

Fairview Heights State School



Established 1995



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

'Growing Together Learning Forever'

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Fairview Heights SS is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

At Fairview Heights, as a family, we grow together, learn forever and support each other through Practising Safety, displaying Overall Respect, Demonstrating Learning and Showing Responsibility. We are proactive and explicitly teach Students the skills, positive behaviours and strategies to be life-long learners.

2. Consultation and data review

Fairview Heights SS developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2014. During this time the school became a Positive Learning for Behaviour (**PBL**) school. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in December, 2014, and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

This is encapsulated in our metaphor of the Jacaranda Tree, many of which adorn our school grounds. The roots represent the key behaviour expectations we consistently teach in our school. The trunk represents the building of strong relationships. The flowers, leaves, seeds and pods are the outcomes and achievements that others can see. The Jacaranda Seedpods represent our expected behaviours and are captured in our PODS acronym: ***Practising Safety, Overall Respect, Demonstrating Learning and Showing Responsibility***. This acronym underpins our *Positive Behaviour for Learning Program*.

At Fairview Heights State School, our Responsible Student Behaviour Plan does not exist in isolation; rather it is an integral part of every aspect of school life. Our school is committed to assisting young people acquire and practise the 'social and academic literacy' skills that are critical for successful participation in life. In 2006 we formalized a school 'Guidance for Life' curriculum in social literacy called our 'Vision Program' as part of a Whole School Approach and aligned with our School Wide Pedagogy.

The 'Vision Program' is a proactive and positive approach that ensures all students receive a curriculum and learning environment that meets their needs, values them and engenders success, pride and a feeling of belonging. Most significantly we strive for a partnership approach for the Responsible Student Behaviour Plan. We celebrate good behaviour through initiatives such as PODS Day and Behaviour Reports. An agreed set of School Expectations and a Conduct Code guide teaching of weekly behaviours. Our Responsible Student Behaviour Plan has four profiles of behaviour.

To achieve our school vision 'Growing Together, Learning Forever' we practice PODS as a behaviour check strategy.

- Practising safety
- Overall respect
- Demonstrating learning
- Showing responsibility.

Our school values 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.

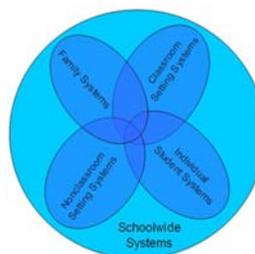
Positive Behaviour for Learning is a systems approach to establishing the social culture and behavioural supports needed for all children in a school to achieve both social and academic success. PBL is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.” (G.Sugai, R. Horner; 2007)

The PBL Program can effectively address a range of behavioural needs from those who just need minor supports to those who require more intensive in-depth supports. The goal of PBL is to enhance the capacity of schools to educate all students, especially students with challenging social behaviours, by establishing effective systems and practices.

Positive Behaviour for Learning is characterised by:

- An emphasis on prevention,
- An increasing intensity of intervention for increasing intensities of problem behaviour,
- A provision of basic proactive programming (primary prevention) for all students by all staff in all settings.

Five Systems of PBL



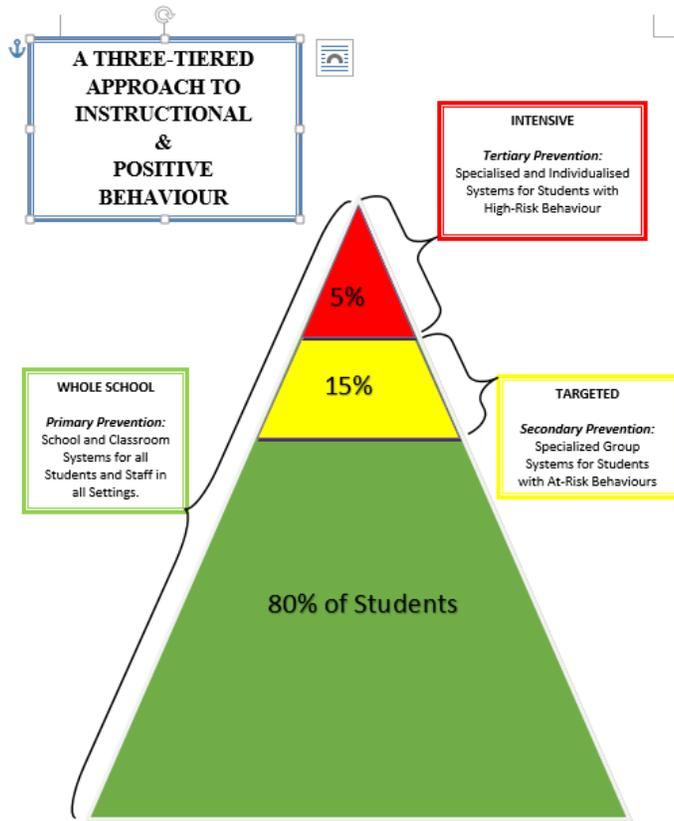
With PBL:

