

# Student Behaviour Support Plan

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## Purpose:

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St Patrick's School is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practises, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

## Shared Values and Expectations:

At St Patrick's School:

- Gospel values are lived, and all members of the school community are valued and treated with dignity and **respect**
- all members of the school community feel **safe**, supported and respected
- students are encouraged and supported to take greater **responsibility** for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- pastorally-caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- formal sanctions including detention, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected.

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

- Be Respectful
- Be Responsible
- Be Safe

## Rights and Responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

### School Staff

- Staff at St Patrick's School are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

### Parents/Carers

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.
- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students.

### Students

- Students will, with support of their parents/carers and school staff, be expected to participate fully in the school's educational program and to attend regularly.
- Students will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

### Proactive strategies for promoting better behaviour

St Patrick's School has positive strategies for promoting better behaviour. These strategies include:

- social skill training
- adapting the curriculum to meet individual needs
- [Positive Reward System \(Appendix C\)](#)
- proactive support (preventative teaching – e.g. teaching expectations related to behaviour)
- individual behaviour interventions (individualised assessments/approaches)
- staff professional development in the 'Essential Skills for Classroom Management'
- offering programs and resources for teaching parents positive support skills

### Early intervention

St Patrick's School utilises a range of preventative and early intervention strategies to support positive student behaviours. These include:

- defining and teaching whole school expectations
  - A set of behavioural expectations in specific settings has been attached to each of our three school rules (be safe, be respectful, be responsible). The '[Schoolwide Expectations Teaching Matrix](#)' ([Appendix A](#)) outlines our agreed rules and specific behavioural expectations in all school settings
- establishing consistent whole-school consequences for inappropriate behaviour ([See Minors and Majors Appendix B](#))
- establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty
- providing whole-school processes for ongoing collection and use of data for decision-making ([See Student Behaviour Referral Form Appendix D](#))
- assessing the student early and comprehensively to enable appropriate choice of early intervention strategies
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour
- maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

## Minor and major behaviours

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or loss of play for work completion.
- a **re-direction** procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary;
  4. gives positive verbal acknowledgement for expected school behaviour; and;
  5. recorded for future reference.

**Major** behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

## Bullying and Cyberbullying

There is no place for bullying in any school. Those who are 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.

Bullying behaviours that will not be tolerated 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.

Bullying may be related to:

- |                                    |                                 |
|------------------------------------|---------------------------------|
| • race, religion or culture;       | • sexist or sexual language;    |
| • disability;                      | • children acting as carers; or |
| • appearance or health conditions; | • children in care.             |
| • sexual orientation;              |                                 |

Cyberbullying is defined as “the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself.”

At St Patrick’s School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether 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 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 our community.

- ✓ Our school is committed to promoting responsible and positive use of all social media sites.
- ✓ No student will face disciplinary action for simply having an account on a social media site.
- ✓ It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

## Targeted student support

At St Patrick’s School, early targeted support strategies include:

- the teaching and/or building of appropriate behaviours
- the involvement of the classroom teacher/s
- partnerships involving and supporting parents/carers
- the formation of a support team (‘wrap around’) where appropriate
- building networks to access support outside of the school for families and students.

## Individual behaviour support plans

Where intensive individual support is required, St Patrick’s School will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual Behaviour Support Plans (Appendix D) will be designed to support the student to achieve the desired behaviour outcome.

## Use of consequences and sanctions

At St Patrick’s School, consequences for inappropriate behaviour may be determined by individual need and situation.

Major problem behaviours may result in the following consequences:

- **Level One:** Parent possible contact, time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence;

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school;
- **Level Three:** Parent contact. Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

## Use of Time out

### 'Time out' definition

'Time out' is defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting.

### 'Time out' purposes

'Time out' is only one of a range of behaviour management options. The use of 'time out' must be planned and purposeful. It is a method that allows the student time away from the situation to reflect and regain composure; the outcome of 'time out' should be a reduction in the behaviour.

The regular use of 'time out' for a student will be documented and analysed, with a view to reducing the frequency of its use and to determine the function of the behaviour.

## Formal sanctions

Formal sanctions include the following:

- detention
- suspension
- negotiated change of school
- exclusion

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

The Toowoomba Catholic Schools (TCS) Formal Behaviour Sanctions Procedure must be followed by all TCS schools and is included in our school's Student Behaviour Support Plan.

