



Yarrilee State School

Responsible Behaviour Plan for Students



2015 - 2017



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

CREED STATEMENT

Yarrilee State School is a community of learners who feel a strong bond with each other. The school has a safe, warm and welcoming atmosphere where difference is accepted and making a difference is expected. Our values and beliefs are obvious in our respectful interaction with peers and with others.

Here, the students and staff see themselves not only as Hervey Bay, Queensland and Australian citizens but, more importantly, as global citizens. Leadership qualities are developed and encouraged from a young age.

There is a sense of purpose evident in the classrooms where challenging tasks are undertaken in a supportive and nurturing learning environment. There is a culture of praise for effort and achievement.

Information and communication technology is used as a tool to enhance learning outcomes. Students have an appreciation for the skills and attributes necessary to survive and prosper in modern times.

Our whole school community embraces a collective effort to optimise the social, emotional and academic outcomes of all young people promoting life long learning.

LEARNING IS OUR FUTURE.

YARRILEE STATE SCHOOL

Responsible Behaviour Plan for Students

1. Purpose

Yarrilee SS 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.

In the Yarrilee State School community there is a strong commitment to the provision of a supportive and nurturing learning environment for students, teaching and non-teaching staff, parents and volunteers.

In line with our Creed Statement, an emphasis will be placed on self-management for all students' behaviour rather than exertion of control.

Positive habits of mind are fundamental to self management and refer to an individual's ability to develop and display:

- Confidence
- Persistence
- Organisation
- Getting Along
- Resilience

2. Consultation and data review

Yarrilee SS developed this plan in collaboration with our school community. A team of staff representatives reviewed the plan, fed back to their representatives groups, gathered ideas and met again with the review team. Most of the review focussed on the results of the 2014 Discipline Audit.

Discipline Audit Results

Commendations:

- The Leadership Team has implemented a process focusing on improved teaching and differentiated instruction to improve student engagement and achievement.
- Classrooms are calm, consistent, positive learning environments which are highly structured and encouraging.
- The Art and Science of Teaching (ASoT) has been used to focus pedagogy conversations around student engagement and depth of learning. These conversations have improved the consistency of teaching and learning expectations across classrooms.
- The *You Can Do It!* (YCDI) program has been adopted and implemented across the school. Five values are taught explicitly to prepare students for success, including *Organisation*, *Getting along*, *Confidence*, *Persistence* and *Resilience*. The values are visible in all classrooms and have been given special relevance using engaging characters, appealing to early learners.
- Staff members and the Administration Team agree that the most successful and consistently implemented behaviour monitoring strategy is the *Behaviour Levels* program. This program is

implemented rigorously across the school and is influencing students to make good behaviour choices.

- Classroom Behaviour Plans have been developed for every classroom. These plans have been developed collaboratively with students to ensure a consistent understanding of the sequence of management strategies supporting the school behaviour levels system.
- The school demonstrates high levels of acceptance and support for the inclusion of students with diverse learning needs in mainstream classrooms.
- Senior student leaders enjoy and contribute to the school tone by participating in *Peer Mentoring* activities with younger students.
- Teaching staff demonstrate knowledge of the individual student learning needs and familiarity with a wide variety of strategies to differentiate teaching and assessments.

Affirmations:

- The school has demonstrated a commitment to each student's success by developing Individual Learning Plans.
- Teacher teams in mini-schools have been very successful in developing and maintaining a healthy professional discourse, delivering a consistency of teacher pedagogy and practices.
- The *House Points* system provides short term incentive and recognition for students demonstrating the school values and positive behaviours aligned to the YCDI program.
- Staff members have identified that consistent teacher practice is the key to improved student behaviour and learning.

Recommendations:

- Continue to develop teacher awareness and understanding of the universal standards of practice that staff members are consistently implementing in every classroom.
- Review the school's Behaviour Management Plan to explore a transition from a rules set to a values driven learning environment. In particular, explore research detailing benefits from a rigorously positive learning culture.
- Investigate the possibility of modifying the current behaviour level system in order for younger students to experience a shorter period between effort and reward, and ensure there is a transparency and connection of decision making for students and parents.

