

Appendix 1

What is Bullying?

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

Direct physical bullying

This form includes hitting, tripping, and pushing or damaging property.

Direct verbal bullying

This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect bullying

This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone;
- Damaging someone's social reputation and social acceptance; and
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.¹

All forms of bullying are treated as Level 3 behaviours at Federal State School and will be dealt with as specified in our Consequences for Unacceptable Behaviour Matrix.



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¹ Taken from *Safe Schools are Effective Schools*. Department of Education and Training, Victoria 2006.

Appendix 2

Federal State School Expectations Matrix

	Whole School	Classroom	Playground Area	Eating Times	Toilets/Drink Taps	Transitions	Tuckshop	Excursions/ Off Campus	Special Events/ Parades
Use Common Courtesies	<ul style="list-style-type: none"> I use people's names when I greet them. I use please and thank you when I ask for something. I am honest. I listen when others are speaking. 	<ul style="list-style-type: none"> I ask permission to leave the class. I raise my hand to speak. I use positive language. I ask to borrow equipment and I return it promptly. 	<ul style="list-style-type: none"> I ask to join in games. I play by the agreed rules. I use appropriate language in the playground. 	<ul style="list-style-type: none"> I eat politely. I handle food appropriately. 	<ul style="list-style-type: none"> I wait my turn. I line up quietly. 	<ul style="list-style-type: none"> I wait at the door to be invited in. I keep to the left of the paths. 	<ul style="list-style-type: none"> I wait my turn. I use manners. I line up quietly. I line up at the appropriate time 	<ul style="list-style-type: none"> I use good manners when talking to others. 	<ul style="list-style-type: none"> I use good audience manners. I show my appreciation at the appropriate time and in the appropriate manner. I shake hands when receiving an award.
Care For Self	<ul style="list-style-type: none"> I am responsible for my behaviour. I wear my school uniform everyday. I follow adult directions. I look after my own property. 	<ul style="list-style-type: none"> I am organised. I participate fully. I have my equipment ready. I am only in the classroom when a teacher is present. I only use internet and emails appropriate and for learning. 	<ul style="list-style-type: none"> I wear a hat and shoes when outside. I stay in bounds. I am sun smart. 	<ul style="list-style-type: none"> I only eat my own food. 	<ul style="list-style-type: none"> At the first bell, I visit the toilet, wash my hands and drink water. 	<ul style="list-style-type: none"> I walk when moving around the school. I wait in the undercover area or outside my classroom before school. I respond quickly to the end of play bells. 	<ul style="list-style-type: none"> I order my lunch before school. 		
Care For Others	<ul style="list-style-type: none"> I keep my hands and feet to myself. I share the space around me. I respect other's property. 	<ul style="list-style-type: none"> I listen to others when they speak. 	<ul style="list-style-type: none"> I invite others to join in. I share equipment. 	<ul style="list-style-type: none"> I allow others to eat without interference. 	<ul style="list-style-type: none"> I respect the privacy of others. 	<ul style="list-style-type: none"> I allow room for others to enter or leave a building when lining up. 	<ul style="list-style-type: none"> I make my selection quickly. 		<ul style="list-style-type: none"> I watch where I step when moving through the audience.
Care For Learning	<ul style="list-style-type: none"> I am a listener. I am the best participant I can be. I know the school expectations. I am on time. I ask for help. 	<ul style="list-style-type: none"> I am responsible for my learning. 			<ul style="list-style-type: none"> I return to class promptly. 	<ul style="list-style-type: none"> I walk quietly so as not to disturb others' learning. 			<ul style="list-style-type: none"> I recognise the efforts of others when they share their work. I show respect for our National Anthem, the flag and "Footprints".
Care For Our Environment	<ul style="list-style-type: none"> I keep nature where nature is supposed to be. I place all litter in the bin. I Clean up any spills/accidents or ask an adult for help. 	<ul style="list-style-type: none"> I keep my classroom tidy. I use equipment and furniture safely and appropriately. 	<ul style="list-style-type: none"> I use equipment safely and appropriately. 	<ul style="list-style-type: none"> I only eat food in the eating areas. I remain seated when eating. 	<ul style="list-style-type: none"> I use water responsibly. I use soap and paper towels responsibly. 				



