



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Albany Creek State School

## ***Responsible Behaviour Plan for Students***

based on *The Code of School Behaviour*

### 1. Purpose

Albany Creek 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.

At Albany Creek State School we support the Education Queensland Code of School Behaviour which ensures that all members of our school community understand the values and principles of the Code of School Behaviour and can meet the required standards of behaviour for all Queensland State Schools.

This occurs in accordance with our overall school Mission Statement:

*Quality education in an open caring environment, where the overall expectation for behaviour management in this school is as follows:*  
*We expect everyone to think ahead and make responsible decisions that respect the rights, feelings and safety of all concerned.*

### 2. Consultation and data review

Albany Creek State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents including bullying, cyberbullying and other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009 - 2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

### 3. Learning and behaviour statement

Albany Creek State School has adopted, in principle, a democratic rather than authoritarian approach to behaviour management, the basic premise of which is the recognition of our ever-changing society and its attitudes. Within this it acknowledges the underlying democratically acceptable values of:

- Social equality
- Co-operation/shared responsibility
- Self discipline
- Mutual respect

and the need to address these within our school environment.

**Our school environment** aims to provide:

- a positive, preventative approach to behaviour management



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- school practices involving a planned continuum from positive, preventive actions for **all** students to responsive actions for specific individuals and groups.
- modelling and reinforcement of non-violent, non-coercive and non-discriminatory language and practices by all members of the school community.
- enhanced interpersonal support networks for students, parents and staff.
- a better understanding on the part of teachers, students and parents of why the school has put in place specific rules and policies.
- effective communication amongst all members of the school community.

Our commitment to this style of management compels us to identify clearly the **rights** and **responsibilities** of each individual member of our school community.

### Rights

Based on these underlying values, each child, teacher, parent or community member has the right to expect respectful and considerate treatment. This expectation entails a responsibility to accord the same right to all other participants in our community. Each individual has the right to feel safe and valued. Each student has the right to learn, to solve problems, to maximise his/her educational opportunities regardless of his/her individual circumstances such as:

- location
- sex
- socio-economic circumstances
- ethnic or cultural background
- any disability
- status within school community

### Responsibilities

Based on our underlying **values**, we believe that:

- the core responsibility of the school community is "education".
- the entire school community is responsible for guiding, leading, motivating, encouraging and modelling appropriate behaviour.
- each individual has the responsibility to be PROACTIVE and to manage his/her own actions, taking account of factors such as level of maturity and intellectual capacity.
- families share the responsibility for developing appropriate behaviour patterns and to contribute to the communication/decision-making process within the school.
- teachers are responsible for managing the learning process and providing *Duty of Care*.
- members of the administrative team are responsible for taking on specific management tasks such as strategic planning, finance, and



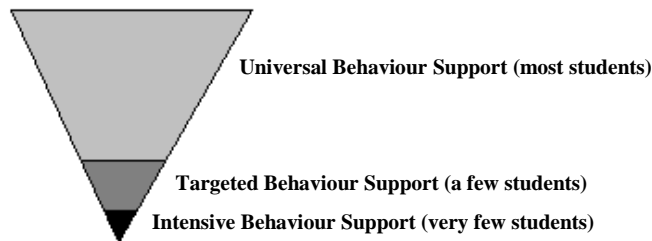
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organisational structures, to act as final authority and to provide support, leadership, and direction throughout the school.

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

##### Universal Behaviour Support

At Albany Creek State School we have a typical spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Most students will have little or no difficulties. However a small number of students may need additional support and timely intervention on some occasions. For a variety of reasons, they may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Student Disciplinary Absences will be used after consideration has been given to all other responses.



##### Universal Behaviour Support

Proactive and Preventative Processes and Strategies promote and encourage:

- Adherence to Education Queensland's Code of School Behaviour.

##### Albany Creek State School Code of Behaviour

In order to create a supportive environment which maximises the educational opportunities for all students, students will strive to:

- use exemplary manners;
- show respect for and consideration of self, others and property;
- be increasingly responsible for their own behaviour and motivation;
- be accepting and supportive of the diversity existing amongst individuals

- Recognition of the Rights and Responsibilities of all members of the school community.