The plan was shared with the P&C with all school community members invited to be part of this forum. The Plan was endorsed by the Principal and the President of the P&C, and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

All areas of Yarrilee SS 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 system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are clear and transparent, assisting Yarrilee SS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

We believe that:-

- Behaviour is a choice and has a communicative function
- Student behaviour is a participatory process between all members of our school community

- Students are individuals with a range of needs, abilities, interests, and life experiences
- Students need opportunities to build self-confidence through effort, persistence, acquisition of skills and knowledge of appropriate behaviour
- Students can make good choices and accept responsibility for their actions and we encourage and support them in this endeavour
- Students need to determine appropriate behaviour having regard for the needs and rights of others
- High self-esteem and self-concept is developed through clearly defined and “accepted” boundaries
- Fair and consistent consequences are directed at the behaviour and not personally at the student
- Experience and reflection = growth
- A safe, caring learning environment helps students to develop their own internal controls and the responsibility of self-discipline
- Self-discipline is not accidental but results from carefully constructed progress towards accepted and agreed goals

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

At Yarrilee State School everyone in the School Community has rights and responsibilities which are clearly articulated as follows:

<u>Rights</u>	<u>Responsibilities</u>
<p><u>Students:</u></p> <ul style="list-style-type: none"> • To learn in a friendly, encouraging, safe, supportive and positive environment • To learn and not have my learning interrupted by others • To be respected, care about myself and care for others, property and the environment • To be treated appropriately - with respect and consideration • To be heard and able to express opinions with appropriate manners and timing 	<ul style="list-style-type: none"> • To make my school a happy, safe place where we care, and respect others and their property • To be organised and ready to learn to the best of my ability and not interfere with others’ learning • To not threaten the safety of others or interfere with their property • To be responsible for my work and actions • To care about my school, keep my school in a clean and healthy manner and care about its equipment

<ul style="list-style-type: none"> • To be safe and happy • To have a healthy well maintained school environment • To know what is acceptable behaviour and accept consequences for unacceptable behaviour 	<ul style="list-style-type: none"> • To follow the school Code Of Conduct • To behave in a manner respectful to myself, my family and those in the school community • To be committed to the pursuit of a Yarrilee State School as depicted in the Creed Statement • To have pride in my school • To adhere to school dress code expectations • To use social media responsibly and respectfully.
<p><u>Teachers:</u></p> <ul style="list-style-type: none"> • To work in a pleasant, safe environment and to achieve ongoing job satisfaction • To have support from within the Education System • To have full support from parents and the school community in upholding the school's responsible behaviour plan • To be involved in collaborative decision-making • To be treated courteously by students, parents and other members of the school community • To be free from verbal or physical abuse • To be free from intimidation and to have their property treated with respect. 	<ul style="list-style-type: none"> • To promote maximum learning • To encourage appropriate patterns of behaviour and instil the habits of mind • To see that the responsible behaviour plan is consistently implemented • To refer students to appropriate support services • To be positive role models • To provide a friendly, encouraging, safe, positive and supportive environment • To employ inclusive practices and differentiate curriculum offerings • To be committed to the pursuit of a Yarrilee State School as depicted in the Creed Statement • To use social media responsibly and respectfully.
<p><u>Parents:</u></p> <ul style="list-style-type: none"> • To receive information on school processes and school curricula • To be able to participate in school programs and decision making • To expect consistent application of the school's Responsible Behaviour Plan and be informed of student progress • To expect personal property will be well cared for • To be treated respectfully and courteously from all members of the school community 	<ul style="list-style-type: none"> • To encourage good behaviour habits • To encourage children to accept the school code of conduct • To provide support to the school to enact policy • To provide information about relevant home circumstances which may affect school attitudes and learning • To recognise a shared responsibility for working towards achievement of our school's goals • To be committed to the pursuit of a Yarrilee State School as depicted in the Creed Statement • To adhere to school dress code expectations • To raise issues/concerns to

	<p>appropriate personnel at school</p> <ul style="list-style-type: none"> • To respect the right of students and teachers to have uninterrupted teaching and learning time in school hours where appointments are encouraged • To be an active participant and communicate in a respectful manner in partnership with the school • To use social media responsibly and respectfully. • To ensure students are organised, prepared and attend school every day.
<p><u>Non-Teaching Staff and Volunteers:</u></p> <ul style="list-style-type: none"> • To be treated respectfully and courteously from all members of the school community • To work in a safe, healthy and pleasant environment • To feel valued for their specialist skills and their contribution appreciated • To be given adequate support and information to fulfil the role when in a supervisory capacity 	<ul style="list-style-type: none"> • To treat all members of the school community with respect and consideration • To demonstrate a duty of care to students in line with the Code of Conduct • To model courteous and appropriate behaviour • To be partners in providing quality learning experiences for students • To be committed to the pursuit of a Yarrilee State School as depicted in the Creed Statement • To use social media responsibly and respectfully.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Yarrilee State School, there is a focus on “developing” behaviour rather than “managing” behaviour with the focus on a predominantly proactive approach rather than a reactive approach. Recognition is given however, to the fact that processes need to be in place to respond to inappropriate behaviour when it occurs.