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Appendix 3

Effort and Behaviour Matrix

		Effort	Behaviour
A	Very High Standard	Independently <ul style="list-style-type: none"> Remains on task Remains focussed Applies effort and aims for mastery / extension work Completes set tasks Seeks and uses teacher feedback / assistance Adapts to any learning approach Self assesses own work Contributes to class discussions Attempts difficult / new tasks Has equipment ready to use Is punctual Keeps own area / equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly 	<ul style="list-style-type: none"> Been self managed in all areas (> 95% of the time) Not attended time out. Used common courtesies in all situations Interacted appropriately in the play ground Shown respect and consideration for others Cooperated with others Displayed empathy to others Displayed positive sporting behaviours Used appropriate conflict resolution strategies Coped with change Worked well with all staff and visiting teachers Was able to work with limited supervision.
B	High Standard	Consistently <ul style="list-style-type: none"> Remains on task Remains focussed Applies effort and aims for mastery / extension work Completes set tasks Seeks and uses teacher feedback / assistance Adapts to any learning approach Self assesses own work Contributes to class discussions Attempts difficult / new tasks Has equipment ready to use Is punctual Keeps own area / equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly 	<ul style="list-style-type: none"> Been self managed in most areas. Not attended time out Used common courtesies in most situations Interacted appropriately in the play ground Shown respect and consideration for others Cooperated with others Displayed empathy to others Displayed positive sporting behaviours Used appropriate conflict resolution strategies Coped with change Worked well with all staff and visiting teachers Was able to work with limited supervision
C	Expected Standard	Usually <ul style="list-style-type: none"> Works independently without distracting others Applies effort and works to full potential Completes set tasks Seeks and uses teacher feedback / assistance Adapts to any learning approach Self assesses own work Contributes to class discussions Attempts difficult / new tasks Has equipment ready to use Is punctual Keeps own area / equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly 	<ul style="list-style-type: none"> Been self managed in many areas with some teacher and/or parent support Attended time out on few occasions Used common courtesies in many situations Interacted appropriately in the play ground Shown respect and consideration for others Cooperated with others Displayed empathy to others Displayed positive sporting behaviours Used appropriate conflict resolution strategies Coped with change Worked well with all staff and visiting teachers Was able to work with limited supervision
D	Needs Attention	Sometimes <ul style="list-style-type: none"> Works independently without distracting others Applies effort Completes set tasks Seeks and uses teacher feedback / assistance Adapts to any learning approach Self assesses own work Contributes to class discussions Attempts difficult / new tasks Has equipment ready to use Is punctual Keeps own area / equipment tidy Presents book work neatly Manages time effectively Starts tasks promptly 	<ul style="list-style-type: none"> Required teacher and parent support to be self managed. Attended time out several times Required withdrawal to other class Required regular communication between home and school to assist with behaviour choices Been withdrawn from the yard or lessons for short periods (less than a day) Needed reminders to use common courtesies Needed support to interact appropriately in the playground When prompted show respect and consideration for others Cooperated with others when closely supervised With support, coped with change Found it difficult to work well with staff and visiting teachers Has been withdrawn when a TRS is in.



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E	Unacceptable	<p>Rarely</p> <ul style="list-style-type: none"> • Works independently without distracting others • Applies effort • Completes set tasks • Seeks and uses teacher feedback / assistance • Adapts to any learning approach • Self assesses own work • Contributes to class discussions • Attempts difficult / new tasks • Has equipment ready to use • Is punctual • Keeps own area / equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly 	<ul style="list-style-type: none"> • Required admin support to be self managed • Attended time out regularly • Required visits to Principal's class • Been withdrawn from the yard or lessons (a day or more) • Been on a behaviour contract • Been sent home • Been withdrawn for extended periods (a day or more) • Received a suspension • Needed regular reminders to use common courtesies • Regularly needed prompts to interact appropriately in the play ground • When prompted continued to struggle with showing respect and consideration for others with prompts • Cooperated with others only when closely supervised • Unable to cope with change • Found it difficult to work well with staff • Is withdrawn when TRS is present
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The above matrix is used with individual teacher's professional judgement and discretion whilst considering individual children, age appropriateness and circumstance.

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Appendix 4

Common Courtesies of Federal State School

- Say, *'Please'* whenever you ask for something.
- Say, *'Thank you'* when someone gives you something or does something for you.
- Say, *'I beg your pardon'* if you didn't hear what someone said.
- Say, *'Excuse me'* when you walk or lean in front of people.
- When people speak to you, look at their face and listen to what they say.
- Greet people when you see them.
- Use the person's name when speaking with them, eg. *'Yes, Ms Smith.'*
- Say, *'Please may I...'* followed by your request, eg. *'Please may I leave the room?'*
- Knock before entering a room, walk in and stand where the teacher can see you. Wait quietly to be asked your business.
- Be on time for the beginning of lessons and excuse yourself if you are late.



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Appendix 5

The Use of Personal Technology Devices at Federal State School

In this document, Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, 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.

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, theft or breach of personal privacy. Such devices will be held by school staff and may be collected at the end of the day from the school office. There will, on special occasions, be exceptions to this, of which we will always inform you.

Mobile Telephones

This school understands that many parents provide their children with personal Mobile telephones. Phones that are brought to school must be left at the school office, because use of personal phones during school hours is not permitted.

Confiscation

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 or by 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.

Recording voice and Images

Every member of the Federal State 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.

There may be opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, video cameras or voice recording devices. Use of Departmental recording devices is only permitted when expressed consent is provided by the class teacher.

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). A student at school who uses a technology device to record private conversations, or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. Even where consent is obtained for recording, the school will not tolerate such images or sound 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.



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Students involved in:

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

are in breach of this policy, and 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.

Text communication

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

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 Principal.



Appendix 6

WORKING TOGETHER TO KEEP FEDERAL STATE SCHOOL SAFE

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

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

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

What kinds of knife are banned?

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

The Principal can take tough 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 such as suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Federal 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.



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Appendix 7

Critical Behaviour Management Plan

General classroom behaviour management procedures in line with Federal State School's Responsible Behaviour Document.

- Redirect
- Warning
- Counselling
- Choices
- Thinking Time

Student becomes violent

Student refuses to leave the room and go to the office.

Teacher instructs the class to stand and quietly leave the room and assemble in another teacher's room.

Class teacher calmly restates the request to leave the room. The student is informed that the Principal will need to be called if s/he does not go to the office immediately.

Teacher sends two students to Principal to inform.

Principal comes to the classroom and withdraw student .

Teacher reassures class while maintaining visual contact with student. (If possible)

Principal comes to classroom to withdraw student or may call lockdown

Parents called



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