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<b>RIGHTS. We have a right to:</b>	<b>RESPONSIBILITIES. We have a responsibility to:</b>
<p><b>SAFETY</b></p> <ul style="list-style-type: none"> <li>* be and feel safe</li> <li>* have our private property protected</li> <li>* move safely and freely around the school</li> <li>* use and share equipment in the school environment</li> </ul>	<p><b>SAFETY</b></p> <ul style="list-style-type: none"> <li>* help others to feel safe and secure in the classroom and playground</li> <li>* respect and safeguard other people's property</li> <li>* move safely and calmly around the school using the agreed guidelines.</li> <li>* use equipment safely and share with others</li> <li>* respect and care for all belongings and resources in the school environment</li> </ul>
<p><b>TREATMENT</b></p> <ul style="list-style-type: none"> <li>* be treated with respect, fairness and equality, regardless of religion, culture, race or sex</li> </ul>	<p><b>TREATMENT</b></p> <ul style="list-style-type: none"> <li>* treat others with respect and consideration at all times</li> </ul>
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* to express ourselves, share ideas, ask questions and be listened to</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* listen to others and value their contributions and respect their opinions</li> </ul>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* to expect a settlement of problems and be able to tell 'my' side of the story in a dispute</li> </ul>	<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* listen to and allow others to tell their side of the story and work together to reach a satisfactory solution</li> </ul>
<p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>* learn without interference in a reasonable working environment</li> </ul>	<p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>* allow others to learn without causing disruptions and distractions</li> </ul>

- Adherence to a set of agreed rules and routines for the school as a whole and for each classroom.



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Area	Example
<ul style="list-style-type: none"> <li>Classroom Behaviour Rules</li> </ul>	<ul style="list-style-type: none"> <li>Individual to each classroom</li> </ul>
<ul style="list-style-type: none"> <li>Specialist Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Rules and Support Procedures</li> </ul>
<ul style="list-style-type: none"> <li>School wide Behaviour Management Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Addressing</li> <li>Set school day routine</li> <li>Designated play areas</li> <li>Movement around school buildings</li> <li>Health and safety measures</li> <li>Use of mobile phones</li> <li>Care for environment, school and personal property</li> <li>Wearing of uniforms</li> <li>Use of tuckshop</li> <li>Getting along behaviours</li> </ul>
<ul style="list-style-type: none"> <li>Out of School</li> </ul>	<ul style="list-style-type: none"> <li>Bus travel</li> <li>Off campus camps, excursions and sports</li> </ul>

- Provision of opportunities to promote active participation and the positive benefits of being a responsible member of our school community.

Opportunity	Example
School Curriculum	Balanced, relevant and engaging
Pro-social Programs	Human Relationship Education, Social Skills, Buddy Activities, Leadership Program.
Student Decision Making	Class meetings, Student Council, Student Leadership Positions
Enrichment and Extension Programs	Optiminds, interschool sports, choirs, instrumental music, excursions, competitions.
Lunchtime Experiences	Permaculture garden, assisted play, structured play, volleyball competition, hall activities.
Awards	Leadership, citizenship, academic, sports, music and cultural.
Cultural Performances and Displays	Art Show, Fancy Dress Ball, Bush Dance, Kerribee Concert, Assembly Performances, Instrumental Music Concert

### Camps / Excursions

Students who consistently display responsible, respectful and safe behaviour will be invited to participate in school camps and excursions. Students who display noncompliant, disrespectful, insolent or unsafe behaviour will not be invited to participate in school camps or excursions.

A suitable program of instruction will be provided at the school for students not extended an invitation to participate in these extra-curricular activities.

It is an endorsed school council expectation that all students attending Albany Creek State School are capable of making appropriate decisions that respect the rights, safety and feelings of all concerned. Students who choose not to take responsibility for their behaviour and actions will not be invited to attend extra-curricular activities.

The parents /caregivers of students at risk of not being extended an invitation to participate in extra-curricular activities will be given fair and reasonable notification as to their child's situation.

