Rationale
Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The Gin Gin Cluster of Schools has a vision and commitment of ‘a community working together to achieve quality outcomes for all’. The Gin Gin Cluster comprises of seven (7) schools:

- Mt. Perry State School
- McIlwraith State School
- Gin Gin State School
- Gin Gin State High School
- Maroondan State School
- Bullyard State School
- Wallaville State School

In providing supportive school environments the Gin Gin Cluster of Schools continues to build on and enhance 3 key areas:

1. **Curriculum** – What is to be taught (the ‘Song’)
2. **Pedagogy** – The way it is taught (the ‘Singing’)
3. **Interpersonal Relationships** – Between teacher and student (the ‘Singer’)

We believe **ENGAGEMENT + RELATIONSHIPS = ACHIEVEMENT**

In order to enhance and support quality learning a responsible behaviour plan for students has been formulated which we believe:

- Provides the opportunity for all students to learn
- Ensures the safety of staff and students
- Assist students who exhibit challenging behaviour to accept responsibility for themselves and their actions
- Provides a social framework allowing every student to learn and succeed

McIlwraith State School has created a supportive school environment that addresses social and behavioural contexts holistically developing the student. Embedded within this supportive school environment are our five school values:
School beliefs about behaviour and learning

National Values

In 2005, the Commonwealth Government released a National Framework for Values Education in Australian Schools.

The Nine (9) Values articulated for Australian Schooling are:

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honest and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion (see appendix 4)

Cluster Ideals

During 2006, a survey of Gin Gin Cluster School Communities prioritised four of these National Values to be promoted and espoused within our schools, to be known as ‘ideals’. These ‘ideals’ “give significance to our school lives, reflecting the priorities we choose, and that we act on consistently and repeatedly.” The identified ‘ideals’ are:

- Respect
- Doing Your Best
- Responsibility
- Honesty and Trustworthiness

These ideals are the individual character virtues we espouse for all Gin Gin Cluster School Community stakeholders: staff, parents and students.

As a result of these National Values and Ideals, our cluster has drawn three fundamental rights:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

Philosophy

To achieve quality educational outcomes, the teaching/learning environment must be supportive to all. It must reflect the principles of social justice and equity and it must encourage the development of responsible behaviour.

Our Policy has been developed in partnership with our wider community and we are collectively committed to the principles of:

- Participation and Consultation
- Equity
- Public accountability
- Effectiveness
- Responsiveness
Our Cluster ideals are embedded within McIlwraith State School’s beliefs and values.

**We Believe:** Everyone can learn

**We Value:**

**Our Vision:** A community working together to achieve quality outcomes for all

**Our Purpose:** To inspire learning that creates confidence, choice and opportunity, now and in the future

Based on our cluster’s fundamental rights and McIlwraith State School’s beliefs, values, vision and purpose, a list of ‘Individual Rights and Responsibilities’ has been drawn to reflect student expectation whilst enrolled at McIlwraith State School.

**Goal for Managing Behaviour:**

The goal of this Policy is to develop and encourage self discipline and mutual respect within a supportive environment; with knowledge that children, staff and parents have rights in a school, but also that these rights are accompanied by responsibilities.

**Rights, Rules and Responsibilities:**

Our school community believes in the following rights and responsibilities for all members of our school community.

These rights and responsibilities are discussed in terms of 6 focus rules:

- Learning Rules
- Communication Rules
- Movement Rules
- Treatment Rules
- Problem Solving Rules
- Safety Rules
Our 6 Focus School Rules are outlined with accompanying Rights and Responsibilities in the table below:

**INDIVIDUAL RESPONSIBILITIES**

A “right” is something, which belongs to you and cannot be taken away by anyone. We all have the same rights. **There are no rights without responsibilities.**

“Responsibilities” are things you should do without being told. Some of the things you should do for others and some of these you should do for yourself.

