



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

Ironside State School 2017 - 2020

Responsible Behaviour Plan for Students

1. Purpose

Ironside State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Ironside State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken. A review of school data sets from 2015-2016 also informed the development process.

The Plan was endorsed by the Principal and the Chair of the School Council.

3. Learning and behaviour statement

At Ironside State School we believe in:

- School being a safe, supportive and disciplined environment.
- A proactive, educative approach to teaching and reinforcing positive behaviour choices.
- Providing opportunities for students to show their best and be their best.

At Ironside State School we believe that:

- Everyone is responsible for their own behaviour.
- The behaviour of students is everybody's business.
- Constructive communication between students, staff and parents builds positive partnerships and maximises engagement.
- Class Teachers are the reportable officers regarding student behaviour.

Rights and Responsibilities

In order to maintain a safe, supportive and disciplined learning environment, all members of the school community need to conduct themselves in a responsible manner that recognises and respects the rights of others.

At Ironside State School the following rights and responsibilities are recognised:

Rights

Students	<ul style="list-style-type: none"> • To feel safe at school. • To learn in a supportive environment. • To be treated with dignity and respect.
Teachers	<ul style="list-style-type: none"> • To feel safe at school. • To teach in a supportive environment. • To be treated with dignity and respect.
Staff	<ul style="list-style-type: none"> • To feel safe at school. • To work in a supportive environment. • To be treated with dignity and respect.
Parents/Carers	<ul style="list-style-type: none"> • To feel safe at school. • To be kept informed of their child's progress at school. • To be treated with dignity and respect.



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Responsibilities

Rights can only be enjoyed when everyone acts responsibly. All members of the school community are encouraged to act in a responsible manner by following the Ironside Way:

S	Safe and Responsible Actions
T	Think Positively
A	Active Learning
R	Respect Self and Others



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

At Ironside State School appropriate standards of behaviour are encouraged through the implementation of proactive strategies and programs, as well as reactive strategies and procedures.

- **Universal behaviour support**

Bridge Builders®

Bridge Builders is a proactive program linked to the Australian Curriculum (Personal and Social Capabilities), implemented sequentially from Prep–Year 6. Students learn to apply conflict resolution strategies, communicate using a common language and build their confidence to solve interpersonal problems. Bridge Builders promotes resilience and self-worth, which encourages students to challenge bullying behaviour and develop positive and safe relationships.

Bridge Builder Mediators

As a component of the student leadership program, Bridge Builders Mediators are trained in conflict resolution skills to help younger students (Prep – Year 2) to resolve conflicts in the playground.

Classroom Management Plan

Each teacher will develop, document and implement a Classroom Management Plan which will reflect the Ironside Way, detailing class rules, proactive and reactive strategies and consequences for inappropriate behaviour.

Playground Management Plan

Staff on playground duty will implement strategies and routines contained in the Playground Management Plan. Strategies are both proactive and reactive.

Kids Matter Framework

Ironside State School is a Kids Matter school. This is the framework that guides and informs our proactive strategies to support students' ongoing mental health and wellbeing.

Ironside Star of the Month

The Ironside 'Star of the Month' award acknowledges positive behaviour at the cohort level. This is awarded to one student per year level, per month. It is presented on whole-school assembly and published in the school newsletter.

Merit Certificates

Merit certificates recognise positive behaviour at the classroom level. Certificates are awarded to two/three student/s per class. They are presented at Junior or Senior School assembly and recipients published in the school newsletter.



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• Targeted behaviour support

Individual Behaviour Monitoring

Students' behaviour is continually monitored at the class and cohort level. Incidents are documented on One School when appropriate.

Students who continually demonstrate inappropriate behaviours are identified by the Classroom Teacher and an individualised and agreed plan is established. This plan is developed in collaboration with the Student, Teacher, Parent and Administrator(s). It is focused on behaviour goal(s), monitored and reviewed.

Game On

Game On is a supported play program held during playtime. Students who have demonstrated difficulty with social interactions in the playground are invited to attend with a friend. Parents are informed of their child's inclusion into Game On.