## Appendix A Schoolwide Expectations – Teaching Matrix

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	TOILETS
BE SAFE	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Sit still</li> <li>Enter and exit room in an orderly manner</li> <li>Keep areas tidy</li> </ul>	<ul style="list-style-type: none"> <li>Participate in use of approved online sites and educational games</li> <li>Be courteous and polite in all online communications</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Wear shoes and socks always</li> <li>Be sun safe; wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Keep work space tidy</li> <li>Be honest</li> <li>Work diligently</li> <li>Complete homework</li> </ul>	<ul style="list-style-type: none"> <li>Report any unacceptable behaviour to a teacher</li> <li>Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Return equipment to appropriate place at the sports bell</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> </ul>
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Use polite language</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect your and others' rights to learn</li> <li>Talk in turns</li> <li>Be a good listener</li> <li>Follow instructions</li> <li>Speak positively</li> <li>Support peers</li> <li>Be polite</li> <li>Be patient</li> <li>Respect differences</li> </ul>	<ul style="list-style-type: none"> <li>Use student email accounts only for learning purposes (no personal messaging).</li> <li>Respect others' right to use online resources free from interference or bullying</li> <li>Keep any usernames or passwords private</li> <li>Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands after using the toilet and before eating food</li> <li>Walk</li> </ul>

## Appendix B

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

	Area	Minor	Major
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in hallways/classrooms</li> <li>Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate throwing of objects with the intent to be defiant, disrupt others and/or cause injury.</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (for example, pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct uniform	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	Other	<ul style="list-style-type: none"> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>	<ul style="list-style-type: none"> <li>Possession of contraband (e.g. Drugs)</li> <li>Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>Refusing to work after redirection</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (e.g.: lateness after breaks)</li> <li>Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low frequency failure to respond to adult request</li> <li>Low frequency non-compliance</li> <li>Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>repeated failure to respond to adult request</li> <li>repeated non-compliance</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty (lying about involvement in a low-level incident)</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that has a negative impact on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>Mobile phone in a child's possession.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone in any part of the school or use of phone for voicemail, email, text messaging or filming purposes.</li> <li>Inappropriate use of personal technology devices or social networking sites</li> </ul>
<b>Being Respectful</b>	Correct Uniform	<ul style="list-style-type: none"> <li>Uniform worn incorrectly (including in and out of school hours).</li> <li>Incorrect uniform</li> <li>Inappropriate hair cut or hair colour.</li> </ul>	
	Language (including while online)	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Inappropriate use of technology devices</li> </ul>	<ul style="list-style-type: none"> <li>Bullying / victimisation /harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

