

# Prairie State School

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



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

### **1. Purpose**

Prairie 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**

Prairie State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through surveys and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 to 2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C on the 16<sup>th</sup> of March, 2016 and will be reviewed in 2019 as required in legislation.

### **3. Learning and behaviour statement**

All areas of Prairie State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our 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 Prairie 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:

- I am Safe.
- I am Responsible.
- I am 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 Prairie 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.

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

**SCHOOLWIDE EXPECTATIONS TEACHING MATRIX**

	<b>ALL AREAS</b>	<b>CLASSROOM</b>	<b>PLAYGROUND</b>	<b>STAIRWELL</b>	<b>TOILETS</b>	<b>BIKE RACKS</b>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>▪ Use equipment appropriately</li> <li>▪ Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ Sit still</li> <li>▪ Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school approved games</li> <li>▪ Wear shoes and socks at all times</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rails are for hands</li> <li>▪ Walk one step at a time</li> <li>▪ Carry items</li> <li>▪ Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use own bike only</li> <li>▪ Walk bike to the gate</li> <li>▪ Wait inside the gate until parents arrive.(Juniors)</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>▪ Ask permission to leave the classroom</li> <li>▪ Be on time</li> <li>▪ Be in the right place at the right time</li> <li>▪ Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Keep work space tidy</li> <li>▪ Be honest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Return equipment to appropriate place at the sports bell</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move peacefully in single file</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use toilets during breaks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leave school promptly</li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>▪ Respect others' personal space and property</li> <li>▪ Care for equipment</li> <li>▪ Clean up after yourself</li> <li>▪ Use polite language</li> <li>▪ Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise your hand to speak</li> <li>▪ Respect others' right to learn</li> <li>▪ Talk in turns</li> <li>▪ Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk quietly and orderly so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands</li> <li>▪ Walk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wait your turn</li> <li>▪ Keep your belongings nearby</li> </ul>

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

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

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Prairie 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:
- The use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*;
- Procedures for preventing and responding to incidents of bullying (including Cyberbullying and recording incidents for data collection) (Appendix 2); and
- Procedures regarding the use or possession of weapons including knives and any other items.

### Reinforcing expected school behaviour

At Prairie 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.

### **Responding to unacceptable behaviour**

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

### **Re-directing low-level and infrequent problem behaviour**

When student's exhibit 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 'What are you doing? What should you be doing? And what will happen if you continue?' We use this restorative practice approach to encourage 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. Staff members hand out Gotcha tickets each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Gotcha or move their name up on the behaviour ladder.

#### **• Targeted behaviour support**

Occasionally, a small number of students at Prairie State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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 incidents are monitored and recorded through OneSchool Reports. Parents are contacted and all staff is kept informed of any fluctuations at fortnightly staff meetings. Weekly specific taught behaviour lessons are introduced and implemented during Chaplaincy sessions. Weekly focused behaviour strategies are explicitly taught. Target behaviours are decided upon at by teaching staff and rules are visually displayed throughout the classroom and school grounds.

#### **Intensive behaviour support: Behaviour Support Team**

Prairie 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Prairie State School Student Support Team:

- Works with other staff members to develop appropriate behaviour expectations and strategies;
- Monitors the impact of support for individual students through continuous data collection;

- Provides consistent strategies and adjustments outlined within the Individual Learning Plan; and
- Works with the School Administration to achieve continuity and consistency.
- The Student Support Team will develop and implement with endorsement and support from parents a Positive Behaviour Support Plan for individual students. These are accessible on OneSchool.

The Prairie State School Student Support Team comprises of classroom teachers, Guidance Officer, School Principal and has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

## 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Immediate Strategies:

- Avoid escalating the unacceptable 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.

### 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 an individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **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; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Prairie 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.

It is important that all staff understand:

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

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; and
- take into account the age, stature, disability, understanding and gender of the student.

Training for staff is advisable, but not always accessible. It is the schools responsibility to source out training in relation to physical intervention and restraint.

### **Record keeping**

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

- School Incident Report (Appendix 4).
- Debriefing Report for students and staff (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).
- Health and Safety Incident Report created and/or uploaded onto One School.

## **6. Consequences for unacceptable behaviour**

Prairie 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.

### **Minor and major behaviours**

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- Minor behaviour incidents are handled by staff members at the time it happens.
- Major behaviour incidents are referred directly to the school Principal.

**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; and
- 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 inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction process where a 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; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

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

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

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school.
- **Level Three:** Students are individually case managed. 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.

It should be noted that suspension/exclusion is only considered after all other responses have been explored. However, the welfare and safety of other students and staff is also taken into consideration when the decision to suspend or exclude arises.

The Prairie State School Behaviour Matrix (on page two) provides examples of expected behaviours. This table describes a system of consequences for problem behaviour, and that certain types of behaviour are categorically serious enough to warrant the consequences of exclusion.

Prairie 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.

## Behaviour incidents are recorded on OneSchool.

### Definition of consequences\*

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before and school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Prairie State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</p>
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>• disobedience by the student</li> <li>• misconduct by the student</li> <li>• other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>• reasonably appropriate to the challenging behaviour</li> <li>• conducted by an appropriately qualified person</li> <li>• designed to help the student not to re-engage in the challenging behaviour</li> <li>• no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>• disobedience</li> <li>• misconduct</li> <li>• other conduct that is prejudicial to the good order and management of the school, or</li> <li>• breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

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



The following table 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.

