Petrie Terrace State School
Responsible Behaviour Plan for Students

based on the Code of School Behaviour

1. Purpose

Petrie Terrace 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.

The 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

Petrie Terrace State School developed this plan in collaboration with our school community as part of our Quadrennial School Review process. Broad consultation with parents, staff and students was undertaken through web surveys, community forum and staff meetings held during 2017.

A review of school data relating to school opinion surveys, student surveys, attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying, inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2017-2020 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in July 2017, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All areas of Petrie Terrace State School are learning and teaching environments. All staff and all students have the right to teach and learn in safety and in an environment that supports optimum learning conditions.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Petrie Terrace 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 values the following universal character traits;

BE RESPECT OF SELF
BE REPSECTFUL OF OTHERS
BE RESPECTFUL OF PLACE

Therefore, at Petrie Terrace State School we believe that all people in our school community should;
- Be honest
- Be heard and have a voice in decisions that affect them
- Resolve problems peacefully and seek to restore relationships
- Find the good in everyone and build on character strengths
- Cooperate to ensure that continuity of teaching programs and maximum learning is achieved

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
Listen, Speak and Act with
- Respect for Self – self control
- Respect for Others - co-operation
- Respect for Place – service to the school

Students demonstrate these behaviours through the following:
- Use kind words
- Hands, feet and objects to your self
- Ready to learn
- Safe and responsible

At Petrie Terrace State School we take a collective responsibility for upholding the above values and rules.

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 Petrie Terrace 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 problem behaviour and provides a framework for responding to unacceptable behaviour.

Petrie Terrace State School implements the following proactive and preventative processes and strategies to support student behaviour.

At Petrie Terrace State School we take a collective responsibility for upholding the above values and principles through our whole school -
- Peer Support program
- Mind- Up program
- Staff Wellbeing
- Learning to Learn program
- Alert program

Behavioural expectations and routines of the school and classrooms are taught at the beginning of the school year through our Learning to Learn program. Getting to know the student is an important aspect of this.

SCHOOL WIDE EXPECTATIONS					
ALL AREAS	**CLASSROOMS**	**PLAYGROUND**	**WALKWAYS**	**TOILETS**	**BEFORE/AFTER SCHOOL**

The Mind-Up Curriculum is a comprehensive, evidence-based curriculum for explicitly teaching students mindfulness, social and emotional awareness, psychological well-being and learning success. It is our core social skilling program implemented in the first five weeks of the school year and then embedded throughout the year.

Our Peer Support Program is a nationally accredited social skilling program based on the concept of peer mentoring and leadership. Students are grouped vertically for their peer support class and meet weekly.

Our school considers the conduct of staff and parents critical to the success of our students. Therefore, we hold accountable all adults on the school site to model and demonstrate at all times respectful and professional behaviour and communication. Petrie Terrace State School has a policy for responding to incidents of harassment and relational aggression in addition to our procedures outlined for responding to incidents of bullying (Appendix- Forms). This policy extends to interactions between adults as well as students.
We involve the whole school community in this process and communicate our proactive strategies by;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Student Support Services Committee members' regular provision of information to staff and parents, and support to others in sharing successful practices and accessing appropriate expertise
- Comprehensive induction programs in the Petrie Terrace State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief 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:
  o the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  o procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  o procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).
  o Policy for responding to incidents of relational aggression (Appendix Forms)set of behavioural expectations in specific settings has been attached to each of our three school rules. The School Wide Expectations below outlines our agreed rules and specific behavioural expectations in all school settings

RESPECT SELF	*be hygienic *be positive *be honest	* be ready to learn * complete set tasks * try your best	* make safe choices * wear a hat * use the 'high five'	* watch where you are going * carry belongings or equipment safely *Walk around buildings	* wash hands with soap * protect your privacy	* keep your belongings nearby * make safe choices
RESPECT OTHERS	*be polite *be helpful *be fair/tolerant	* contribute to activities * help others to learn * talk in turns	* follow staff directions * play by game rules * include others	* use a quiet voice * make way for others * greet others in passing *Walk around buildings	* respect privacy * take turns * enter and leave quietly	* follow staff directions * sit on the blue seats until 8.30am
RESPECT PLACE	*be tidy *be resourceful *be gentle	* do neat work * keep desk and work areas tidy * use equipment as it is intended	* protect vegetation * stay in play areas * return borrowed items	* place lunch rubbish in bins * place lunchboxes in bags after eating * sit on seats *Walk around buildings	* flush before leaving * turn off the tap * put paper in bins	* be in the supervised areas only * store/handle musical instruments carefully

