Pimpama State Primary College’s

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Pimpama State Primary College 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

Pimpama State Primary College developed this plan in collaboration with our school community.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Pimpama State Primary College 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 school-wide framework for managing behaviour is Positive Behaviour for Learning.

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 Pimpama State Primary College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be kind
- Be an active learner.

Our school rules have been agreed upon and endorsed by all staff and our interim 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 Pimpama State Primary College 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 which is designed to prevent problem behaviour and to provide 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 Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be an Active Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participate in use of approved online sites and educational games</td>
<td>• Be prepared</td>
<td>• Be prepared for learning</td>
</tr>
<tr>
<td>• Be courteous and polite in all online communications</td>
<td>• Complete set tasks</td>
<td>• Complete set tasks</td>
</tr>
<tr>
<td>• Use equipment appropriately</td>
<td>• Take an active role in classroom activities</td>
<td>• Take an active role in classroom activities</td>
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<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Keep work space tidy</td>
<td>• Keep work space tidy</td>
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<tr>
<td>• Ask permission to leave the classroom</td>
<td>• Be honest</td>
<td>• Be an Active Listener</td>
</tr>
<tr>
<td>• Walk</td>
<td>• Share and take turns</td>
<td>• Follow directions</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Speak positively</td>
<td>• Ask questions</td>
</tr>
<tr>
<td>• Use equipment safely</td>
<td>• Use a friendly voice</td>
<td>• Do your best</td>
</tr>
<tr>
<td>• Follow instructions without debate</td>
<td>• Help each other</td>
<td>• Be a leader of learning</td>
</tr>
<tr>
<td>• Sit comfortably on chairs</td>
<td>• Look after others’ belongings</td>
<td>• Be a positive thinker</td>
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<tr>
<td>• Be in the right place at the right time.</td>
<td>• Use your manners</td>
<td>• Challenge yourself</td>
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<tr>
<td>• Enter and exit the room in an orderly manner</td>
<td>• Value others’ input and opinions</td>
<td>• Be a role model</td>
</tr>
<tr>
<td>In the Classroom</td>
<td>• Be an Upstander</td>
<td>• Learn from your mistakes</td>
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<tr>
<td></td>
<td></td>
<td>• Take pride in your work</td>
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<td></td>
<td></td>
<td>• Participate in learning</td>
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<td></td>
<td></td>
<td>• Listen to feedback</td>
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<td></td>
<td></td>
<td>• Set goals</td>
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<td></td>
<td></td>
<td>• Work with others.</td>
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<td></td>
<td></td>
<td>• Respect others’ right to use online resources free from interference or bullying</td>
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<td></td>
<td></td>
<td>• Keep any usernames or passwords private</td>
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<td></td>
<td></td>
<td>• Follow all teacher instructions about keeping private information off online sites</td>
</tr>
<tr>
<td>In the Playground</td>
<td>Use your manners</td>
<td>Report any unacceptable behaviour to a teacher</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Value others' input and opinions</td>
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<tr>
<td></td>
<td>Be an Upstander</td>
<td>Be a problem solver</td>
</tr>
<tr>
<td></td>
<td>Everybody plays</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td></td>
<td>Take turns</td>
<td>Care for the environment</td>
</tr>
<tr>
<td></td>
<td>Follow the rules of the game</td>
<td>Learn the rules of the game</td>
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<tr>
<td></td>
<td>Encourage and invite others to play</td>
<td>Show persistence during games</td>
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<td></td>
<td>Acknowledge others</td>
<td>Bring a solution.</td>
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<td></td>
<td>Be patient</td>
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<td></td>
<td>Feedback to your friends.</td>
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<td></td>
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<tr>
<td>Respect others' personal space and property</td>
<td>Respect others' property</td>
<td>Listen to others</td>
</tr>
<tr>
<td>Clean up after yourself</td>
<td>Be helpful to others in the community</td>
<td>Invite community members to share their skills and expertise</td>
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<tr>
<td>Use polite language</td>
<td>Talk in turns</td>
<td>Ask questions</td>
</tr>
<tr>
<td>Travel smart</td>
<td>Be a good listener</td>
<td>Be pro-active</td>
</tr>
<tr>
<td>Be road and bike safe</td>
<td>Litter free zone</td>
<td>Be the best you can.</td>
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<tr>
<td>Look for construction</td>
<td>Use your manners</td>
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<tr>
<td>Check signs</td>
<td>Be an Upstander</td>
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<tr>
<td></td>
<td>Report damage straight away</td>
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<td></td>
<td>Care for wildlife if safe to do so</td>
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</table>
These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Pimpama State Primary College 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.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Pimpama State Primary College’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);