## Appendix C

### Recognising Positive Behaviours

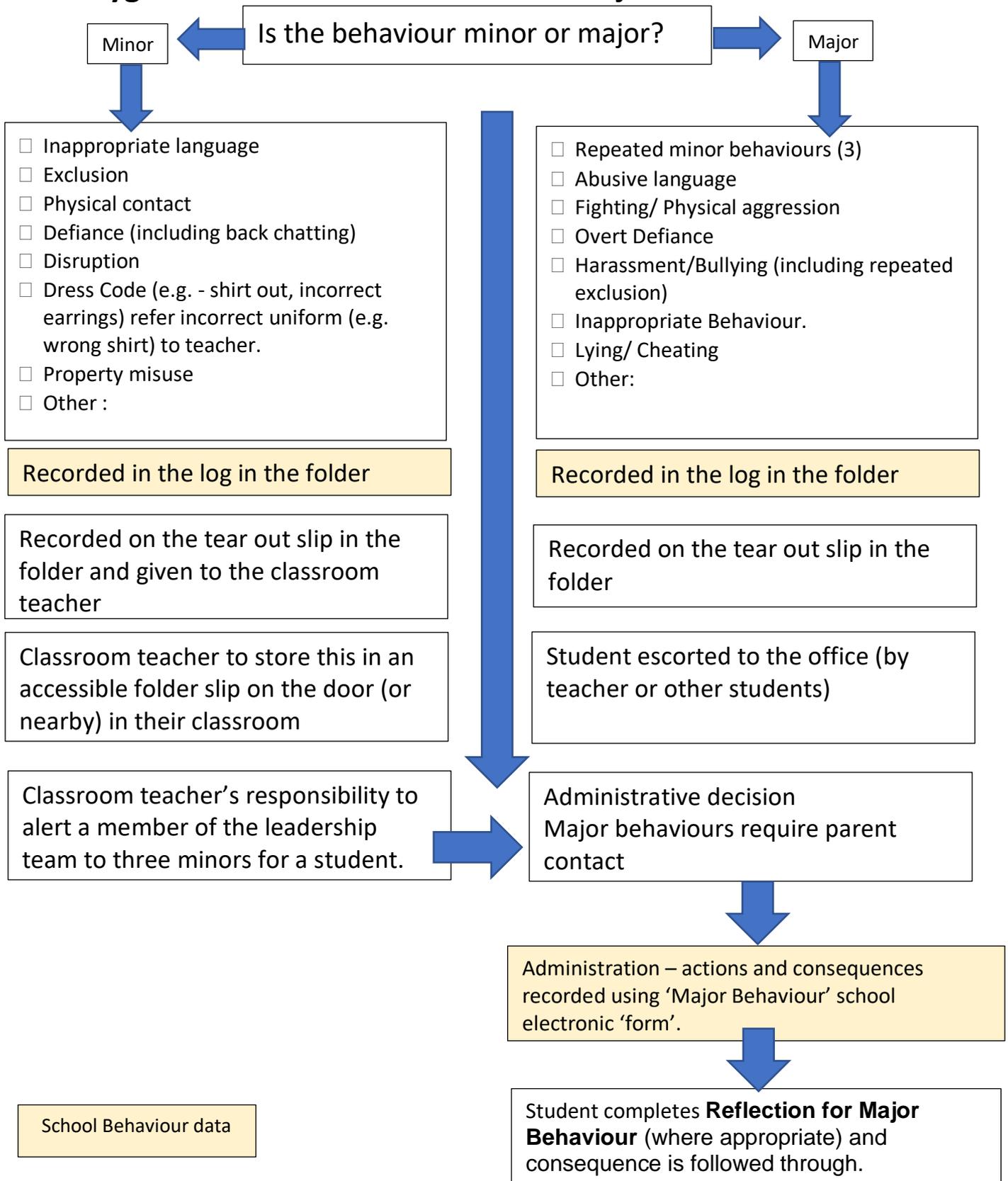
Level 3 – Principal		
Area of recognition	Possible Method of Recognition	
<ul style="list-style-type: none"> <li>• Consistent signs of hard work to progress learning</li> <li>• Service to others (in the school and in the community)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal's award</li> <li>• communication home regarding learning and or positive behaviours</li> <li>• achievements communicated</li> </ul>	
Level 2 – School		
Area of recognition	Possible Method of Recognition	
<ul style="list-style-type: none"> <li>• Consistent positive learning behaviours in class</li> <li>• Caring for others</li> <li>• Caring for environment (e.g. picking up rubbish unprompted, weeding a garden)</li> <li>• Taking an active role in schoolwide leadership responsibilities</li> <li>• Consistent positive behaviour out of class (zero reports of negative behaviour in playground)</li> </ul>	<ul style="list-style-type: none"> <li>• awards on assembly for behaviour</li> <li>• awards on assembly for progressions in learning</li> <li>• communication home regarding learning and or positive behaviours</li> </ul>	
Level 1 – Classroom Teacher		
Be Responsible	Be Respectful	Possible Method of Recognition
<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Complete set tasks</li> <li>• Take an active role in classroom activities</li> <li>• Keep work space tidy</li> <li>• Be honest</li> <li>• Work diligently</li> <li>• Complete homework</li> <li>• Raise your hand to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Respect your own and the rights of fellow classmates to learn</li> <li>• Talk in turns</li> <li>• Be a good listener</li> <li>• Follow instructions</li> <li>• Speak positively</li> <li>• Support peers</li> <li>• Be polite</li> <li>• Be patient</li> <li>• Respect differences</li> </ul>	<ul style="list-style-type: none"> <li>• Reward activities</li> <li>• Positive feedback - verbal/non-verbal (e.g. thumbs up)</li> <li>• Stickers</li> <li>• Class rewards (end of term and during)</li> <li>• Praise</li> <li>• Positive comments to parents/carers</li> </ul>

**Appendix D –  
Sample Student Behaviour Referral Form – located in the school  
playground duty bag**

<b>Date:</b> _____ <b>Time :</b> _____ <b>Student:</b> _____	
<b>Reporting Teacher:</b> _____	
<b>Is the behaviour minor or major?</b>	
<input type="checkbox"/> <b>Minor Problem Behaviour</b>	<input type="checkbox"/> <b>Major Problem Behaviour</b>
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Exclusion <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance (including back chatting) <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code (e.g. - shirt out, incorrect earrings) refer incorrect uniform (e.g. wrong shirt) to teacher. <input type="checkbox"/> Property misuse <input type="checkbox"/> Other :	<input type="checkbox"/> Repeated minor behaviours (3) <input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying (including repeated exclusion) <input type="checkbox"/> Inappropriate Behaviour. <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Other:
<b>Teacher decision</b>	<b>All Majors are sent (perhaps escorted) to the office (Parent/s are contacted)</b>
<input type="checkbox"/> Conference with student <input type="checkbox"/> Time out (5mins on seat – no talking) <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed</li> <li><input type="checkbox"/> Next recess time</li> </ul>	<b>Administrative Decision</b>
<b>Note - 3 Minors = a Major – refer to Principal/APRE/ Deputy</b>	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In/out-school suspension <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Community service (e.g. weeding, picking up rubbish) <input type="checkbox"/> Other

All minors are filed with classroom teacher. Three minors equal a major.  
All majors require administrator consequence and parent contact.