*In exercising my rights I will not deny the rights of the others and should expect to be corrected if I do.*

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
<th>RULES</th>
</tr>
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</table>
| 1. I have the right to be safe | • I have the responsibility to make the school safe by not threatening, hitting or hurting anyone in any way, or creating an unsafe environment.  
• I accept that teachers have a duty of care to me and may more readily see dangers than I do. I will follow their instructions. | 1. Safety  
2. Movement  
3. Communication  
4. Treatment |
| 2. I have the right to expect my property to be safe. | • I have the responsibility to respect all other property by not stealing, damaging or destroying it. | 1. Treatment  
2. Movement |
| 3. I have the right to be happy and to be treated with understanding. | • I have the responsibility to treat others with understanding – not to laugh at others, tease or try to hurt their feelings.  
• Do something to stop bullying | 1. Safety  
2. Treatment  
3. Communication  
4. Problem Solving |
| 4. I have the right to be treated with respect and politeness. | • I have the responsibility to treat others politely and with respect. | 1. Treatment  
2. Communication |
| 5. I have the right to reach my maximum potential – others will not deprive me of this through their behaviour | • I have the responsibility to cooperate with others to make sure that lessons proceed for our advantage and that I keep up-to-date with required work.  
• I will not behave so as to interfere with the rights of others to learn and succeed.  
• I also have the responsibility to be punctual, to attend school regularly and to take part in the activities that are provided for my benefit.  
• I have the responsibility to seek additional support and assistance, when needed, from appropriate personnel. | 1. Learning  
2. Communication  
3. Movement  
4. Treatment  
5. Problem Solving  
6. Safety |
| 6. I have the right to have a pleasant, clean, safe and well-maintained school and grounds. | • I have the responsibility to care for the school environment, to keep it clean and be prepared to remove litter. | 1. Safety  
2. Treatment |
| 7. I have the right to demonstrate and promote pride in our school. | • I have the responsibility to behave so that the community will respect our school. | 1. Learning  
2. Communication  
3. Movement  
4. Safety |
| 8. I have the right to be involved in the education process, receiving feedback on how my education is going. | • I have the responsibility to be actively involved in the school community. | 1. Communication  
2. Learning |
6 Focus Rules

The following Rules are part of the McIlwraith School Community and relate to Students, staff and Parents, to ensure that all students receive a quality education.

1. Learning Rule:
We work quietly and helpfully together by:
- Keeping on task.
- Considering others.
- Listening.
- Offering and accepting help.
- Co-operating.
In order to reach our full potential.

2. Communication/Talking Rule:
We interact positively with other people by:
- Waiting to be acknowledged before we speak.
- Using polite language.
- Listening courteously.
- Looking at the speaker.
- Taking turns to talk.
- Valuing all opinions.
- Following the directions of those who help us.
- Expressing our own opinions appropriately.

3. Movement Rule:
We move from place to place in a safe and orderly manner by:
- Walking.
- Walking our pushbike into the school grounds.
- Getting permission to leave the class or school.

4. Treatment Rule:
- All people and their possessions are worthy of respect.
- All school property is to be used and cared for appropriately.

