



The Code of School Behaviour

Better Behaviour
Better Learning



Albany Hills State School

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

Albany Hills 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

Albany Hills State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through P&C and staff committee meetings held during 2012.

A review of the following important data sets for this school was undertaken relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. 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 and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Albany Hills State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Albany Hills State School 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 a learner**
- **Be safe**
- **Be respectful**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

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 Albany Hills State School 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 designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to our three school rules. The school wide expectations below outlines our agreed rules and specific behavioural expectations in all school settings.

School community members should be aware of their rights and responsibilities.

Students have the right:

- to learn
- to feel safe
- to be treated with respect

Students have a responsibility:

- to allow others to learn
- to keep others safe
- to treat others with respect

Staff have the right:

- to teach
- to feel safe
- to be treated with respect

Staff have a responsibility:

- to provide work relevant to all students
- to provide a duty of care
- to treat others with respect

Volunteers, parents and carers have the right:

- to be involved in the education process
- to be safe
- to be treated with respect

Volunteers, parents and carers have a responsibility:

- to support school policies/expectations
- to provide a duty of care
- to treat others with respect

Expected Standards - General

At all times, all school community members will be:

- co-operative
- courteous
- respectful
- attentive
- tidy
- independent
- punctual
- industrious

They will also:

- play and work safely, sensibly and with tolerance
- use appropriate language
- follow the school sun-safe plan
- be a worthy representative of the school community
- have a sensible and safe approach to travel
- wear uniforms with pride
- only enter classrooms with a teacher's instruction
- consider self, others and property
- keep hands, feet and other objects to themselves

Expected Standards - Eating Time

In addition to the *Expected Standards – General* students will:

- follow directions of people on duty
- use quiet voices
- sit during eating time, except when using recycling or composting bins
- put rubbish in bins after the bell
- when dismissed, leave area by walking

Expected Standards - Playing Time

In addition to the *Expected Standards – General* students will:

- follow directions of people on duty
- be safety conscious
- wear a hat to play when not under cover
- remain within designated areas
- keep out of the car park and off roads within the school grounds

Reinforcing expected school behaviour

At Albany Hills 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.

- Positive school climate
 - Sharing, assemblies and newsletter acknowledgments
 - Silver tickets
 - NED Award - Never giving up, Encourage others, Do your best
 - Certificates and awards of celebration for positive behaviours presented on assembly
 - Positive behaviours are recorded and communicated to students
- Classroom management
- Negotiated rewards, rules, consequences
- Individual classroom awards in line with behaviour plans
- School – community relationships
 - Parent - Teacher communication
 - Parent Education programs
- Leadership
 - Student leadership programs
 - Student Representative Council
- Inclusive curriculum
 - Support Teacher/Support Programs
- Effective learning and teaching
 - Relevant, appropriate planning for individual differences / needs
- Physical environment – WHSO
- Good relationships, mutual respect between students and staff and staff and parents
- Community participation including volunteer programs and the P&C.

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 plan how their behaviour could be modified so as to align with the expectations of our school community.

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

- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- The table of levels of behaviour, descriptions and consequences should be displayed in classrooms.

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

- Use of the school newsletter by administration staff, enabling parents to be actively and positively involved in school behaviour expectations.
- The administration team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Albany Hills State Responsible Behaviour Plan for Students delivered to new students and staff.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1).
 - 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).

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

TARGETED BEHAVIOUR SUPPORT:

Each year a very small number of students at Albany Hills State School may be identified through our data as needing targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students attend their normal scheduled classes and activities with appropriate adjustments if required. Adjustments are made on the basis of planning that occurs through team conferencing involving the Deputy Principal, Class Teacher and Guidance Officer. A number of specialist support staff are also available within the school to provide support for students (e.g. guidance officer, learning support, special education teacher). These specialist staff may assist students with counselling and/or intensive social skills training in the areas of negotiation, conflict resolution, anger management and assertiveness training.

Students whose behaviour does not improve after these adjustments, or whose previous behaviour indicates a need for specialised intervention, are referred to Behaviour Support Services and/or private providers

INTENSIVE BEHAVIOUR SUPPORT:

Albany Hills State School 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 administration team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection; and
- works with class teachers and specialists to achieve continuity and consistency.