## Appendix D (continued) Playground Procedure for Minor or Major Behaviours



## Appendix D (continued)

### Reflection for Major Behaviour

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. What rule(s) did you break? (Circle)**

**Be Safe**

**Be Respectful**

**Be Responsible**

2. What did you want?	
<input type="checkbox"/> I wanted attention from others	<input type="checkbox"/> I wanted to be in control of the situation
<input type="checkbox"/> I wanted to challenge adult(s)	<input type="checkbox"/> I wanted to avoid doing my work
<input type="checkbox"/> I wanted my parent to be contacted	
<input type="checkbox"/> I wanted to cause problems because I felt sad or angry	
<input type="checkbox"/> I wanted to cause problems because they don't like me	
<input type="checkbox"/> I wanted _____	

3. Did you get what you wanted?  yes  no

4. What will you do differently next time?

I will be \_\_\_\_\_ (safe, responsible or respectful) by

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Student signature: \_\_\_\_\_

6. Adult signature(s): \_\_\_\_\_

## Appendix D (continued) Individual Behaviour Support Plans

<b>Student Behaviour Record Sheet</b> Name: _____ Day :Mon/Tues/Wed/Thurs/Fri Date:_____				
<b>Note# -The reverse side of this sheet explains the purpose of this sheet and the process involved.</b>				
<b>Behavioural Goals- insert name; examples of goals</b>				
<ul style="list-style-type: none"> <li>• Being respectful - of teachers and students always (including lunch/snack breaks)           <ul style="list-style-type: none"> <li>○ no calling out in class – raising a hand to speak or speaking only when called on to do so;</li> <li>○ no back chatting</li> <li>○ Focusing on all set tasks and doing her best</li> <li>○ No 'cranky' communication – verbal or non-verbal</li> </ul> </li> <li>• Being responsible – on task behaviour. Doing exactly what I'm supposed to be doing</li> <li>• Being safe - Keeping hands, feet and object to ourselves. Keeping words that hurt others to myself.</li> </ul>				
<b>Morning Session</b> Description of Activity/Comment: <hr/> <hr/> <hr/>				
Excellent	Good	Satisfactory	Unsatisfactory	Poor
<b>Middle Session</b> Description of Activity/Comment: <hr/> <hr/> <hr/>				
Excellent	Good	Satisfactory	Unsatisfactory	Poor
<b>Overall:</b> _____ Teacher's Signature: _____				
<b>Parent Comment/ communication (please use the back if you need more space)</b>				
Parent/s Signature/s: _____ Principal's Signature: _____				
Excellent	Good	Satisfactory	Unsatisfactory	Poor

Dear **insert parent names**,

This is a report of your child's behaviour for each session of the day. As can be seen below on the reverse of this page, your child will have received a rating of either \*Excellent, Good, Satisfactory, Unsatisfactory or Poor. An unsatisfactory rating will have resulted in your child needing to 'catch up on' or 'fix up' any work missed during their lunch break or for homework.

A 'Poor' rating would have resulted in your child missing their lunchbreak and/or seeing the Principal for a meeting regarding their behaviour and the actions required of them to be improve that behaviour.

Students progress through the different coloured sheets until they have finished them. To progress to the next colour your child must receive an overall rating of 'Excellent' for the day. The colours progress in the order of : **white, yellow, blue, green, orange** and finally **purple**.

The sheet is to go home with your child each day to be signed and/or commented on by the parent. **The child cannot receive an overall rating of 'Excellent' for the next day if their sheet is not returned to the teacher at the beginning of the next day.** If you have any concerns/ questions regarding this sheet please feel free to contact me.

Kind Regards,

Tyronne Maher  
Principal  
[Tyronne.Maher@twb.catholic.edu.au](mailto:Tyronne.Maher@twb.catholic.edu.au)

## Appendix E

### Appropriate use of social media

Students, teachers and parents (including carers) of St Patrick's School are expected to engage in the appropriate use of social media. Social media in the primary setting includes closed intranet communications and email. Social media located in the wider global sense, have age restrictions and therefore students should not be using such social media platforms unless of age.

Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of schools, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Schools will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not 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. Such an incident will be a matter for parents and/or police to resolve.

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Commonwealth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines several criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

St Patrick's School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, St Patrick's School expects its students to engage in positive online behaviours.