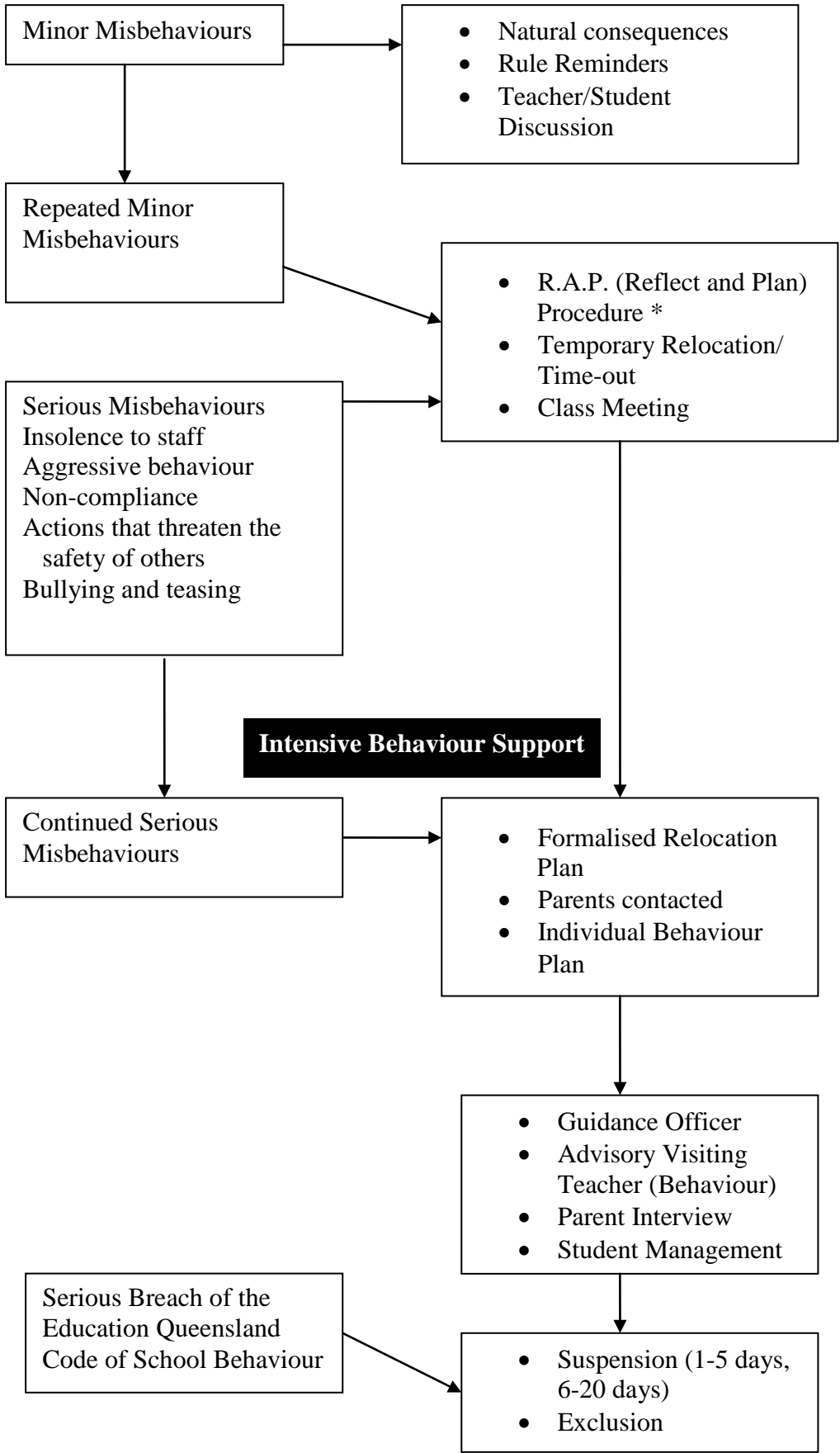
The school will provide ongoing support to students at risk and provide the capacity for students to modify their behaviour to an acceptable standard.





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**TARGETED BEHAVIOUR SUPPORT**





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Albany Creek State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School 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 Albany Creek State School Responsible Behaviour Plan for 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.
- Implementation of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.
  - Procedures for Preventing and Responding to Incidents of Bullying (including cyberbullying and recording incidents for data collection) (Appendix 2).
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

### **Reinforcing expected school behaviour**

At Albany Creek State School, 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.

Underpinning the Responsible Behaviour Plan is the Albany Creek State School Positive Behaviour Plan. This plan bases all behaviours around four key concepts: Be Responsible; Be Respectful; Be Safe and Be a Learner. "Buzza" the bee is the character that embraces these characteristics and promotes and recognises positive behaviour displayed by students.

To encourage, promote and recognise positive behaviour, every student is issued with a Buzza Passport. When a student consistently displays safe, respectful, responsible or good learning behaviours, a yellow sticker is placed in the passport. Once a student attains 15, 45 and 90 stickers a special reward for each level is awarded to the recipient. The Buzza Passport remains with the student throughout their Albany Creek State School life and remains in place from one year level to the next.



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### 5. Consequences for unacceptable behaviour

In 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.

**Strategies to implement supportive, fair, logical and consistent consequences include:**

#### 1. Classroom and Playground Management

Staff members respond to low level misbehaviour and disturbance by ignoring misbehaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

#### 2. Restatement and Rule Reminders

Staff members use a combination of the following strategies: restatement of the rule, giving specific direction, giving the student a choice e.g. to work or play appropriately or move to a different area/activity.

#### 3. Time Out/Time Away

In the classroom situation, the student is sent to a different part of the classroom, another classroom or a different area until the student is willing and able to comply.

In the playground, the student's name and misbehaviour are noted in the Record of Playground Misdemeanours and an appropriate consequence applied. For more serious misbehaviours students are referred to the RAP (Reflect and Plan) Room.

In Specialist Lessons and playground duty, a *Red Card* system is used to notify Administration Team and receive assistance.