• Intensive behaviour support

Student Support Team

Students with highly complex, challenging and ongoing behaviour support needs may be referred to the Student Support Team (SST). At this level, a support provision, Individual Student Plan (ISP), Risk Management Plan (RMP) and/or an Individual Behaviour Management Plan (IBMP) can be developed in consultation with parents and other stakeholders.

Other support strategies may include:

- Guidance Officer referral
- School Chaplain support
- Internal school support
- External regional support
- External agency involvement

5. Emergency responses or critical incidents

In responding to emergent situations the following guiding principles are applied:

- Remain calm and issue verbal warnings to student/s displaying the unacceptable behaviour. If required, instruct other students to leave the area.
- Immediately call for assistance by phoning the office. If in the playground, send a student with an emergency help card from the duty folder.
- Continue to closely monitor situation(s) until other staff member(s) arrive.
- If necessary, physical intervention may be used should a student be placing themselves or others at immediate risk of harm.

6. Consequences for unacceptable behaviour

Ironside State School makes systematic efforts to prevent unacceptable and unwanted student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Unacceptable behaviours at Ironside State School are those which do not reflect the values of the school community. These values are articulated in the Ironside Way. 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 and the student's developmental capacity.



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In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student, and the needs and rights of the school community members, will be considered at all times. Ironside State School may use a range of consequences that are authorised by the Department of Education (DET) which include but are not limited to:

- Natural Consequence
- Restorative Justice
- Community Service
- Time out
- Detention
- Removal from extra curricula activities
- Suspension (Short) 1-10 school days
- Suspension (Long) 11-20 school days
- Suspension with a Recommendation for Exclusion

7. Network of student support

At Ironside State School, the following personnel provide behaviour support to students:

- **Student Services Coordinator** – The Student Services Coordinator (SSC) coordinates a broad range of support measures to foster positive student engagement.
- **Kids Matter Committee** – The Kids Matter Committee coordinates and/or provides ongoing professional development opportunities for staff.
- **Teacher Aides** – Additional teacher aide support can be provided in the classroom and in the playground as determined by the Student Support Team.
- **School Chaplain** - Individual support can be accessed by completing referrals to the School Chaplain.
- **Guidance Officer** - Individual support can be accessed by completing referrals to Student Support Team for counselling from the school-based Guidance Officer.
- **Interagency Support** - Where appropriate, support is sought from other government agencies, such as Community Child Health Services.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour 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.

Ironside State 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.





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- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time.
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - Receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Damian Johnson
Principal

Laurel Zaicek
Chair, School Council



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Date effective: from 10 July 2017 to 31 December 2020 – updated 29 January 2019



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Appendix 1

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain personal technology devices banned from school

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

Confiscation

Permitted personal technology devices such as mobile phones and iPads used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during school hours. The sole responsibility for the devices lies with their owner.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Ironside State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.





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Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student using a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Assumption of cheating

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

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.



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Appendix 2

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

Purpose

Ironside State 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 Ironside State 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.

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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.



The definition of bullying has been developed as part of the National Safe Schools Framework and can be found on the Australian Government's Student Wellbeing Hub at <https://studentwellbeinghub.edu.au/glossary#/>

The national definition of bullying for Australian schools was developed by the Safe and Supportive School Communities Working Group. This national group includes all state, territory and federal education departments, as well as national Catholic and independent schooling representatives.