- Expectations for Student behaviour are defined by a School Based Team with whole Staff input.
- Effective behavioural support is implemented consistently by Staff and Administration.
- Appropriate Student behaviour is **taught** not expected, nor assumed.
- Positive behaviours are publicly acknowledged.
- Problem behaviours have clear consequences and interventions.
- Behaviour Data is used to inform effective behaviour strategies and Staff Professional Development.
 - A preventative approach is utilised to ensure a safe, supportive school environment is maintained.
- Community involvement is encouraged and valued.
- Behaviour support strategies are designed to meet the needs of **all** Students.

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

Whole-School Behaviour Support

A **Whole School** approach shapes, supports and recognises behaviours in **all** Students. The Positive Behaviour for Learning Program utilises a **Three Tiered** approach in the form of an **Intervention Pyramid**.



At Fairview Heights our behaviour expectations for all Students are **Practising Safety, Overall Respect, Demonstrating Learning and Showing Responsibility (PODS)**. These expectations are visually represented throughout the School and Students displaying these behaviours are rewarded and publicly acknowledged. Our behaviour expectations are explicitly taught across a number of School settings through formal lessons each Monday afternoon. We believe just as we teach an Academic Curriculum, so to should we teach appropriate Behaviour, as one is dependent upon the other. Our Term Planner outlines the **Behaviour of the Week** to be taught. Teachers, Parents/Carers and the broader School Community are made aware of this behaviour via our Communication Board, Fairview Heights State School App., G Drive (PBL Folder) and One Portal. This enables a number of School Systems to work together using a range of positive behaviour

FHSS Positive Behaviour for Learning Teaching Matrix

| Expectations | Whole School | Classroom | Eating & Covered Areas | Outdoor Play Areas | Transitioning | Toilets |
|--------------------------|---|--|---|--|--|---|
| Practising Safety | <ul style="list-style-type: none"> - Keep hands, feet, teeth, objects and bodily fluids to yourself - Walk on the concrete - Stay in the correct areas | <ul style="list-style-type: none"> - Walk inside - Close doors quietly | <ul style="list-style-type: none"> - Keep balls still during eating times (throwing, kicking) - Sit while eating - Eat your own food | <ul style="list-style-type: none"> - Wear a hat - Be aware of and stay away from 'Out of Bounds' areas (including port racks) - Respond promptly to bells | <ul style="list-style-type: none"> - Walk in a straight line, to the left of the path, eyes ahead - Follow protocols for Parade arrival & departure - Walk bikes and scooters within the School grounds | <ul style="list-style-type: none"> - Use toilet, paper and soap as intended - Use the toilet or urinal as intended and wash hands with soap |

| | | | | | | |
|-------------------------------|---|---|--|--|---|---|
| Overall Respect | <ul style="list-style-type: none"> - Use equipment appropriately - Clean up after yourself - Use kind words and actions - Respect Others' property & return it to where it belongs - Show respect for other Students and Adults - Follow Sport expectations | <ul style="list-style-type: none"> - Raise your hand to ask a question, answer a question or to ask for help - Raise your hand to speak or stand (P-2) - Use an inside voice | <ul style="list-style-type: none"> - Put rubbish in the bin - Speak quietly while eating in sheds - Put your lunch box and rubbish away when directed to do so | <ul style="list-style-type: none"> - Respect Others' personal space | <ul style="list-style-type: none"> - Remove wet and muddy shoes - Consider other Classes - Inform the Teacher respectfully when late to Class | <ul style="list-style-type: none"> - Flush the toilet - Respect the privacy of Others |
| Demonstrating Learning | <ul style="list-style-type: none"> - Ask for help if needed - Follow School expectations - Accept consequences - Play approved games - Use Technology appropriately | <ul style="list-style-type: none"> - Use Whole Body Listening - Meet bookwork expectations - Be prepared for work - Stay on task | <ul style="list-style-type: none"> - Play fairly | <ul style="list-style-type: none"> - Be a problem solver - Follow the play expectations while on the Oval and the Fort | <ul style="list-style-type: none"> - Find a task to do while waiting for the Teacher to arrive - Use time wisely | <ul style="list-style-type: none"> - Preferably use toilets during the break times |
| Showing Responsibility | <ul style="list-style-type: none"> - Follow directions quickly - Be in the right place at the right time - Keep Non-School essentials at home - Hand Homework and Notes in on time - Report any problems to the Teacher - Complete work in the required time | <ul style="list-style-type: none"> - Organise work space and equipment - Leave the Classroom with permission - Be attentive, willing to participate and work to the best of your ability - Place bags on port racks | <ul style="list-style-type: none"> - Eat food before going to play - Sit and wait until dismissed by the Teacher - Only Tuckshop Monitors to arrive at the Tuckshop before the bell | <ul style="list-style-type: none"> - Care for the environment i.e. plants & animals | <ul style="list-style-type: none"> - Straight there, straight back - Walk quietly and orderly, so that others are not disturbed - Be prompt leaving School grounds | <ul style="list-style-type: none"> - Be Waterwise e.g. Turn off taps |