The administration team also supports individuals from other agencies already working with the student and their family, and Behaviour Support Services* staff.

*Behaviour Support Services include:

- Short Term Intervention Program (S.T.I.P.) - 6-20 day Suspension
- PLC – Positive Learning Centre

- Outreach Services
- School and Family Support Team (SAFS Team)
- Managing Young Children's Program (MYCP)
- Parent Programs

5. Consequences for inappropriate or unacceptable behaviour

Albany Hills State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A system of cards and an internal referral form (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor (Level 2) behaviours constitutes a major (Level 3) behaviour. Behaviour incidents are also recorded on OneSchool.

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 administration team.

Minor problem behaviours are those that do not require involvement of specialist support staff or administration. Minor problem behaviours may result in the consequences outlined in Level 2.

Minor problem behaviours are those that:

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

Major problem behaviours are those that:

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

Major behaviours result in an immediate referral to school administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. A report of the student's behaviour is recorded on OneSchool.

This system operates on five levels – Level 1 through 5.

- All students start each term on Level 1.
- ***Students may be placed on a higher level as a consequence of inappropriate behaviour.***
- Once put on a Level, the student remains there for two weeks, enduring the consequences of that Level.
- If there is no further misbehaviour, the student drops to the next lowest Level, working towards Level 1.
- If there is further misbehaviour while on a Level, the student may:
 - (a) remain on that Level for a further two weeks, or
 - (b) be put on the next highest Level.
- Parents will be notified when students are put on Levels 3 to 5.
- Students will be told the Level they are on, the consequences of that Level and the consequences of the next Level should unacceptable behaviour persist.
- A register will be kept of students placed on a Level.

- Teachers keep an anecdotal record of a student's specific behaviour and subsequent teacher action.
- Student Disciplinary Absences will be used after consideration has been given to all other responses.

Students may be placed on a higher level as a consequence of inappropriate behaviour.

In most cases, to place a student on Level 2, for in class behaviour, a three-step process should be followed. This process is accountable and should be documented. It should be consistent with what the student knows.

1. The staff member takes the student aside and:
 - a) names the behaviour that student is displaying,
 - b) asks student to name expected school behaviour,
 - c) states and explains expected school behaviour if necessary
 - d) gives positive verbal acknowledgement for expected school behaviour;
 And the student is given a warning (verbal and/or written)
2. 5 minute relocation should be given **within** the classroom then 10 minutes relocation in a buddy classroom.
3. Blue Card given

School Procedure for Disruptive Students

- Step 1 Classroom behaviour management plan to be followed:
1. warning - rule reminder
 2. relocation within the room
 3. relocation to a buddy class
 4. classroom re-entry

For severe disruption or safety concerns, go straight to Step 2.

SEP Teacher to be phoned by administrator.

If misbehaviour continues, move to step 2

- Step 2 Phone administrator responsible for your year level or Principal/Officer in Charge.
- Step 3 Administrator will request student to leave the room and go to the office.
- Step 4 If student refuses to move to the office, the Principal/Officer in Charge will be informed.
- Step 5 If student refuses to comply with Principal/Officer in Charge's request, parents will be called to inform them of impending student suspension.

Table of Levels of Behaviour, Descriptions and Consequences

This should be displayed in classrooms. This outlines examples of minor and major behaviour incidents. Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Level	Behaviour	Consequences
1 <i>Expected Behaviour</i> <i>Students manage own behaviour</i>	Student at this level: <ul style="list-style-type: none"> • is helpful and cooperates with others • follows instructions & works well with staff • respects self and rights of others • makes reasonable effort on tasks • is self-disciplined • follows directions and rules 	Consequences may include: <ul style="list-style-type: none"> • Students participate in all school activities • Report Cards will indicate behaviour & social development is good or excellent • Rewards or incentives may be given • Rights and privileges of students are recognised and honoured