Important aspects of Yarrilee’s proactive approach:

- Age appropriate social and emotional learning programs are embedded in Learning Group programs across the school
- There is recognition and reward for displaying positive behaviours.
- A positive and inclusive culture recognises and values the contributions of everyone
- Leadership opportunities are offered to all students

- The values for Australian schooling underpin the teaching and interactions that occur in all contexts – being explicitly taught and modelled in all interactions
- Managed professional development, education or training for all members of the school community is implemented.

Code of Conduct:

All areas of Yarrilee 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 system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are clear and explicit, assisting Yarrilee State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members know and understand our expectations and their role in the educational process.

Our school community has identified the following expectations to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Responsible
- Be Respectful.

Our policy has been agreed upon and endorsed by all staff and our school P&C. The review conducted in 2014 consisted of feedback from the Discipline Audit, mini school meetings, non-teaching staff feedback sessions and discussion at P&C meetings. A focus group collated all feedback, considered all input and updated the Responsible Behaviour Plan in readiness for the 2015 year. The policy aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Encouragement and Correction

At Yarrilee, encouragement and correction will focus on the behaviour, not the student. Individual occurrences requiring intervention will occur in the least intrusive and least public possible manner, so as to avoid disruption to other students and public ridicule for those displaying irresponsible behaviour.

Consequences

Wherever possible, irresponsible behaviour will result in a logical consequence that is contextualised. For example, a student littering would be required to pick up papers rather than write out lines.

Consequences will often be immediate where possible but may be deferred to a time to suit the occasion.

The notion of certainty of a consequence is more important than the severity of it in terms of prevention of further poor behaviour.

Repairing and Rebuilding

If our goal for a student exhibiting errant behaviour is for the student to take their place as a productive and responsible participant at Yarrilee, then the process of repair and rebuilding is vital. During this process, the teacher will often have to model the language and behaviours that help all people involved deal with the anger, frustration and disappointments so that all can move on to acceptance and reconciliation.

This process will also involve teaching strategies aimed at achieving better behavioural patterns. This may also include counselling by other school staff or outside agencies.

A WHOLE SCHOOL APPROACH TO SUPPORT STUDENT LEARNING/BEHAVIOUR

Whole-school behaviour support with differentiated teaching at a classroom level. Teachers provide high quality instruction utilising school behaviour levels and classroom behaviour support systems

Our “You Can Do It” program forms the foundation for Social & Emotional learning at Yarrilee SS. The keys to success:- Getting Along, Being Organised, Confidence, Persistence & Resilience – are taught explicitly through the Health curriculum, implicitly throughout everyday conversations, actions and reflective practices and specifically targeted when required. The 4 tier Level system reflects the YCDI program keys and students are differentiated through the process of moving up/ or down the behaviour levels or in the Early Learners through the Rainbow Chart.

At Yarrilee all students are involved in a Behaviour Level System. On enrolment all students automatically begin on Level 3.

Our Early Learners (Prep students) remain on a Level 3 for their first year of schooling unless the RBP is breached. It is during this year that the 5 You Can Do It keys and our behaviour standards are explicitly taught and practised. Behaviour is reflected upon and recognised through the weekly “Rainbow Chart”.

Our Junior, Middle and Senior School students also begin on a Level 3 at the beginning of each Mini School year. (For 2015 all students will begin the year on Level 3). Through the

demonstration of consistent and appropriate behaviour as outlined in the level criteria statements, students can work towards a Level 2 before achieving Level 1. Alternatively, through persistent and inappropriate behaviour, students move to a Level 4. Behaviour levels are reviewed each term by the Principal, Deputy Principals and Staff through a collaborative and professional approach. Students can move up levels (and down) for the duration of their time in each minischool. A full list of the levels and criteria is included in the Appendix.