<b>Minor</b>	<b>Major</b>
<b>Property Misconduct:</b> destruction of own property	<b>Property Misconduct:</b> destruction of others, stealing, knife, bullets, pornographic material, guns, going through others items
<b>Refusal to participate in Program of Instruction</b>	<b>Refusal to participate in Program of Instruction:</b> leave designated area, class truant, 3 minor referrals
	<b>Substance Misconduct Involving Tobacco and other Legal Substances</b>
	<b>Threats to Others</b>
	<b>Truant and/or Skip Class</b>
<b>Verbal Misconduct:</b> aimed at person to put them down or refusal	<b>Verbal Misconduct:</b> aimed at a person, threatening, derogatory in context, any 'F's or 'C's, swearing of any kind, lying to get others in trouble
<b>Physical Misconduct:</b> Taking hats or other students property, physically intimidating	<b>Physical Misconduct:</b> continually striking person with self or item, sexual harassment, inappropriate touching of self and others, any physical misconduct that is menacing, bullying
<b>Non-Compliant with Routine:</b> Hiding in the grounds, locking teacher or teacher aide out of the room, not returning on the bell	<b>Non-Compliant with Routine:</b> Continuous ignorance to follow direction, routine, disruption to class, leaving school grounds, running away
<b>Lying/Cheating:</b> Misleading information, trying to get out of homework, bad sportsmanship, changing rules of game, looking at others work	<b>Lying/Cheating:</b> Malicious lying to create attention to self or others, lying to avoid an outcome, copying work on a test
<b>Other Conduct Prejudicial to the Good Order and Management of School:</b> In school grounds out of hours without permission	<b>Other Conduct Prejudicial to the Good Order and Management of School:</b> Inappropriate behaviour whilst in school uniform, break and enter, stealing, vandalising, defacing staff property, truancy, verbal misconduct
<b>Prohibited Items:</b> electronic gadgets, mobile phones, jewellery	<b>Prohibited item:</b> knives, weapons, bullets, alcohol, cigarettes and lighters, drugs and utensil, syringes, all medication, pornography

<b>Misconduct Involving Objects:</b> slamming doors, kicking chairs or objects, inappropriate use of location of use of equipment	<b>Misconduct Involving Object:</b> Smashing/destroying school objects, throwing an object at another person
	<b>Late:</b> Daily
<b>IT Misconduct:</b> deliberate misuse of equipment	<b>IT Misconduct:</b> damaging computers, inappropriate sites, inappropriate use of email, inappropriate music on Ipod/USB, inappropriate content on USB, inappropriate footage, social media
	<b>Defiant Threat to Adults:</b> Trying to fight adults, verbal threats to adults, intimidation
<b>Disruptive:</b> calling out, walking around classroom, wanting drink or toilet trip constantly, taking others belongings, making noises	<b>Disruptive:</b> 3 minor incidents, throwing desks or chairs, walking out of the classroom, yelling and screaming, swearing
<b>Bullying or Harassment:</b> one off, name calling, physical intimidation or contact, passing notes, harass students for food, money or toys.	<b>Bullying or Harassment:</b> touching adults or children, constant bullying or harassment
<b>Dress Code:</b> becomes a safety issue	<b>Three Minor Referrals</b>

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 explicit 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 Prairie 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; and
- after consideration has been given to all other responses.

## **7. Network of student support**

Students at Prairie 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.
- 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.

Prairie 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; and
  - 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.
- Workplace Health and Safety Act 1995.
- Workplace Health and Safety Regulation 1997.
- 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](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying: No Way](#)
- [Bounce Back!](#)

Endorsement

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**Principal**

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**P&C President**

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**Assistant Regional Director**

Date Effective: March 2016 to March 2019

### 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 use personal technology devices like mobile phones, cameras, digital video cameras, I pods or MP3 players in school as there is a risk of damage or theft, inappropriate use and disruption to learning. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

#### **Confiscation**

Personal technology devices used 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.

#### **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 when on school grounds.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

### **Text communication**

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

### **Assumption of cheating**

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

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

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

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

### **Special Circumstances Arrangement**

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

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

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

## Appendix 2

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

#### Purpose

1. Prairie State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
  - raising achievement and attendance;
  - promoting equality and diversity; and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying at Prairie 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 Prairie 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;
  - socio-economics; and
  - young carers or children in care.
5. At Prairie 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. Our anti-bullying procedures involve teaching the entire school the process of reporting of dealing with bullying as outlined in the Anti-Bullying Handbook provided to all staff and students.
7. The anti-bullying procedures at Prairie State School complement 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 School-Wide Positive Behaviour Support practices will be maintained at all times. This will ensure that:
  - Teaching students explicitly our expected behaviours 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 are receiving high levels of positive reinforcement (rewards) for demonstrating expected positive behaviours, including those associated with following our routines, from all staff in the classroom and non-classroom settings of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom settings. This means that Playground 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. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying/cyber bullying behaviour either as a person being bullied, the person bullying or bystander.
10. A series of follow up bullying lessons/workshops are then delivered to further empower students. This includes lessons on cyber bullying and the dangers associated with social networking sites such as Facebook, My Space, Bebo etc.
11. Prairie 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

### PRAIRIE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Prairie 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 Prairie 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

### 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 <b>immediately</b> 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).		

### Debriefing Report

**Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:**

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved?
- What happened?
- Where it happened?
- Why it happened?
- What we learned?

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### **Questions for staff**

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### **Questions for student**

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

**For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.**