to teacher.  
| • Line up outside and wait to be invited in.  
| • Enter and exit in a quiet and peaceful manner.  
| • Walk and stay with the group.  
| • Keep hands and feet to self.  
| • Move sensibly and safely.  |
| **Be Respectful** | • Respect and care for property, each other and the environment.  
• Speak truthfully and communicate respectfully.  
• Wear your school uniform with pride.  
• Abide by individual classroom expectations  
• Respect teacher’s right to teach and student’s right to learn.  
• Communicate respectfully.  
• Be a good sport, follow the rules and take turns.  
• Return equipment at the end of play.  
• Cooperate with and include others  
| • Stay left  
• Move quietly in single file  
| • Respect the privacy of others.  
• Hand towels in bin.  
• Replace empty toilet roll.  
| • Always use your borrowing card and return books to their correct place.  
| • Treat all books and equipment with care.  
• Use your library bag and return all items on time.  
| • Listen and follow instructions.  
| • Move quietly so you don’t disturb others.  |
| **Be a Learner** | • Be organised and punctual.  
• Actively listen and obey instructions the first time they are given.  
• Ask for help when needed.  
• Abide by individual classroom expectations  
• Engage in all tasks and always give of your best.  
• Have –a –go, keep trying  
| • Resolve problems peacefully.  
• Enter and exit quietly o that others are not disturbed  
| • When possible use toilets during break.  
• Straight there / straight back.  
| • Obey the instructions of teachers the first time they are given.  
| • Engage in all tasks.  
| • Walk directly to designated area.  
| • Straight there / straight back.  |