Each year, teachers develop classroom management plans outlining the proactive and reactive strategies and classroom rules to be followed throughout the year.

Focussed Teaching for identified students)

At Yarrilee, we provide focussed teaching for students who continue to demonstrate that they are not meeting the school-level behaviour expectations of a level 3 student or responding to the universal in-class strategies. Focussed teaching provides additional support, in or out of the classroom, by re-visiting the YCDI program concepts and skills and using explicit and structured instruction to assist in reducing the behaviour of concern. Focussed teaching provides students with more opportunities to practise skills to achieve the intended and expected behaviour.

Support throughout the process may include:

- Buddy Students/Mentors & Buddy Teachers
- Parent interviews/ contact
- Contracts
- Buddy Classes
- Teaching replacement behaviours
- Classroom management plans

Intensive Teaching for a small number of students)

At Yarrilee, we provide support for a small number of students who require intensive intervention where focussed teaching hasn't led to the desired improvement. For this small number of students, who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans, along with multi-agency collaboration may be provided to support the student.

Intensive support would usually follow when a student remains on Level 4 after focussed teaching support and progress has been limited.

Support at this stage may include:

- One to one counselling
- Regular communication with parents/ carers
- Case conferencing plan involving the Administration and all stakeholders
- Referral to Guidance Officer or Behaviour Management Support Teacher
- Functional Behaviour assessment
- Individual behaviour management plan
- Integrated school and community approach.
- Teacher Aide support time
- Alternative Programs & Flexible arrangements
- Modified break and play programs

RECOGNITION OF ACCEPTABLE BEHAVIOUR

At Yarrilee we value and reward students for demonstrating acceptable and appropriate behaviour. Through our Level system, every child earns the right to commence their schooling at Yarrilee or commence their new minischool on Behaviour Level 3. A student on Level 3 demonstrates the behaviour that we expect of all of our students consistent with the YOU CAN DO IT keys.

LEVEL 3 Students (All MiniSchools):-

- Demonstrate the YCDI criteria **MOST OF THE TIME** - a “C” standard.
- Receive a Maroon YCDI band
- Some students chose to remain on this level.

EARLY LEARNERS

- As Prep is the first year of school there is a 2 tier level system – Satisfactory Level 3 and Not Satisfactory
- Prep students will have focussed teaching in each of the 5 YCDI Keys.
- The rainbow chart is used as a daily YCDI reflection tool.
- As the criteria is fulfilled for each key, students will be presented with a certificate.

LEVEL 2 Students (Junior, Middle & Senior School):-

- Demonstrate a “higher” than “C” standard **CONSISTENTLY** over a term.
- Receive a Blue YCDI band to add to their maroon YCDI band.
- Receive a certificate at a special assembly. Parents are invited to attend.
- Some students choose to remain on this level.

LEVEL 1 Students (Junior, Middle & Senior School):-

- Demonstrate a “higher” than “C” standard **CONSISTENTLY** over 2 or more terms.
- Receive a silver/grey YCDI band to add to their maroon & blue YCDI bands.
- Receive a certificate at a special assembly and they are invited to share morning tea with their parents and the Administration staff.

PROCESS

At the end of each term, Class Teachers review student’s behaviour after consideration of YCDI reflective journal, personal observation and any relevant behaviour records. (SS students may have the option to self-nominate)

- The list of nominees is then presented to the minischool staff for endorsement.
- When endorsed, the minischools present their nominees to all staff.
- If not endorsed, the class teacher feeds back to the student and works with them on future goal setting.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

The following processes apply throughout the school during class/ group time and in the playground:

RE-LOCATION/TAKE FIVE/TIME OUT

During Learning Group Time

WARNINGS

According to the behaviour chart in each classroom, students are given 2 warnings about inappropriate behaviours.

RELOCATION

Following the 2 warnings a student who continues to disrupt will be relocated within the group to facilitate the learning process. The student continues work within the room but is separated from the rest of the group. Classrooms may have a designated relocation area.

TAKE FIVE

A student who continues to display inappropriate behaviour after the above two processes will then be directed to "Take Five". They are removed from the classroom and placed in an area where they are still able to be supervised but have time to "cool off" and contemplate their behaviour. The student will ask the teacher for permission to re-join the group. Students who receive 10 Take Five's in a term automatically move to Level 4 (as this equates to 2 Time Outs).