Reinforcing expected school behaviour
At Pimpama State Primary College, 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.

At Pimpama State Primary College, communication of our key messages about behaviour are backed up through reminders, reinforcement, and feedback. A formal recognition and monitoring system is being developed. These include awards presented on assembly as well as regular classroom awards. Assembly Awards include Student of the Week and Happy Hour calls of the week from each class. 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
1. Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support: Respond program
Each year a small number of students at Pimpama State Primary College are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students accepted into the Respond Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to
receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Respond Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Student Support Team
Pimpama State Primary College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support Team:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Student Support Team 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 regional behavioural support staff.

5. Consequences for unacceptable behaviour
Pimpama State Primary College 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. Referrals are done through One School for follow up by administration. The recording of three minor behaviours constitutes a major 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.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor 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 problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem 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 procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the 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 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 to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school: and/or
- **Level Three**: 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.

**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 has the power to temporarily remove property from a student |

**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 exclusion or recommended exclusion | 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:  
- disobedience  
- misconduct |
The following table outlines examples of minor and major problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Possession of weapons</td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
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<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
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<td></td>
<td>• Playing in toilets</td>
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<tr>
<td>Physical contact</td>
<td>• Minor physical contact (for example, pushing and shoving)</td>
<td>• Possession or selling of drugs</td>
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<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
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<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Other</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td></td>
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<tr>
<td>Be Safe</td>
<td></td>
<td></td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Leaving class without permission (out of sight)</td>
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<td></td>
<td>• Refusing to work</td>
<td>• Leaving school without permission</td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
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<tr>
<td></td>
<td>• Not in the right place at the right time</td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
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<td></td>
<td>• Unco-operative behaviour</td>
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<tr>
<td>Accept outcomes for</td>
<td>• Minor dishonesty (lying about involvement in a low-level incident)</td>
<td>• Major dishonesty that has a negative impact on others</td>
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<tr>
<td>behaviour</td>
<td></td>
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<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
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<tr>
<td>Be An Active Learner</td>
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</tr>
<tr>
<td>Mobile Phone or</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<tr>
<td>personal technology</td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>devices</td>
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<tr>
<td>Language (including</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
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<tr>
<td>online)</td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<td></td>
<td>• Disrespectful tone</td>
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<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / victimisation / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
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<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blistant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / victimisation / harassment</td>
<td>• Major defiance</td>
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<tr>
<td></td>
<td>• Inappropriate use of personal technology devices or social</td>
<td>• Serious, or continued, inappropriate use of personal technology</td>
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<td></td>
<td>networking sites, which impacts on the good order and management of the school</td>
<td>devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Be Kind</td>
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</tbody>
</table>

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 a problem 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 problem behaviour
At Pimpama State Primary College, staff members authorised to issue consequences for problem 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 in how to respond appropriately when other students display problem 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 problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies
1. 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.

2. 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.

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

4. 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.

5. 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; or
• posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Pimpama State Primary College’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 and 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; and
- 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

7. Network of student support
Students at Pimpama State Primary College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

External 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.

Pimpama State Primary College 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, and
• receive adjustments appropriate to their learning and/or impairment needs.

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

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

11. Some related resources
• Bullying. No Way!
• Positive Behaviour for Learning
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or
Chair, School Council

Effective Date: 1 January 2015 – 31 December 2015
Appendix 1: 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.