#### 4. Administration/Teacher and Student Plan of Action

In the classroom situation, if a student's behaviour continues to infringe upon the rights of others in the classroom, a plan of action is developed by Administration/Teacher and the student. Parents/carers are contacted. Referral to Special Needs Program staff is made if applicable.

In the playground, if a student's behaviour continues, a plan of action is developed by Administration and the student that may involve alternate playtime relocation or supervision. Parents/carers are contacted.

In Specialist Lessons, if a student's misbehaviour continues, an Individual Behaviour Plan/Contract is developed by Administration/Specialist Teacher and student. Parents/carers may be contacted. Special Needs Staff may become involved for additional supervision during these lessons if applicable.

#### 5. School Intervention and Recording of Student's Inappropriate Behaviour

A case manager will be appointed. Attempts to involve the student in the resolution of serious conflicts and problems that arise will be made. To





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inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's One School behaviour recording facility.

## 6. External Assistance

A behaviour assessment is completed in consultation with the relevant people such as parents/carers, Administration, teachers, the student, behaviour support specialists, Special Needs staff (if applicable) and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

## 7. Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour support Plan may involve a series of case conferences with all stakeholders, as necessary.

### Definition of consequences\*

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class at a time determined appropriate by the Principal or their delegate.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch play time or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Albany Creek State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</p>



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<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension*</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed* exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>



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\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx) for further details.  
<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

The following table outlines examples of minor and major behaviour incidents\*

	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 stairwells</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>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<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>Possession or selling of drugs</li> <li>Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>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>	
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: 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 intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that impacts 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 switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>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 Respectful</b>	Language	<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>Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.



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The network for support at Albany Creek State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour
- Special Needs Staff
- Learning Support Staff
- School chaplain
- School Adopt-a-Cop

## 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.

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

#### *Maintain calmness, respect and detachment*

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

#### *Approach the student in a non-threatening manner*

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

#### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).



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### *Debrief*

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### **Physical Intervention**

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

### **Record keeping**

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

- incident report (Appendix 4)
- One School record
- In the event of a critical situation, parents of the students involved will be contacted and informed as soon as possible.

### **Debriefing Procedures**

In the event of a major incident involving staff or students, the facilitation of a debriefing process will occur.





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### 7. Network of student support

The network for support at Albany Creek State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to

- \* School teaching and support staff
- \* School Administration
- \* Parents
- \* School Guidance Officer
- \* District Senior Guidance Officer
- \* Advisory Visiting Teacher- Behaviour
- \* Special Needs Staff
- \* Learning Support Staff
- \* School chaplain
- \* School Adopt-a-Cop

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

### 8. Considerations of individual circumstances

When applying individual behaviour support or applying consequences for inappropriate behaviour, Albany Creek State School takes into consideration the individual circumstances of students. This includes context, emotional well-being, culture, gender, race, socioeconomic situation and impairment to ensure that responses are fair and equitable.

Albany Creek 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

### 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006

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- 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
- Weapons Act 1990
- 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

- 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

[Schoolwide Positive Behaviour Support](#)  
[Code of Conduct for School Students Travelling on Buses](#)  
[National Safe Schools Framework](#)  
[National Safe Schools Framework Resource Manual](#)  
[Working Together resources for schools](#)  
[Cybersafety and schools resources](#)  
[Bullying. No way!](#)  
[Take a Stand Together](#)

### Endorsement

Principal

P&C President or  
Chair, School Council

Regional Executive Director or  
Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2015

### The Use of Personal Technology Devices\* at School

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

#### Certain Personal Technology Devices Banned From School

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

#### Confiscation

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

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

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

#### Personal Technology Device Etiquette

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

#### 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 Albany Creek 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.

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.



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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

### **Text communication**

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

### **Assumption of cheating**

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

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

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

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

### **Special Circumstances Arrangement**

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





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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.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*



### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Albany Creek 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
  - supporting achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Albany Creek State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Albany Creek State 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.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexist or sexual language
  - young carers or children in care.
5. At Albany Creek State 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

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.



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7. The anti-bullying procedures at Albany Creek State School are a part of our already school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

### Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide 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 overall school rule of, *“We expect everyone to think ahead and make responsible decisions that respect the rights, feelings and safety of all concerned.”*
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:  
Not to respond to messages but keep them to report to parents and/or teachers immediately  
Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.
10. Albany Creek State School uses behavioural data for decision-making. This data is entered into our One School 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

### WORKING TOGETHER TO KEEP ALBANY CREEK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Albany Creek State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

#### What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension and in the event of threatening others possible exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

#### How can parents help to keep Albany Creek State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or other members of the administration team.



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**Appendix 4**

**Incident Report**

A. Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was the staff member when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred <b>immediately</b> before the incident? Describe the activity, task, and event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (E.g. was angry because I asked him/her to stop teasing).		