TIME OUT

When a student is not responding to the previous strategies the teacher completes a Time Out referral. The student is required to report to the Time Out Room at the next break with the referral. For most referrals the student will spend two consecutive sessions in Time Out. For more serious offences, Principal or Deputy Principals may decide on a longer period in Time Out.

Parents will be informed by either letter/ text/email of any Time Out occurrences. This letter needs to be signed and returned.

Following **two Time Out offences** in a term, students will move to Level 4 which may require them to be placed on an individual behaviour plan and lose privileges and non-curriculum related opportunities at school (see Levels System). The Principal and Deputy Principals may review some Level 4 students during the term with a view to implementing support to assist the student to move back to a Level 3. This enables students to engage in and demonstrate appropriate behaviour to allow their participation in Camps, Musical and Sporting Events. This is done in consultation with Teachers, Parents and Caregivers

DURING NON CLASS TIME

RELOCATION

Staff may direct students to play in a different location and/or with other equipment if this is conducive to safer play.

TAKE FIVE

Staff may direct students to designated benches for withdrawal or cooling off purposes. The time spent there is at the discretion of the teacher.

TIME OUT

More serious offences will result in a referral being completed and the student being sent to the Time Out Room. Parents will be informed of any Time Out occurrences. Following **two Time Out offences** in a term, students will move to Level 4 which may require them to be placed on an individual behaviour plan and lose privileges and non-curriculum related opportunities at school (see Levels System). The Principal and Deputy Principals may review some Level 4 students during the term with a view to implementing support to assist the student to move back to a Level 3. This enables students to engage in and demonstrate appropriate behaviour to allow their participation in Camps, Musical and Sporting Events. This is done in consultation with Teachers, Parents and Caregivers

SUSPENSION/EXCLUSION

For the safety and well-being of Yarrilee students and staff, there may be occasions where it is necessary to suspend or exclude students under the provisions of the Education Act. Details and procedures are outlined in the EPPR – Education Policies and Procedures Register.

Students who are suspended will move to a Level 4.

CONSEQUENCES OF BEING PLACED ON LEVEL 4:-

- Loss of YCDI wrist bands
- Loss of office of responsibility where applicable
- Excluded from Extra Curricula Activities which are not essential parts of the curriculum – eg disco, non-curriculum excursions, rewards day, camps, end of term celebrations
- Excluded from school representation eg choir, sport, band, or other activities
- Possible removal from some student contact eg. Removal from playground
- Possible Inclusion in Intensive teaching support such as:-
- One to one counselling
- Regular communication with parents/ carers
- Case conferencing plan involving the Administration and all stakeholders
- Referral to Guidance Officer or Behaviour Management Support Teacher
- Functional Behaviour assessment
- Individual behaviour management plan
- Integrated school and community approach.
- Teacher Aide support time
- Alternative Programs & Flexible arrangements
- Modified break and play programs
-
-

Behaviours that may lead to suspension or exclusion:

Step 1. The following behaviours **may** lead to a 1 – 5 day suspension

- Persistent disruptive behaviour adversely affecting others.
- Refusal to participate in the program of instruction.
- Verbal or non verbal misconduct involving adults.
- Verbal or non verbal misconduct involving students.
- Physical misconduct involving adults not involving an object.
- Physical misconduct involving adults involving an object.
- Physical misconduct involving students not involving an object.
- Physical misconduct involving students involving an object.
- Property misconduct involving own property.
- Property misconduct involving other's property.

- Substance misconduct involving tobacco.
- Substance misconduct involving other legal substances.
- Substance misconduct involving an illicit substance.
- Absences.
- Other conduct prejudicial to the good order and management of the school (s28 (c) of Act).
- Other serious conduct prejudicial to the good order and management of the school (s33(b) of the Act).

Step 2. The following behaviours if repeated, **may** lead to further suspensions (1 – 5 days) or a 6 – 20 day suspension that would be supported by an alternative program.

- Persistent disruptive behaviour adversely affecting others.
- Refusal to participate in the program of instruction.
- Verbal or non verbal misconduct involving adults.
- Verbal or non verbal misconduct involving students.
- Physical misconduct involving adults not involving an object.
- Physical misconduct involving adults involving an object.
- Physical misconduct involving students not involving an object.
- Physical misconduct involving students involving an object.
- Property misconduct involving own property.
- Property misconduct involving other's property.
- Substance misconduct involving tobacco.
- Substance misconduct involving other legal substances.
- Substance misconduct involving an illicit substance.
- Absences.
- Other conduct prejudicial to the good order and management of the school (s28 (c) of Act).
- Other serious conduct prejudicial to the good order and management of the school (s33(b) of the Act).