Level	Behaviour	Consequences
<p>2</p> <p>Minor Behaviour</p> <p><i>Students need staff guidance to manage own behaviour</i></p>	<p>Student at this level:</p> <ul style="list-style-type: none"> • <i>has been given 10 minute time away in a buddy classroom (four-step process has been followed) and continues with minor disobedience:</i> • is involved in low level physical misconduct • ignores the rights of others in the school • is not cooperating with staff or students • is not making a reasonable effort to complete set work • is frequently off task or disruptive in class • is preventing others from working • is behaving unacceptably by: <ul style="list-style-type: none"> - calling others names - making noises in class - interfering with property of others - using inappropriate language (written/verbal) - endangering others' safety, including throwing objects repeatedly out of bounds - possession of banned items - misbehaviour going to/from school - bullying/discrimination according to gender, race, ability including through electronic or other means. 	<p>Consequences may include:</p> <ul style="list-style-type: none"> • Blue card - Lunchtime detention/s • Rule reminder with warning • Student explains behaviour • Student works in independent space • Student/staff member discussion • Verbal/written apology • Students given chance to work out behaviour for themselves • Class discussion of rules • Students may be exempted from: <ul style="list-style-type: none"> • School excursions • School sporting events • Special school assemblies • Other such events, e.g. disco • Student advised of consequences of next Level
<p>3</p> <p>Major Behaviour</p> <p><i>Students need staff member and parental guidance to manage own behaviour</i></p>	<p>Student at this level:</p> <ul style="list-style-type: none"> • continues Level 2 behaviour • has received 3 blue cards in a term • continues to ignore the rights of others in the school • may be placed directly on Level for misconduct: <ul style="list-style-type: none"> - bullying - low level physical abuse of staff - low level verbal abuse of staff - blatant refusal to follow staff direction - intentional injury to another student - Serious physical aggression - fighting - throwing objects - wilful destruction of school and/or personal property - truancy - stealing - possession of weapons or dangerous items - smoking - vandalism - graffiti - leaving school or class without permission - Major dishonesty - bringing the good name of school into disrepute <p>OR</p> <p><u>Any activity that contravenes the Criminal Code</u></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> • Red card - Five day lunchtime detention • Letter outlining strategies implemented by staff sent to parents • Parents asked to attend a meeting with student, teacher and Admin • Bullying policy may be invoked • Time out of own class (1 - 5 days) • School suspension (1 - 5 days) <ul style="list-style-type: none"> • Re-entry meeting • Students may be exempted from: <ul style="list-style-type: none"> • School excursions • School sporting events • Special school assemblies or other such events • School report denotes unsatisfactory behaviour <p>Additional Consequences at this Level:</p> <ul style="list-style-type: none"> • Student placed on behaviour contract • Referral to Guidance Officer or Behaviour Support Services • Student advised of consequences of next Level

LEVEL	DESCRIPTION	CONSEQUENCES
<p>4</p> <p>Major Behaviour</p> <p><i>Students at this level require the involvement of school Administration, intervention from Behaviour Management Support Personnel and / or Guidance Officer to manage own behaviour</i></p>	<p>Student at this level:</p> <ul style="list-style-type: none"> continues Level 3 behaviour continues consistently inappropriate or high frequency inappropriate behaviour, prejudicial to the good order of the school is severely affecting learning, safety and comfort of others continues high level threats of physical / verbal abuse of students and staff Throwing objects Possession of weapons put others / self at risk of harm continues to fail to follow directions of staff refuses to complete tasks Possession or selling of drugs <p>OR</p> <p><u>Any activity that contravenes the Criminal Code</u></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> Parent notified requesting urgent interview Time out of own class for up to 2 weeks. Teacher to complete daily behaviour report Exempted from all school functions Individual Behaviour Support Plan activated Referral to external support. <p>Additional Consequences at this Level:</p> <ul style="list-style-type: none"> School suspension (6-20 days) Re-entry meeting
<p>5</p> <p>Major Behaviour</p> <p><i>Students at this level require out of school support to manage own behaviour</i></p>	<p>Student at this level:</p> <ul style="list-style-type: none"> continues Level 4 behaviour significantly violates the rights of others severely affects rights of other students to learn, to feel comfortable and be safe placed directly on Level 5 for: <ul style="list-style-type: none"> physical assault of staff serious intended physical injury to students or staff abuses staff continues intolerable disruption in class refuses / fails to follow directions of administration deterioration of behaviour in class and in the playground <p>OR</p> <p><u>Any activity that contravenes the Criminal Code</u></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> School suspension (6-20 days) Re-entry meeting Possible recommendation for exclusion in accordance with departmental regulation Investigation of recommendation by departmental officer <p>Additional Consequences at this Level:</p> <ul style="list-style-type: none"> Excluded from this school <p><i>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.</i></p>