Definition: *Personal Technology Devices include, but is not limited to, games devices (such as portable gaming devices, Nintendo DS®, laptop computers, PDAs, BlackBerries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods®, IPads® and devices of a similar nature.*

Use of Personal Technology Devices at School

It is recognised at Pimpama State Primary College that some devices (e.g. smart phones, iPods and tablets) may be used to support the learning experience of students. At some times such devices may be used by students during class time or during extra-curricular activities. However, students must be under the supervision of a teacher while using the device. When not required for learning the device must be turned off while on the school campus.

Personal Technology Devices are NOT to be used during morning tea and lunch breaks and before and after school while on the school grounds.

Consequences

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.

Where a device has been retained by the office on 3 occasions within a term, the device will be kept until collected by the student’s parent or care giver. 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.

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.
Appendix 2: Response to Bullying

We recognise that all students at PSPC have the right to feel and be safe from bullying while they are at school. It is our expectation that all students will behave in a manner that respects the rights of others.

**Our Definition of Bullying**
Bullying is when an individual or a group upset; intimidate; or create a risk, either psychologically or physically, to another person’s health and safety; their property; reputation; or social acceptance; on more than one occasion.
This definition includes three important components:
1. The person being bullied does not want the behaviour to occur
2. Bullying involves negative actions
3. Bullying involves a pattern of behaviour repeated over time

**Types of Bullying**
Bullying can take on many forms:
1. **Direct verbal bullying**
   a. intimidation
   b. derogatory comments and insults
   c. teasing
   d. name calling
   e. racist remarks
   f. verbal abuse
2. **Direct physical bullying**
   a. physical harm (i.e. hitting, kicking, shoving, pushing)
   b. spitting
   c. instances of physical intimidation
   d. damaging property
   e. taking something that belongs to another person
   f. threatening or forcing someone to do things
3. **Indirect bullying**
   This form of bullying is harder to recognise and often carried out covertly. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
   a. telling lies and spreading rumours
   b. playing nasty jokes with the intention of humiliating and embarrassing
   c. mimicking
   d. encouraging other students to socially exclude or isolate someone
   e. purposely damaging someone’s social reputation
   f. cyber bullying

**Cyber Bullying**
PSPC is a digitally rich school. The students use ICT in all facets of their learning and are encouraged to collaborate and communicate freely through these tools. Because of this we recognise the importance of teaching our students about cyber bullying.
We define cyber bullying as **bullying using electronic communication devices**, such as computers and mobile phones, using tools such as email, SMS, MSN, Twitter or Facebook.
As with bullying, cyber bullying occurs when:
1. The person being bullied does not want the behaviour to occur
2. Bullying involves negative actions
3. Bullying involves a pattern of behaviour repeated over time

**Proactive and Preventative Strategies**
Explicit socialisation lessons that develop students’ ability to:
- identify bullying behaviours
- determine the difference between bullying and inappropriate behaviour
- avoid engaging in bullying behaviours
- employ assertive strategies to stop bullying behaviours
- provide peer support to students who are being bullied
- go to the ‘safe places’ within the school
- provide opportunities for students who bully to excel
- safely report bullying
- Explicit lessons on the safe, legal and ethical use of ICT that develop the students’ ability to: avoid engaging in cyber bullying behaviours, identify instances of cyber bullying, safely report cyber bullying

PSPC will review the success of its anti-bullying policy and practice by collecting data around bullying and develops an action plan to address identified concerns.

Consequences of Bullying
The instances of bullying will be determined case by case. All instances that are determined to be bullying will be recorded on OneSchool Behaviour Support. Consequences may include:
- warning
- mediation
- referral to further support
- removal of privilege(s)
- detention
- parent contact
- in school suspension
- out of school suspension
- exclusion

The actions will be recorded on the One School database and are available for staff to peruse. This information will remain on the student’s record until they have completed school. All incidences of bullying will require ongoing monitoring until repetition is considered unlikely.

Support
At PSPC we are committed to supporting the victims and the perpetrators of bullying by providing:
- Explicit socialisation lessons
- Counselling for students who are bullied
- Support programs for students who bully

Resources
Bullying No Way
http://www.bullyingnoway.com.au