Step 3. The following behaviours **may** lead directly to a recommendation for exclusion from Yarrilee School. This may, as a result of an extremely serious situation, occur without enacting steps 1 & 2.

- Physical misconduct involving adults not involving an object.
- Physical misconduct involving adults involving an object.
- Physical misconduct involving students not involving an object.
- Physical misconduct involving students involving an object.
- Verbal misconduct involving adults.
- Substance misconduct involving tobacco.
- Substance misconduct involving other legal substances.
- Substance misconduct involving an illicit substance.
- Other conduct prejudicial to the good order and management of the school (s28 (c) of Act).
- Other serious conduct prejudicial to the good order and management of the school (s33(b) of the Act).

The network of student support

The following personnel provide a close network of support for students and maintain a consistent approach. The network includes:

- Teaching Staff
- Support and Specialist Teaching Staff
- Teacher Aides
- Principal and Deputy Principals

- Parents and Carers
- Guidance Officers
- Chaplain
- Adopt-a-Cop
- Volunteers
- Behaviour Management Support Teacher
- Student Support Focus Group
- Playground Mentors
- Bus Leaders

Government, non-government and community agencies are also referred to for additional support as required.

Consideration of individual circumstances

The consequences for breaching Yarrilee State School's Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Presence of a disability
- Developmental/family history/circumstances
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of actions
- Honesty

The individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times when applying consequences in alignment with the Code of School Behaviour.

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 Act 1995
- 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

Executive Director (Schools)

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.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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 signed into the office on arrival at school and collected at the end of the school day.

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 Yarrilee SS. 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 bullying¹ 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.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for

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

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. 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 Yarrilee SS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Yarrilee SS uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This

facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Behaviour Referral Form

Each staff member reports behaviour incidents which are then recorded on One School. The information in the table below indicates the incident reporting procedures and the categories

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	<input type="checkbox"/>
Referring staff member :			Specialist Lesson	<input type="checkbox"/>
			Classroom	<input type="checkbox"/>
			Other	<input type="checkbox"/>

Date and Time																											
Child's Name																											
Learning Group																											
Period	Before school 1 st Session 1 st Break 2 nd Session 2 nd Break 3 rd Session After School																										
Location	Area 1 Area 2 Area 3 Area 4 Area 5 Area 6 Area 7 Multi Purpose Courts; School Grounds Other; In Front of School; Environmental Area; Admin Toilets; Resource Centre; Tuckshop; Helping Hands Classroom; Bus Lines; Excursion																										
Subject	Learning Group; Play; LOTE; HPE; Music; Bus; Swimming; Excursion; External Sporting Event																										
Category	Academic Infringement; Anti-Social Behaviour; Avoidance Behaviour; Bullying & Harassment; IT Abuse; Non-Compliance; Physical Aggression; Serious Misdemeanour; Substance Abuse; Vandalism; Verbal Aggression; Other																										
Details	I observed OR I was told by (child's name) that (Offender's name) ... (description of offence)																										
Teacher Action Taken																											
Teacher Signature																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left;">TIME OUT CATEGORIES</th> </tr> <tr> <td style="width: 5%;">1.</td> <td>Academic Infringement</td> </tr> <tr> <td>2.</td> <td>Anti Social Behaviour</td> </tr> <tr> <td>3.</td> <td>Avoidance Behaviour</td> </tr> <tr> <td>4.</td> <td>Bullying & Harassment</td> </tr> <tr> <td>5.</td> <td>IT Abuse</td> </tr> <tr> <td>6.</td> <td>Non-Compliance</td> </tr> <tr> <td>7.</td> <td>Physical Aggression</td> </tr> <tr> <td>8.</td> <td>Serious Misdemeanour</td> </tr> <tr> <td>9.</td> <td>Substance Abuse</td> </tr> <tr> <td>10.</td> <td>Vandalism</td> </tr> <tr> <td>11.</td> <td>Verbal Aggression</td> </tr> <tr> <td>12.</td> <td>Other</td> </tr> </table>	TIME OUT CATEGORIES		1.	Academic Infringement	2.	Anti Social Behaviour	3.	Avoidance Behaviour	4.	Bullying & Harassment	5.	IT Abuse	6.	Non-Compliance	7.	Physical Aggression	8.	Serious Misdemeanour	9.	Substance Abuse	10.	Vandalism	11.	Verbal Aggression	12.	Other	
TIME OUT CATEGORIES																											
1.	Academic Infringement																										
2.	Anti Social Behaviour																										
3.	Avoidance Behaviour																										
4.	Bullying & Harassment																										
5.	IT Abuse																										
6.	Non-Compliance																										
7.	Physical Aggression																										
8.	Serious Misdemeanour																										
9.	Substance Abuse																										
10.	Vandalism																										
11.	Verbal Aggression																										
12.	Other																										
Teacher Name Printed																											