Definition of consequences*

Time out	<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, the student is to be supervised and given an opportunity to rejoin the class in intervals of no more than 10 minutes.</p>
Detention	<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 or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Albany Hills State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>

School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none">▪ disobedience by the student▪ misconduct by the student▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<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">▪ reasonably appropriate to the challenging behaviour▪ conducted by an appropriately qualified person▪ designed to help the student not to re-engage in the challenging behaviour▪ no longer than three months.
Proposed exclusion or recommended exclusion	<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">▪ disobedience▪ misconduct▪ other conduct that is prejudicial to the good order and management of the school, or▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<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>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

At Albany Hills State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

Staff are encouraged to:

- Avoid escalating the unacceptable behaviour.
- Maintain calmness, respect and detachment.
- Approach students in a non-threatening manner.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 Hills State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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.

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 reduce the risk of harm to self or others
- 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. The following records must be maintained:

- School Incident Report (Appendix 5)
- Student account of incident.

7. Network of student support

Students at Albany Hills State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Behaviour Support Services Staff
- Senior Guidance Officer
- School Chaplain

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. 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.

Albany Hills 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](#)
- [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](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- [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](#)

12. Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: 2013 to 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 disciplinary consequences.

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. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Hills State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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.

A school student 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 bullying¹, 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 proposal/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 the Queensland Police Service.

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.

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

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.*

Appendix 2

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

Purpose

1. Albany Hills State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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.
2. There is no place for bullying in Albany Hills 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 Hills 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
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Albany Hills 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.

7. The anti-bullying procedures at Albany Hills State School are an addition to our already research-validated schoolwide 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. 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

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 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.
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.

Albany Hills State School will then investigate and respond to any incident of cyberbullying.

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

11. An initial introductory lesson is delivered, which teaches the processes to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
 12. 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.
 13. 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 Albany Hills State 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'.
 14. Albany Hills State School 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.
-

WORKING TOGETHER TO KEEP ALBANY HILLS STATE SCHOOL SAFE

We can work together to keep knives out of school. At Albany Hills 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 at 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 or delegate 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.
- 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 Hills 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.

Appendix 4

INTERNAL BEHAVIOUR REFERRAL

Student Name:	Class:	Date:	Description of incident:			
Strategy:						
(please tick)						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Level 2 Blue Card - Lunchtime detention</td> <td style="width: 30%;"></td> </tr> <tr> <td>Level 3 Red Card – Five lunchtime detentions</td> <td></td> </tr> </table>					Level 2 Blue Card - Lunchtime detention	
Level 2 Blue Card - Lunchtime detention						
Level 3 Red Card – Five lunchtime detentions						
Location (please tick)		Period (please tick)		Category: (please tick)		
				Bullying/harassment		
Classroom		Before School		Defiant/threat/s to adults		
Prep Eating Area		Session One		Disruptive		
Junior Eating Area		First Break		Dress code		
Year 7 eating Area		Session Two		Late		
Year 4-6 eating Area		Second Break		Lying/cheating		
Year 3 eating Area		Session Three		Misconduct involving object		
Prep play area		After School		Non compliant with routine		
Sand pit		Other		Other conduct prejudicial to good order/management of school		
Top adventure area		Witnesses (Staff/students/others):		Physical misconduct		
Top oval				Prohibited items		
Lower adventure play area				Property misconduct		
Senior Covered Area				Refusal to participate in program of instruction		
Junior Covered Area				Substance misconduct: illicit substance/tobacco/other legal substance		
Courts				Third minor referral		
Auditorium				Threat/s to others		
Bottom oval						
	Subject	(tick if appropriate)				
Library	LOTE			Truant/skip class		
Toilets	Music			Verbal misconduct		
Detention room	PE			Verbal aggression		
Computer room	Library			Anti-social behaviour		
Other	RE			Avoidance behaviour		
Specialist Lesson	Learning Support			Non-compliance		
				Other		

Appendix 5

INCIDENT REPORT (optional)

Name:..... Date:

Person Completing Form:

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 staff 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 immediately before the incident? Describe the activity, task, 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).		
Signed (Principal):		Date: