St Mary's Swan Hill

School-wide Positive Behaviour Processes for all Students

based on the CEOB Guidelines for Behaviour Support and CECV Whole-School Approaches to Supporting Positive Behaviour

1. **Purpose**

St Mary's 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 School Wide Positive Behaviour Processes for all 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.

2. **Consultation and data review**

St Mary's developed these processes in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2017. A review of school data sets also informed the development process.

The processes were endorsed by the Principal and the Governing Authority

3. **Learning and behaviour statement**

All areas of St Mary's 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 school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

Our School-wide Behaviour Processes for all Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school processes, shared expectations for student behaviour are plain to everyone, assisting St Mary's 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.

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

- Be safe--We keep hands feet and objects to ourselves.
- Be responsible—We take care of all property and our school grounds.
- Be respectful-- We follow adult Instructions. We speak kindly to others, We listen and wait our turn
- Be a learner—We take pride in ourselves and our school

Our school rules have been agreed upon and endorsed by all staff. They are aligned with the values, principles and expected standards outlined in CEOB Guidelines for Positive Behaviour Support.

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

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At St Mary's we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school norms. The Schoolwide Expectations Teaching Matrix below outlines our agreed norms and specific behavioural expectations in all school settings.

	Inside	Outside	In Public	Technology
Be RESPONSIBLE *We take care of all property and our school grounds*	• Remain on task • Be organised and prepared for learning • Look after belongings	☐ Help others ☐ Line up sensibly and be on time ☐ Act appropriately at music times ☐ Walk quietly and directly through the school ☐ Place rubbish in the bin ☐ Move to and from the toilet promptly	☐ Make good choices about own behaviour ☐ Take care of your belongings	☐ Log in and out every time ☐ Abide by the Digital Technology Policy ☐ Use and carry devices carefully ☐ Only use devices with permission
Be RESPECTFUL *We speak kindly to others* *We listen and wait our turn* *We follow adult instructions*	• Speak in an appropriate tone and volume • Actively listen to others • Support your peers and be cooperative • Allow others to learn • Value the ideas of others • Be on time	☐ Take turns and share equipment ☐ Include others and play fairly ☐ Respect other classrooms and their learning ☐ Respect each other's privacy	☐ Listen respectfully to those speaking ☐ Appreciate your surroundings ☐ Be aware of others around you ☐ Enter and leave any Assembly area appropriately	☐ Use digital devices for learning ☐ Share the school owned digital devices with others
Be SAFE *We keep hands, feet and objects to ourselves*	• Walk inside • Use equipment appropriately • Clean up your own area • Be hygienic	☐ Play appropriately in the different areas ☐ Play safely on the playground and when using equipment ☐ Be sunsmart ☐ Report incidents to the closest adult ☐ During learning time, travel around the school in pairs	☐ Enter and leave in an orderly manner ☐ Stay with the group ☐ Follow road safety rules ☐ Move sensibly to the bus ☐ Wear seatbelts and stay seated when travelling on the bus	☐ Use own login details ☐ Keep personal details and password private ☐ Be cybersafe
Be YOUR BEST *We take pride in ourselves and our school*	• Attempt all learning tasks • Be resilient and take risks with your learning • Show initiative with your learning • Take pride in your work	☐ Be a good team member ☐ Be a good role model ☐ Show resilience	• Represent your school with pride • Be an active listener	• Use technology to show and improve learning

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

St Mary's implements the following proactive and preventative processes and strategies to support student behaviour:.
- Whole School Positive Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the St Mary's Behaviour Processes for all Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behavior

At St Mary's communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Responding to unacceptable behavior

1. Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and processes how their behaviour could be modified so as to align with the expectations of our school community.

2. Intensive behaviour support: Leadership Support Team

St Mary's is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Leadership Support Team*:;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and

5. Consequences for unacceptable behaviour

St Mary's makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour Tracking on SIMON is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school leadership team.

Minor behaviours are those that:
- are minor breeches 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, restorative conversation or detention 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; and
4. gives positive verbal acknowledgement for expected school behaviour.

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 leadership 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.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restorative process, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two:** Parent contact, referral to Education Officer: Psychologist or Special Education, suspension from school: and/or
- **Level Three:** 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.

Minor & Major Behaviour Chart

Minor Behaviours	
Minor Behaviour	**Examples**
Inappropriate Language	Swearing (non-threatening, non-directed) or use of words in an inappropriate way.
Disruption	Deliberately disrupting learning time by calling out, making noise or distracting others.
Property misuse	Using school, others and own equipment inappropriately.
Inappropriate physical contact	Unsafe play, non-threatening physical contact by not keeping hands, feet or objects to themselves.
Disrespect	Not following adult instructions, talking back, speaking over people, late to class or being defiant.
School uniform	Not wearing the correct school uniform items or wearing sport uniform on 'normal' school days.

Inappropriate use of technology	Use of incorrect app/program/website, use of technology at incorrect time or not looking after equipment.
Dishonesty	Deliberate lying, cheating, taking other's property or withholding information.
Out of bounds	Playing or walking through prohibited areas.
Littering	Not putting rubbish in the bins.

Major Behaviours	
Major Behaviour	**Examples**
Bullying or Harassment	Ongoing verbal, written or physical intimidation, threats or provocation towards others.
Technology Violation	Deliberate access of inappropriate websites, apps or programs or abuse of equipment.
Physical aggression	Deliberate or aggressive physical contact or throwing items with the intent to harm others.
Property damage	Deliberately vandalising or damaging the property of the school or others.
Severe inappropriate language	Swearing, threatening or abusive language directed at another person.
Theft	Theft of school or other's property.
Safety risk	Deliberately leaving the classroom without permission or leaving the school grounds.
Repeated minor behaviours	Deliberate repeated minor offences with no regard for consequences..

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

● articulate the relevant expected school behaviour;
● explain how their behaviour differs from expected school behaviour;
● describe the likely consequences if the problem behaviour continues; and
● identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At St Mary's School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Consequences for Unacceptable Behaviour
St Mary's School makes systematic efforts to prevent problem student behaviour by teaching, modeling and reinforcing expected behaviours on an ongoing consistent basis. When unacceptable behaviour occurs, students experience predictable consequences. The school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All students and staff achieve this through school/class meetings where unacceptable behaviours are named and the expected consequence is decided and agreed upon. This will be consistent with the whole school approach to processes and strategies for student behaviour.
All consequences must be consistent with Catholic Education Ballarat's Guidelines for Behaviour Support (2016).
Restorative justice procedures should be used to facilitate the conversation regarding behaviour.

In the case of a student being removed from the classroom for a brief period (such as unable to settle, needs to be moved from peers, or being disruptive), the student must be supervised at all times and provided with suitable learning activities. If a student requires consistent removal from class, it must be reported to SST and a behaviour management plan is to be implemented. For minor behaviour problems, removal from class would not be normally used.

In situations where it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community, the school will follow procedures consistent with CECV Positive Behaviour Guidelines. Restrictive interventions are only used in emergency situations and there are no other options in maintaining the safety of others. It must not be used as part of student management plan.

6. 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.

Major problem behaviours, such as:

- behaviours which significantly violate the rights of others
- behaviours which put self / others at risk of harm

would receive consequences such as removal to a supervised withdrawal room, alternate lunch time activities, loss of privilege, parent contact, referral to SST, or in extreme cases – suspension.

When responding to problem behaviours, staff members ensure that students understand the relationship between the behaviour and the consequence, and what the expected behaviour is. Strategies to do this could include having the student:

- articulate the relevant expected behaviour
- explain how their behaviour differs from the expected behaviour
- describe the likely consequences if the problem behaviour continues
- Identify what they need to do to change their behaviour
- If another student has been affected by this behaviour, then a restorative process should be implemented in addition.

If a student has been suspended and the behaviour continues then parents will be required to attend a meeting. The student may also be required to attend. The purpose of this meeting is to outline the next step in the process. If the behaviour still continues, it may result additional suspensions and then consideration for assisted transfer to another school or expulsion. The process is outlined in Catholic Education Ballarat Guidelines for Behaviour Support (2017).

The school may require the parents of a student to also seek other professional advice for the school to better understand and implement a behaviour management plan and any relevant strategies for learning and teaching that would assist the student. It is expected that parents would cooperate with this request.

The school will keep a register for indicating details of any suspensions, expulsions and exclusions. This will be maintained in SIMON and overseen by the principal. Relevant documentation will be stored electronically.

Principal and wellbeing leader will discuss any penalties that imposed on students and will be recorded on the student behavior tracking program in SIMON. Any penalties will be communicated to parents.

Physical Intervention

Staff may make legitimate use of physical intervention **only if** all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that St Mary's 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 and 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; and
● 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.

7. Network of student support

Students at St Mary's School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

● Parents
● Teachers
● Support Staff
● CEOB Education Officers
● School Based Chaplains

External support is also available through the following government and community agencies:
● Child and Youth Mental Health
● Headspace
● Department of Human Services
● Police
● Local Council

8. Consideration of individual circumstances

To ensure alignment with the CEOB Guidelines for Behaviour Support when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

St Mary's School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Australian and Victorian legislation:
  Education and Training Reform Act 2006 (Vic.) – *Education and Training Reform Regulations 2007* (Vic.)
  Equal Opportunity Act 2010 (Vic.)– *Occupational Health and Safety Act 2004* (Vic.)
- Child Safe Standard Requirements - http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards
- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- The Australian Privacy Principles, in effect as of March 2014
- Criminal Code Act 1995 (Cth)
- Commonwealth Privacy Act 1988

10. Related policies and procedures

- All Diocesan Policy and Regulations

11. Some related resources

Schools should list any related resources they have identified. This could include:
- National Safe Schools Framework
- Cybersafety and schools resources
- Restorative Practices
- Bullying. No way!
- Safe Schools Hub
- Health Promoting Schools Framework
- CECV Intervention Framework 2015
- Safe and Sound Practice Guidelines (Occupational Violence)
- Respectful Relationships Program

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
St Mary's School 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.

There is no place for bullying in St Mary's 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 at St Mary's School 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;
● disability;
● appearance or health conditions;
● sexual orientation;
● sexist or sexual language;
● children acting as carers; or
● children in care.

At St Mary's School 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at St Mary's School are an addition to our school wide behaviour 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

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.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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.

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.

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 St Mary's School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

St Mary's School records inappropriate behaviour and 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.

Appropriate use of social media

St Mary's School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

St Mary's School is committed to promoting the responsible and positive use of social media sites and apps.

No student of St Mary's School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within St Mary's School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of St Mary's School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at St Mary's School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of St Mary's School are expected to engage in the appropriate use of social media. 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 St Mary's School, 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.

St Mary's School 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* (Cth) contains relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of 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".

There are significant penalties for these offences.

St Mary'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 Mary's School expects its students to engage in positive online behaviours.