Appendix 4

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

CRITERIA FOR LEVELS		Skills	LEVEL 1	LEVEL 2	LEVEL 3
<p>GETTING ALONG Means working well with teachers and classmates, solving problems without getting angry, following the rules of the classroom and making positive contributions to school, home and community.</p>	<ul style="list-style-type: none"> • Works well with adults & peers • Actively listens to others • Solves a conflict/problem without fighting • Follows class & school rules • Is a good friend • Is considerate of others by showing respect 	<ul style="list-style-type: none"> • Listening • Using polite talk • Introducing Yourself • Saying please & thank you <ul style="list-style-type: none"> • Beginning a Conversation • Ending a Conversation appropriately • Asking Someone to Play • Offering Help • Joining In • Waiting Your Turn • Sharing • Recognizing Another's Feelings • Using self-control 	Consistently - over 20 weeks	Consistently - over 10 weeks	Most of the time
<p>ORGANISATION Means setting a goal to do your best in your school work, listening carefully to instructions, planning your time so that you are not too rushed, having your supplies ready and keeping track of everything.</p>	<ul style="list-style-type: none"> • Is ready to receive teacher's instructions before beginning work • Has school supplies/uniform ready each day • Maintains a safe and clean school environment • Delivers communications home in a timely manner • Shows commitment to school attendance • Is promptly and suitably prepared for transitions in the 	<ul style="list-style-type: none"> • Asking for Help • Setting a Goal • Bringing Materials to Class • Following Instructions • Completing Assignments • Making choices and corrections • Making a start • Asking a Question • Ignoring Distractions • Deciding on Something to Do • Managing time 	Consistently - over 20 weeks	Consistently - over 10 weeks	Most of the time

	<p>school day</p> <ul style="list-style-type: none"> Actively participates in goal setting and takes action to achieve goals 	<ul style="list-style-type: none"> Prioritising, reflecting & evaluating 			
<p>CONFIDENCE Means knowing that you will be successful at many things you try. It means not being afraid to make mistakes or to try something new.</p>	<ul style="list-style-type: none"> Participates in activities including new, difficult activities. Takes responsibility for supporting and sharing with others Takes risks when solving problems Speaks in a confident audible voice Demonstrates positive body language Represents the school with respect and pride. Has positive self esteem Sees the importance of trying new activities without being influenced by peer pressure 	<ul style="list-style-type: none"> Joining In Saying No Using Brave Talk <ul style="list-style-type: none"> Asking a Question Answering a Complaint Helping others Standing tall when speaking to the group Interrupting appropriately Asking for Help Asking a Favour Expressing Feelings Setting a positive example for others to follow 	<p>Consistently - over 20 weeks</p>	<p>Consistently - over 10 weeks</p>	<p>Most of the time</p>
<p>PERSISTENCE Means trying hard and not giving up when something feels like it's too difficult or boring.</p>	<ul style="list-style-type: none"> Continues to try even when work/situation is personally challenging Ignores distractions and exercises self-control Remains focussed when working on tasks or new activities Uses a range of 	<ul style="list-style-type: none"> Not giving up/ Not giving in Using self-control Negotiating Problem Solving – STAR – sort it out, think about it, act it out, reflect on it Ignoring Keep trying Staying Calm 	<p>Consistently - over 20 weeks</p>	<p>Consistently - over 10 weeks</p>	<p>Most of the time</p>