5. Problem Solving Rule
- We try to solve problems peacefully and seek help if necessary.

6. Safety Rule
We have a safe school when we:
- Walk on concrete
- Wear hats and sunscreen outside
- Play safely with/on equipment
- Play safe games
- Wash hands before going in to school and after going to the toilet.
- Place rubbish in bins
- Sit to eat.
- Abide by road rules going to and from school
- Leave sweets and inappropriate toys at home so as to ensure the safety of ourselves and others.
<table>
<thead>
<tr>
<th>RULES</th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING:</strong></td>
<td>Children have a right to learn and Teachers have a right to teach. Parents have a right to know what their children are learning.</td>
<td>To behave in a way to allow learning for self &amp; others. To behave in a way to allow teachers to teach without digression or disruption.</td>
</tr>
<tr>
<td>- We work quietly and helpfully together by:</td>
<td>- To follow common steps to manage and ultimately remove disruptive influences. To prepare tasks to meet the needs of children.</td>
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<tr>
<td>- Keeping on task.</td>
<td>- To support the school plan for management or removal of disruptive influences. To work with the school and outside help agencies to reduce disruptive tendencies in children.</td>
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<tr>
<td>- Considering others.</td>
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<tr>
<td>- Listening.</td>
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<tr>
<td>- Offering and accepting help.</td>
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<tr>
<td>- Co-operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In order to reach our full potential.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNICATION:</strong></td>
<td>Children, Staff and Parents have a right to be heard without interruption.</td>
<td>To show courtesy and respect to others.</td>
</tr>
<tr>
<td>We interact positively with other people by:</td>
<td>- To keep the lines of communication open.</td>
<td></td>
</tr>
<tr>
<td>- Waiting to be acknowledged before we speak.</td>
<td>- To observe complete confidentiality when dealing with school information.</td>
<td></td>
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<tr>
<td>- Using polite language.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>- Following the directions of those who help us.</td>
<td></td>
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<tr>
<td>- Expressing our own opinions appropriately.</td>
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</tr>
<tr>
<td><strong>MOVEMENT:</strong></td>
<td>We all have a right to move freely around the school.</td>
<td>To walk in designated walking areas safely.</td>
</tr>
<tr>
<td>We move from place to place in a safe and orderly manner by:</td>
<td>- To ensure others can walk around the school safely.</td>
<td></td>
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<tr>
<td>- Walking</td>
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<tr>
<td>- Walking our push bike through the school grounds</td>
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<tr>
<td>- Getting permission to leave the class or school.</td>
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<td></td>
</tr>
<tr>
<td><strong>TREATMENT:</strong></td>
<td>Children, Staff and Parents have a right to be safe from intimidation and harassment.</td>
<td>To allow others to be safe from harassment or intimidation. To respect personal and school property.</td>
</tr>
<tr>
<td>All people and their possessions are worthy of respect. All school property is to be used and cared for appropriately.</td>
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</tr>
<tr>
<td><strong>PROBLEM SOLVING:</strong></td>
<td>Children have the right to support when solving problems. Staff and Parents have a right to co-operation and support from others when solving problems.</td>
<td>To allow others to be safe from harassment or intimidation. To respect personal and school property.</td>
</tr>
<tr>
<td>We try to solve problems peacefully and seek help if and where necessary.</td>
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<td></td>
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<tr>
<td><strong>SAFETY RULES:</strong></td>
<td>Everyone has a right to work in a safe and healthy environment.</td>
<td></td>
</tr>
<tr>
<td>- Walk on concrete.</td>
<td>Children have a responsibility to care for and act to keep our school safe and healthy.</td>
<td></td>
</tr>
<tr>
<td>- Wear hats and sunscreen outside.</td>
<td>Staff have a responsibility to care for and act to keep our school safe and healthy.</td>
<td></td>
</tr>
<tr>
<td>- Play safely on / with equipment.</td>
<td>Parents have a responsibility to care for and act to keep our school safe and healthy.</td>
<td></td>
</tr>
<tr>
<td>- Play safe games.</td>
<td></td>
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<td>- Wash hands before going in to school and after going to the toilet.</td>
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<td>- Leave sweets and inappropriate toys at home so as to ensure the safety of ourselves and others.</td>
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Cyber Bullying

Cyber Bullying?

Cyber bullying, as it has become known, includes text or images posted on personal websites or transmitted via email or cell phones.

Most often, cyber bullying is just another tool for the person who bullies face-to-face. However, it is becoming more common for those who are being bullied in the playground to retaliate online.

Sometimes cyber bullying happens as a result of a relationship break up. It can also be based on fear or prejudice. And sometimes, some young people just think it is a “fun game”.

What’s the issue?

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own web sites, post intimate personal news in blogs (online interactive diaries), send text messages and images via cell phone, message each other through IMs (instant messages), chat in chatrooms, post to discussion boards, and seek out new friends in teen community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Whether it's cyber or face-to-face, bullying is not acceptable!

If you are aware that this is happening to someone or it is happening to you then the best thing to do is to tell someone. See Appendix B for more information.

- Appendix 2: Cyber Bullying information and contacts.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

McIlwraith State School has a number of processes for effective behaviour support for students. These processes include:

- The creation of a positive school culture
- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- Supportive and proactive school network
- Professional development opportunities and sharing between staff
- Programs provided by external providers

Positive School Culture

McIlwraith State School promotes and fosters a positive school culture through the close relationship between staff, students and parents at a whole school level. Being a multi-age classroom with a teaching principal, the structure of the daily program reflects positive relationships between staff and students, and students and peers. The welfare and support of students, as well as expectations and standards associated with school policies, and a sense of belonging and pride in their school are promoted.

McIlwraith State School promotes a positive school culture through a range of opportunities for students in cultural, sporting, citizenship and academic pursuits.

In addition, there is a range of leadership opportunities within the school and student council structures. Incentives such as ‘Student of the Week’ and positive reinforcement certificates, prizes and rewards also promote friendly rivalry whilst maintaining student expectations in relation to school policies and procedures.