Staff Expectations:

Positive Behaviour for Learning provides a platform whereby all Staff use a consistent language and approach to teaching all Students appropriate behaviour.

The success of the PBL program relies heavily upon all Staff being committed to adopting and practising the principles of a positive, proactive approach, to teaching our behaviour expectations.

Therefore all Staff need to be guided by the following principles:

- Clear expectations are outlined for Student behaviour.
- School-wide Expectations must be taught to all Students and regularly revised.
- Display the School-wide Expectations poster
- Follow Behaviour Wall Expectations.

- Explicitly teach the Matrix of Behaviours following the Term Planners available on G Drive and re-visiting behaviours where necessary
- Establish regular Classroom Routines.
- Teach and follow established procedures in non-classroom settings (e.g. Playground, Toilets, Eating Areas etc.).
- Ensure appropriate behaviour is encouraged with clear and consistent strategies of acknowledging positive behaviour e.g. PODS Stamps etc., PODS Tracking System
- Give positive feedback regularly to **all** Students
- Embrace a positive attitude in all areas of schooling.
- Adhere to the *Continuum of Support for Discouraging Inappropriate Behaviour*
- Monitor behaviour by entering data on One School

Classroom Behaviour Walls:

At Fairview Heights State School our Behaviour Walls are an explicit, visual display of our School and Classroom expectations. While each individual Staff member can lend their own flare to their own Behaviour Wall, they must include certain components.

These include:

- FHSS PBL Expectations Poster
- FHSS Teaching Matrix (A3 size)
- Weekly Behaviour Expectations as per the Term Planner
- 3 - 5 Classroom Expectations that mirror the language used in the Teaching Matrix (Whole School and Classroom Settings).
- A3 size poster (at least) of the Classroom Rewards List
- A3 size poster (at least) of a Behaviour Choices Chart e.g. Positive and Negative Consequences of Behaviour Choices
- School /Class recognition and rewards for positive behaviour
- Visuals

Dealing with Inappropriate Behaviour:

Students come to School to learn. PBL provides all Students with a safe, positive environment where they are free to learn and interact socially with their Peers.

There are two reasons why Students misbehave:

1. To avoid something i.e. Tasks, Peers, Teachers,
2. To gain something i.e. Peer Attention, Teacher Attention, Sensory Stimulation, Tactile Objects

Behaviour can range from low-level, infrequent episodes up to more serious situations, whereby immediate intervention from Staff is required to protect the safety of the Student engaging in the high risk behaviour and the Peers in close proximity.

At Fairview Heights State School we manage inappropriate behaviour by following our ***Continuum of Support for Discouraging Inappropriate Behaviour***. This Continuum provides a systemic approach that guides Staff when presented with inappropriate behaviour.