	problem solving strategies when challenged				
<p>RESILIENCE Means knowing how to stop yourself from getting extremely angry, down, worried when something bad happens. It means being able to calm down and feel better when you get really upset so that you bounce back from difficulty and return to work or play.</p>	<ul style="list-style-type: none"> • Able to solve problems with positive actions • Calming down when you get angry or worried • Bouncing back to work or play after a setback • Positive self-talk – I can do it • Demonstrates independence • Takes risks 	<ul style="list-style-type: none"> • Dealing with losing • Accepting No • Accepting Consequences • Dealing with an Accusation • Not holding a grudge • Not Retaliating • Relaxing – being calm • Dealing constructively with mistakes • Uses strategies to cope with teasing • Uses strategies to cope with anger (self and others) • Uses strategies to cope with fear and anxiety • Deciding If It's Fair • Accepting Consequences/decisions 	Consistently - over 20 weeks	Consistently - over 10 weeks	Most of the time

		<ul style="list-style-type: none">• Showing understanding of yours and others feelings• Dealing with losing and being a good sport			
--	--	---	--	--	--

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 all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Yarrilee State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report (OneSchool entry)
- Health and Safety Incident form
- OneSchool contact entry

A MESSAGE ABOUT CYBERSAFETY AND CYBERBULLYING

The internet, mobile phones and instant messaging provide wonderful opportunities for children to learn, be creative and socialise online. However, the online environment also provides numerous opportunities for harm to be caused to children. Our school is aware of the risks to children in the online environment and this message is to advise you of our efforts in respect of keep your child cybersafe and what you can do as well.

The Department of Education, Training & Employment takes practical steps to prevent students from accessing inappropriate websites on the Department's network, including using web filtering software to block websites such as Facebook and YouTube when at school.

The school recognises that students access these types of sites via personal electronic devices and home networks. No school student will face disciplinary action for simply having Facebook or other website membership (the school is not responsible for monitoring your child's compliance with website membership rules). The school accepts that, if used safely, websites offer students opportunities to learn and communicate. However, when used inappropriately, such sites can become hurtful and dangerous places.

There are a number of potential cybersafety risks for students online. These include accessing inappropriate content, compromising personal information and cyberbullying. Cyberbullying occurs when technology, such as email, mobile phones, chat rooms and social networking sites such as Facebook, are used to verbally or socially bully another person. This could include sending or posting abusive, threatening, humiliating or harassing messages, images or videos.

It is unacceptable for students at our school to engage in cyberbullying, or other inappropriate online behaviours. Our school's *Responsible Behaviour Plan for Students* (school to link to Plan on website) and *ICT Acceptable Use Agreement* provide written guidelines on acceptable online behaviour by students. If an online incident impacts on the good order and management of the school, the school may impose disciplinary consequences for the behaviour. This could include suspension and/or exclusion in serious cases. In serious cases the school may also report an incident to the police.

You should note that the school cannot impose disciplinary consequences where the behaviour in question does not negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours, this school will not become involved. This is primarily a matter for parents and/or the police to consider and resolve.

It is recommended that you help your child to engage in safe online activities and highlight the importance of appropriate online behaviour. Help your child to take steps to block anyone who makes them feel uncomfortable, harassed or bullied. The school recommends not to respond online to any inappropriate behaviour directed at your child on your child's behalf. Such steps are unlikely to improve matters and may in fact inflame the situation.

If your child is connected to any social networking site, reviewing their 'friends list' may help you manage their safety and reduce the risk of them associating with inappropriate contacts.

You should check that your child is accessing sites that are age appropriate. For example, Facebook's statement of rights and responsibilities requires a user to be at least 13 years of age to create an account. For information from Facebook about how to report under age for removal go to: <https://www.facebook.com/help/parents>

To assist you, provided below are websites containing advice and resources:

<http://www.cybersmart.gov.au/><http://www.dbcde.gov.au/easyguide>
<http://www.staysmartonline.gov.au>

The Department has recently published the document *Cybersafety and Cyberbullying – A Guide for Parents and Caregivers*. This guide provides important information for parents about cybersafety and

cyberbullying. It suggests what parents and caregivers can take if their child is the target of or is responsible for inappropriate online behaviour. The guide is available at:

<http://education.qld.gov.au/studentservices/behaviour/qsav/docs/cyberbullyingcybersafetyprintfriendlyguide.pdf>

Please remember, as a parent you play an important role in helping your children have safe and positive experiences online.