Whole School Support

Students at McIlwraith state School participate in a multi-age setting across all year levels with a common purpose. The role of the Teaching Principal and Staff, in regard to achieving support for whole school behaviour is to:

- Provide an environment that supports, encourages and celebrates success.
- Monitor and promote high standards with regard to school policies such as uniform, jewellery, attendance, etc.
- Maintain expectations and standards with regard to school policies.
- Inspire school spirit and develop a sense of belonging.
- Try to achieve the best possible outcomes for the students.
- Provide quality learning and teaching, and engaging curriculum.
- Provide opportunities for Staff Professional Development.

In regard to the individual student, the role of the teacher will be:

- To look out for the student’s welfare at school.
  - Help student enjoy his/her time at school.
  - Help student when he/she may have problems.
- Monitor the student’s progress.
  - Be available for individual support and guidance.
  - Recognise and celebrate the good things the student does and achieve.
- Act as a link between school and student’s parents.
- Monitor student’s individual standards with regard to school policies.
- Identify and mentor future leaders within lower grades.
- Coordinate work requests for students with extended absence or as per parental request.
Quality Learning and Teaching Practices and Engaging Curriculum
At the core of effective student management is effective teaching and learning and an engaging and responsive curriculum. Underpinning this is the focus of enhancing relationships between teacher and student.

ENGAGEMENT + RELATIONSHIPS = ACHIEVEMENT

At McIlwraith State School, we are committed to achieving this through:

**Engaging Curriculum**
- ‘the song’
- (What is being taught)
  - Personalized, Connected, Relevant
  - In Context
  - Integrated
  - Curriculum Unit Framework
  - Essential Learnings

**Pedagogy**
- ‘the singing’
- (The way it is taught)
  - Common alignment between outcomes, constructs, learning experiences, assessment, criteria
  - Use of ICT and Literacies in effective teaching
  - Innovative, creative, engaging
  - Fun and enjoyment

**Relationships**
- ‘the singer’
- (the relationship)
  - Professional Development Opportunities
  - Catering for individual needs and differences
  - Developing connections and empathy – ‘bridging the divide’

Supportive School Network
Underpinning effective teaching and learning at McIlwraith is a strong social support structure. The purpose of this support is to provide every student with the opportunity to succeed and learn, regardless of external socio-economic factors. Support networks include those offered by Guidance Counselling, Responsible Behaviour Management Facilitator and the Centre for Learning Management (Alternate Programs).

**Supporting Strategies:**
Strategies that underpin and support this policy include:
- Consistency
- Effective teaching and Learning
- Seeking advice when/where necessary
- Regular class meetings
- Reconciliation process

**Professional Development**
Teachers are provided with a range of professional development opportunities to enhance student management behaviours, along with improved pedagogy. Such strategies include:
- Behaviour Management professional development
- Best practice, sharing of curriculum unit frameworks

**External Programs**
A range of whole school programs provided by external providers is accessed by the school to support student needs. Eg, Life Ed Van, Adopt-A-Cop program. These programs commonly address bullying, self esteem, self awareness, resilience and conflict resolution.
**Targeted Behaviour Support**

Students who do not respond to initial intervention are referred to the Teaching Principal. At this level (McIlwraith SS Behaviour Management Pathway – Level 2) the Principal may access external assistance in providing support for the student. This external support may include:

- School Chaplin, based at Cluster High School. Available to feeder schools on request).
- Guidance Officer.
- Centre for Learning Management and Staff.

Typically a student can be expected to be monitored on a subject or weekly basis at this level. Support mechanisms available at this level include:

- Subject/Recess withdrawal
- Central withdrawal
- Monitoring
- Alternate programs
- “Time Out” Processes
- External support (as listed above)
- Extensive parental communication
- Referral to Principal.

**Intensive behaviour support**

Students who require intensive behaviour support are provided with individualised behaviour plans and progress is monitored by administration. Support is provided in a multi faceted approach, taking into account the student's academic and social needs.

Examples of support and/or intervention strategies at this level include:

- Professional counselling by the Guidance Officer
- Alternate programs organised by Centre for Learning Management staff.
- Mentoring program linking students to external community personnel
- Use of external agencies to provide support (Juvenile Aid Bureau, CYMHS, Child Safety)
- Alternate timetabling
- Extensive parental communication and involvement
- Learning support needs / consultation
- Short and long term suspensions

Students who do not respond at this level may face enrolment cancellation or exclusion or linking to alternate learning pathways.

**Consequences for unacceptable behaviour**

Student behaviour that does not comply with the expected standards is not acceptable.

Consequences are to be applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the school community will be considered at all times.
The consequences for unacceptable behaviour will also take into account:
- Prior history
- Relevant circumstances surrounding the incident
- Behaviour Management Plan or Individual Education Plan (IEP)
- The best interests of the student and school
- Future learning options

The consequences will reflect McIlwraith State School Behaviour Management Pathway.

**McIlwraith State School will use a range of consequences that are authorised by Education Queensland which include:**
- suspensions
- exclusions
- cancellations of enrolment

These consequences will be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

**Stages of Intervention**

In order to help students to develop a sense of responsibility for their own behaviour, the consequences for breaking school rules need to be logical, natural and public.

The following *Stages of Intervention* are intended to provide an emphasis on the need to constantly establish a positive relationship and to re-establish this relationship as quickly as possible after consequences have concluded.

The Roles and Duties of school community members in managing their own and other's behaviour are also outlined in this process.
It must be noted that students identified with Special Needs may require flexible consideration when interpreting the Behaviour Management pathways. In some cases individualised behaviour programs will be developed as part of the student's placement and ongoing Individual Education Plans.
# Working It Out Contract

<table>
<thead>
<tr>
<th>What I did</th>
<th>What Happened</th>
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<table>
<thead>
<tr>
<th>What Should I Be Doing?</th>
<th>What Am I Going To Do About It?</th>
</tr>
</thead>
</table>
The network of student support

Operational

McIlwraith State School has a team approach to behaviour support including the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies to offer students a multifaceted support network.

Roles and Responsibilities

Behaviour Management – Centre for Learning Management
Works with students who are not suited to other programs and present with challenging behaviours and have no other funding attached to the student. Individual support is provided to modify and implement appropriate support programs and alternative education programs. Support person also advocates on behalf of the student and works closely with the Middle Phase of Learning.

Guidance Officer
There are two (2) main roles within the school being:

1. Learning; to assist students with learning disabilities and providing learning support via development strategies

2. Counselling; to assist students with personal issues.
Learning Support Teacher
Works with students who are experiencing difficulties in curriculum areas, and who may be frustrated and angered about their own abilities.

Consideration of individual circumstances

Consequences for inappropriate behaviour will consider:
- situation and context
- individual circumstances
- actions of the student
- needs of /and rights of school community members
- previous history and record at the school
- behaviour management plans, individual education plans
- future opportunities

Related legislation
- 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
- Freedom of Information Act 1992
- Section 21 of the Education (General Provisions) Regulation 2000
- Transport Operations (Passenger Transport) Regulation 2005

Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
Some related resources

- National Safe Schools Framework  
  ncab.nssfbestpractice.org.au/resources/resources.shtml
- National Framework for Values Education in Australian Schools  
  www.valueseducation.edu.au
- National Framework for Values Education in Australian Schools – Queensland  
  www.education.qld.gov.au/curriculum/values/
- Bullying. No Way!  
  www.bullingnoway.com.au
- MindMatters  
  www.curriculum.edu.au/mindmatters
- School Wide Positive Behaviour Support  
- Code of Conduct for School Students Travelling on Buses  
Appendix 1

RESPECTFUL RELATIONSHIP - OUR SCHOOL’S STANCE

At McIlwraith State School we have an expectation that everyone will be treated with respect.

A FUNDAMENTAL RIGHT – Everyone should feel safe and valued at McIlwraith.

RESPONSIBILITIES – It is everyone’s responsibility to ensure that this happens.

Our school bases its community on: Courtesy, Consideration and Cooperation. We consider that these values are important for us to have a SHARING & CARING school. Any form of behaviour that goes against these values is totally against our School rules and in some cases may contravene State laws. When we feel angry, embarrassed, frightened, humiliated or uncomfortable as a result of someone’s deliberately hurtful actions or words, it affects our self-confidence. If it persists, we find it hard to concentrate on our own well-being, to enjoy going to school and to keep good relationships with others.

TO STOP BULLYING IS IMPORTANT

In schools, bullying occurs when:
- A student bullies another student
- An adult bullies a student
- A student bullies an adult
- An adult bullies another adult

Caring People DO Something

WHAT IS BULLYING?

Bullying involves an initial desire to hurt, this desire is expressed in action, someone is hurt, the action is directed by a more powerful person or group, it is without justification, it is typically repeated, and it is done so with evident enjoyment.

When a person:
- Is hit, jostled and pushed around
- Is threatened
- Is a victim of abusive or obscene language
- Is teased repeatedly in a nasty manner
- Has rumour spread about him/her
- Has repeated offensive gestures made to him/her
- Is deliberately excluded
- Is called hurtful, abusive or offensive names
- Is sexually harassed
- Is ridiculed about appearance or abilities
- Is singled out for unfair treatment
- Has his/her property interfered with
- Has graffiti written about him/her

RESPECT ONE ANOTHER AS YOU WOULD LIKE TO BE RESPECTED
**BULLYING:**

**Student Self Help Guide**

**STEP 1:** Ignore the behaviour  
or  
Inform the offender to stop their behaviour if you feel strong enough.

**STEP 2:** Calmly walk away. Do not fight back.

**STEP 3:** If the bullying continues, inform your:  
- Teacher/Principal  
- Teacher Aide

*Reporting the bullying enables you to get support from someone you can trust.*

**Helping Others**

**Step 1:** If you see someone being bullied, do not join in the bullying behaviour.

**Step 2:** Discourage other students from standing around, watching, supporting or joining in.

*This is ‘passive’ bullying and doing nothing encourages bullying.*

**Step 3:** Support someone by being proactive’ ie. inform someone you trust eg. Teacher, Aide, cleaner, etc
Appendix 2: CYBER BULLYING

Reference: www.bullyingnoway.com.au

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So what can we do?
Because most incidents of bullying occur off adults' radar screens, it’s important that young people learn to protect themselves online and respond to cyber bullying among peers when they encounter it.

Prevention
Cyber bullying is everyone’s business and the best response is a proactive or preventative one. To be proactive you can:

Guard your contact information. Only give your cell phone number, instant messaging name or e-mail address to trusted friends, and keep a note of who you’ve given it to. Consider using caller ID blocking to hide your phone number when making calls. Similarly, don’t leave your name on your voicemail. Don’t give your details to people you don't know – or don't want to know!

Take a stand against cyber bullying. Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

“I can PERFECTLY well say that bullying is not fun without trying it!”

Action
If you are being harassed online, take the following actions immediately:

Tell an adult you trust. This can be a teacher, parent, older sibling or grandparent – someone who can help you to do something about it.

Leave the area or stop the activity. People who bully get their kicks from knowing they’ve upset their target. Don’t let them know they’ve upset you, and you’ve taken away half their “fun”. Easier said than done when it’s face-to-face, but if it’s on your mobile or the Internet — easy!

Block the sender’s messages. If you are being bullied through e-mail or instant messaging, block the sender’s messages. Never reply to harassing messages.
Keep a record. Save any harassing messages and record the time and date that you received them.

Advise your Service Provider. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.

Report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it’s a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.

Support services

Kids Help Line (1800 55 1800) is a free and confidential, telephone counselling service for 5 to 25 year olds in Australia.
www.kidshelp.com.au

Lifeline (13 11 14) is a free and confidential service staffed by trained volunteer telephone counsellors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia.
http://www.lifeline.org.au

Referene: NET ALERT  www.netalert.gov.au

NetAlert is part of the Australian Government's ongoing commitment to providing a safe online environment for all families, especially children.

Help

- Internet content filters
- Frequently asked questions
- Internet complaints
- Enquiries and feedback

- Helpline: 1800 880 176
  (Interpreters available)
Appendix 3
Values for Australian Schooling

The Nine Values for Australian Schooling are:

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<thead>
<tr>
<th>Value</th>
<th>Explanation</th>
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<tr>
<td>1. Care and Compassion</td>
<td>Care for self and others</td>
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<tr>
<td>2. Doing Your Best</td>
<td>Seek to accomplish something worthy and admirable, try hard, pursue excellence</td>
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<td>3. Fair Go</td>
<td>Pursue and protect the common good where all people are treated fairly for a just society.</td>
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<td>4. Freedom</td>
<td>Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others</td>
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<td>5. Honesty and Trustworthiness</td>
<td>Be honest, sincere and seek the truth</td>
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<td>6. Integrity</td>
<td>Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds</td>
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<td>7. Respect</td>
<td>Treat others with consideration and regard, respect another person’s point of view</td>
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<tr>
<td>8. Responsibility</td>
<td>Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</td>
</tr>
<tr>
<td>9. Understanding, Tolerance and Inclusion</td>
<td>Be aware of others and their cultures, accept diversity within a democratic society, being included and including others</td>
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