These expectations are communicated to students, parents and staff via a number of strategies, including:
- specific lessons conducted by the teachers and individual reinforcement strategies
- reinforcement of learning on school assemblies
- active supervision and engagement of all adults in the school community
- regular inserts in the school newsletter and a link to the Responsible Behaviour Plan on the school website
- induction for new, temporary or visiting staff of the Responsible Behaviour Plan
- gotcha cards issued to those upholding the expectations of Respect for Self Others and Place

Reinforcing expected school behaviour
At Petrie Terrace State School communication of our key messages is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

Formal recognition and monitoring system
This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards. Each assembly certificates are handed out to nominated students. These certificates are recorded on Oneschool by the teacher.

BEE Cards (Appendix- Forms)
Staff members hand BEE cards out to students they observe following school rules in both classroom and non-classroom areas. When they 'catch' a student following the rules they can choose to give them a BEE card. When students are given a BEE card they drop the card into the collection box at the school office counter.

Each Monday the administration reviews the submitted cards and identifies students with a minimum of three cards. This letter is recorded on Oneschool. When students have received three BEE cards a positive letter is sent home to parents. Cards are never removed as a consequence for problem behaviour.

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

Traffic light system for emotional regulation
When assisting children to regulate their emotions and behaviour the Traffic Light/Colour Zone System is used. To support students in the identification of emotions and acceptable and unacceptable behaviour Red is referred to as being the unpleasant emotions/behaviour and Green the more pleasant emotions/behaviour. Orange is a sign that a student is no longer in the green zone and may be heading towards more heightened feelings and therefore unacceptable behaviour. In addition to identifying emotions and behaviours a student is supported to use strategies to calm and regulate their emotions such as breathing, sensory needs, exercise, quiet etc.

Re-directing low-level and infrequent unacceptable or inappropriate behaviour
When a student exhibits low-level and infrequent inappropriate or unacceptable 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 speak, listen and act with respect toward self others and place. 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. A Mindful Behaviour Card (Appendix-Forms) may be issued in the playground. These cards are monitored by the Principal and when three cards are issued a conversation with the Principal occurs.

Targeted behaviour support
Occasionally a student may be identified at the Student Support Services meeting as needing targeted behavioural support. In most cases the problem behaviours of the student may not be immediately regarded as severe, but the frequency of their behaviours may put this students' learning and social success at risk if not addressed in a timely manner. The Student Support Services team consider the circumstances and needs of the student and make recommendations for support. Students at this level continue their regular classroom programs however may have certain adjustments made if required. Regular contact is time-tabled for the student to meet with an identified mentor (Student Welfare Worker, Guidance Officer, HOC etc.) to work on negotiated behavioural goals.

Intensive behaviour support

Petrie Terrace 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. If a student is identified as requiring Intensive Behaviour Support, a case manager is appointed and a preliminary meeting arranged with relevant stakeholders (parents, principal, class teacher, Guidance Officer and relevant external agency personnel) to decide on the appropriate responsive action. The case manager is responsible for documenting the Individual Behaviour Plan (Appendix - Forms) and forwarding relevant information to stakeholders. All staff take a shared responsibility for ensuring their relevant roles in the action plan are followed through.

5. Consequences for unacceptable behaviour

Petrie Terrace State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

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 and recorded in playground duty books or classroom teacher behaviour books (playground incidents tracked by Principal)
- **A recording of three minor behaviours constitutes a major behaviour**
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- do not seriously put at risk the safety of themselves or others
- are not part of a pattern of bullying behaviour
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time (time-out card if in the playground) partial removal (sit to the side), individual meeting with the student, apology, restitution or detention for work completion.
- a minor consequence will be followed up within the Mindful thinking room, providing the opportunity to reflect on inappropriate behaviour.

- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. asks student to name expected school behaviour,
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others (threatening abuse included)
- put others / self safety at risk
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office incident form (Appendix), completes the incident details on Oneschool and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time Out, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, detention, temporary removal of property, loss of break times, warning regarding future consequence for repeated offence, referral to Student Support Services team for Targeted or Intensive Behaviour Support

  AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, behaviour improvement condition. During the term that this behaviour occurs students will forgo the ability to represent the school at school excursions at the Principals discretion.

- **Level Three:** Students who engage in very serious unacceptable 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. During the term that this behaviour occurs students will forgo the ability to represent the school at school excursions at the Principals discretion.

Definition of consequences*

Time out	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. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. 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).
Temporary Removal of Property	A principal or staff member of Petrie Terrace State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: - 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	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. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: - 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	A student may be suspended pending a decision to exclude when the

exclusion or recommended exclusion	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: ▪ 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	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.		