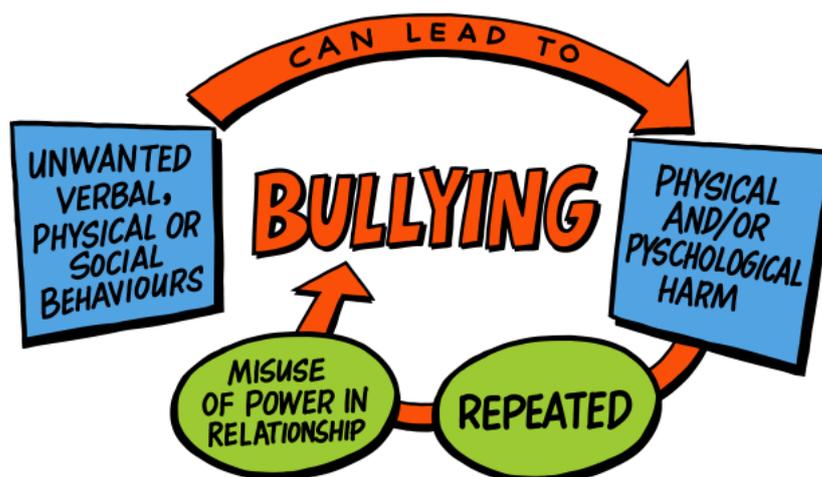


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Prevention of Bullying

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.
- Students are taught the expected behaviours attached to the Ironside Way in all areas of the school.
- Students are taught conflict resolution skills through the Bridge Builders program.
- 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
- 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 provided at Ironside State School. 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 anti-bullying processes at Ironside State School take care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Ironside State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database 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 social skills that may need to be revisited or revised in the instructional process.



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Responses to Bullying

A common misunderstanding often exists among parents and students that conflict and bullying are the same. They are, in fact, quite different. However, conflict often precedes bullying and, if unresolved, conflict can lead to bullying.

Chirnside (2015) encourages parents to:

- ✓ Listen to your child – be available and encourage them to express their feelings and the problem. Don't escalate the problem.
- ✓ Communicate with the school – the child's class teacher is the first point of contact. Prepare the facts and share your concerns with a willingness to hear another perspective.
- ✓ Manage your emotions – calm down and don't react in ways that can maximise or minimise the issues. Be patient.
- ✓ Understand the power of your words – don't speak harshly or judgementally about the school or others (students, teachers) in front of your child. It only makes it harder for them to cope.
- ✓ Talk to the right people from the start – avoid gossip. Work with the school to find a solution.

When reports of alleged bullying or unresolved conflict are made to the school, the following operational parameters guide the school's actions:

- + Acknowledgement of report within 24 – 48 school hours of receipt. Acknowledgement can also include general information about actions that may be taken.
- + Investigation of report by the student's class teacher or deputy principal, dependent on the nature of the report. Investigation can encompass –
 - Gathering information from a range of sources (parents, students, teachers, school records).
 - Interviews with students involved in the allegations.
 - Interviews with witnesses or bystanders.
 - Specific information is sought about what was seen or heard, when and where – rather than 'hear-say' information.
- + Decision making, on the balance of probability, as to whether the allegation of bullying (as defined on p.8) can be substantiated.
- + Communication with parents of the students directly involved. Communication can be on-going throughout the investigative process or at the outcome end of the process.
- + Professional discretion is applied as to the level of information shared with parents dependent on circumstances and maintenance of confidentiality.
- + If there is sufficient evidence to warrant intervention (educative, monitoring or disciplinary) parents of both parties are generally informed.

Students who are experiencing on-going or unresolved interpersonal conflict can be assisted to work through the issues using a mediation process. The aim is to lead students to a win-win resolution or agreement. Dependent on the particular circumstances, parents may be invited to participate in this school-led process.

Students who have been the target of bullying behaviour can be supported by their teachers and parents to develop confidence, resilience and problem-solving skills. Support can also be provided by school Guidance Officer and Chaplain.

Students who have been engaging in bullying behaviour can face disciplinary consequences determined by the Principal. These may include:

- Restorative Justice
- Community Service
- Time out
- Detention



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- Individual Behaviour Management Plan (IBMP)
- Removal from extra curricula activities
- Suspension (Short) 1-10 school days
- Suspension (Long) 11-20 school days
- Suspension with a Recommendation for Exclusion

These students may also need intervention to help them learn to manage their behaviour and may benefit from external intervention e.g. Guidance Officer. Parents are expected to work closely with the school to address their child's behaviour.

Appendix 3

Appropriate use of social media

Ironside State School acknowledges the 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.

Ironside State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Ironside State 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 Ironside State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Ironside State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Ironside State 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.





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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 Ironside State 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 Ironside State 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.





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Ironside State 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) and the *Criminal Code Act 1899* (Qld) contain 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”.

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.

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

Chirnside, J (2015) Empowered for Life: Equipping children to deal with everyday conflict and bullying. Michael Hantahan Publishing, Australia