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment
The following table outlines examples of major and minor problem behaviours:

	Behaviour Type	Minor	Major
Respect for Self	Self	• Drawing on self	• Self mutilation/harm
	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside • Wearing unsafe/immodest attire	
	Other	• Eating lollies/ softdrink	• Possession or selling of drugs • Intoxication
Respect for Others	Non-Verbal	• Making a teasing face • Holding up middle finger	
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting
	Follow instructions	• Low intensity failure to respond to adult request • Unco-operative behaviour	• Blatant refusal to follow a safety direction
	Honesty	• Minor dishonesty	• Major dishonesty
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance
	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Use of Equipment	• Incorrect use of equipment • Not playing school approved games	• Throwing heavy objects • Possession of weapons
Respect for Place	Rubbish	• Littering	
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism/arson
	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds • Noisy behaviour around office	• Climbing high structure
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation or for vexatious purposes
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time • Playing in toilets	• Leaving school without permission

Relate inappropriate or unacceptable behaviours to expected school behaviours
When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the inappropriate or unacceptable 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 Petrie Terrace State School staff members authorised to issue consequences for inappropriate or unacceptable behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training from their class teachers about how to respond to other students' inappropriate or unacceptable behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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 unacceptable 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 unacceptable 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 risk.

Immediate Response

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 situation or incident, 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.

Correction Response

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.

-Restore normal school operations as soon as possible.

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 Petrie Terrace 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 must be formally documented. The following records must be maintained:
- office incident report (Appendix - 5)
- [Health and Safety incident record](link) (link)

All Staff at Petrie Terrace State School are offered Non-Violent Crisis Intervention Training

7. Network of student support
Students at Petrie Terrace State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- HOSES
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Student Welfare Worker
- School Based Police Officer

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

The Positive Behaviour Flowchart outlines a summary of how staff should respond to student behaviour (Appendix-Forms)

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.

Petrie Terrace State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- 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 considerations 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 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*

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 phones, 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.

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 Petrie Terrace 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 bullying[1], 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.

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[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 etc 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)**

<u>**Purpose**</u>

1. Petrie Terrace 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 Petrie Terrace 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 Petrie Terrace 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 Petrie Terrace 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.

<u>**Rationale**</u>

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 Petrie Terrace State School are an addition to our already research-validated 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. 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.

    Petrie Terrace 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 3-step process 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. Petrie Terrace State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year (and/or Harmony Day, 21st March). This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. 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 Petrie Terrace 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'.

15. Petrie Terrace 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 PETRIE TERRACE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Petrie Terrace 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
- 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 Petrie Terrace 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 school Principal.

Petrie Terrace State School
Mindful Behaviour Referral Form

Problem Behaviour		
Minor (Please tick)	**Major** (Please tick)	

Student Name:					
Date:	Time:	Class:			
Referring staff member :					
Minor			Major		

Minor		Major	
Defiance/Disrespect Low intensity brief failure to follow directions		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		**Physical Aggression** Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		**Inappropriate / Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		**Disruption** Repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property	
Bringing/using personal property at school Access social media website such as Facebook during school hours		**Bringing/using personal property at school** Possess items (eg. weapons including knives) that could potentially affect the safety and wellbeing of students and staff.	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		**Dress Code** Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		**Bullying** Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Respect for Self		Respect for Others		Respect for Place	

Others involved in incident							
None		Peers		Staff		Other	

TIME OF INCIDENT (circle)

Before school	second break (play – eating)
First session	last session
Frist break (play – eating)	after school
Middle session	other_____

LOCATION (circle)

Walk way area	Playground (senior – junior)	toilets	
Classroom A B C D	Hall	Library	Music
off campus	other_____		

Comments

Signature   **Date**

Appendix 5

Incident Report

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 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).

Petrie Terrace state School – Appendix – Forms

Petrie Terrace State School Flowchart to Support student Behaviours

Petrie Terrace State School Harassment and Relational Aggression Policy

Petrie Terrace State School – BEE Awards

Petrie Terrace State School – Blue Card

Petrie Terrace State School – Exemplar Individual Behaviour Management Plan

Useful online resources

http://www.theline.gov.au/home

http://www.bullyingnoway.com.au/

http://education.qld.gov.au/strategic/eppr/students/smspr042/factsheet.pdf

http://www.cybersmart.gov.au/

http://www.opheliaproject.org/main/index.htm

http://www.kidshelp.com.au/