Targeted Behaviour Support:

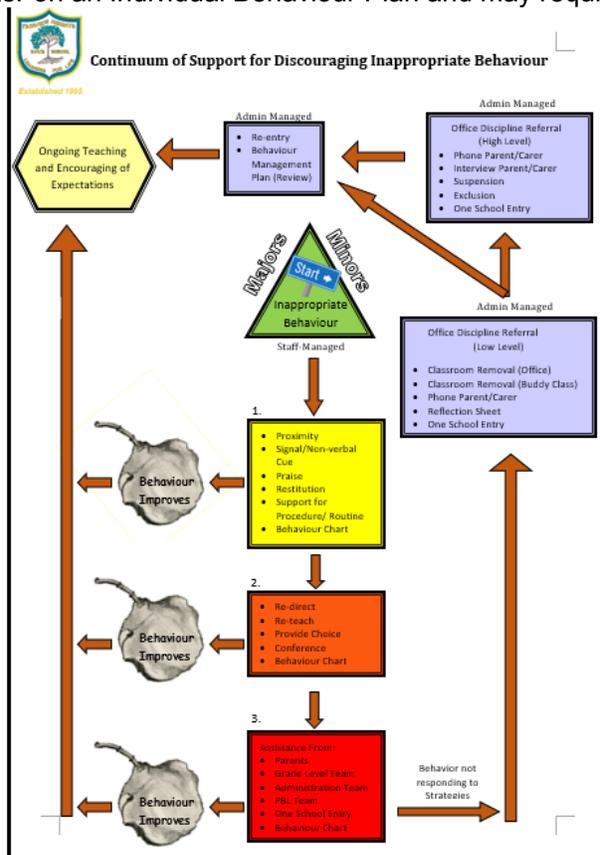
Each year a small number of Students at our School are identified through Data collected on our Behaviour Incident Referral Forms (BIF Forms) as requiring extra help in the way of Targeted

Behaviour Support. These Students are not capable of 'Self Managing' their behaviour and require more specific, individualised strategies recorded in an Individual Behaviour Plan. This plan is the joint collaboration of the Teacher, Parents, the Guidance Officer, the Chaplain and Administration, that supports the Student toward more socially acceptable behaviour.

Intensive Behaviour Support:

Fairview Heights State School is committed to educating all Students, including those with the highest behavioural, support needs. We believe strongly that behaviour is learned, so therefore can be taught. We recognise that Students with complex behavioural needs require comprehensive systems of support.

If a Student requires Intensive Behaviour Support this is generally due to a lack of improvement following Targeted Support. Usually the Student will have been suspended and re-entry procedures that support the behaviour needs of the Student positively will be the focus of all Support Staff. The Student will re-enter on an Individual Behaviour Plan and may require a referral to a Regional Behaviour Support Team.



Minor Behaviours:

When responding to problem behaviour the Staff must decide whether the behaviour is Major or Minor, with the following agreed understanding:

- **Minor** problem behaviour is handled at the time of the incident.
- **Major** problem behaviour is referred directly to School Administration

Minor Behaviours are those that:

- Breach the School Behaviour Expectations.
- 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
- Do not require involvement of Specialist Support Staff or Administration. **Teachers respond to minor problem behaviour by using a *Redirection Procedure*.**

The Staff member takes the Student aside and:

- Names the behaviour that the Student is displaying,
- Asks the Student to name the expected School behaviour,
- States and explains expected School behaviour
- Gives positive verbal acknowledgement for expected School behaviour.
- Rewards displays of positive behaviour free and frequently

Staff are also encouraged to consistently utilise the ***Essential Skills for Classroom Management***.

All Staff are regularly trained in the use of these strategies and participate in refresher courses annually.

Consequences for Minor problem behaviours may include:

- Removal from the activity (Time Away)
- Removal to a Buddy Class
- Removal to the Office for the remainder of the session
- Completion of a Reflection Sheet
- A phone call home to Parents/Carers
- Time in the Responsible Thinking Room

Classroom Management Skills (ESCM)

| EXPECTATIONS | STRATEGIES |
|--|--|
| Teach Expected Behaviours | Restatement/ rule reminders to individual Student or whole Class |
| | Reminders about expected behaviour when problem behaviour is likely |
| | Privately correct behaviour |
| | Immediate verbal correction with possible consequence |
| | Clearly state or restate behaviour expectations |
| | Individualised instruction |
| | Verbal warnings |
| | Reteach routines and expectations |
| | Practise expected behaviours in situations |
| | Model appropriate behaviour |
| Positioning | Systematic feedback about behaviour |
| | Change seating or place in class |
| | Positioning in classroom |
| | Time out within classroom (Safe Seat) |
| Teacher Responses | Time away |
| | Body language encouraging i.e. proximity, eye contact, respectful measured tone of voice |
| | Descriptive encouraging |
| | Remove objects |
| | Ignore behaviour |
| | Waiting and scanning |
| | Selective attending |
| | Redirecting to the learning and not the behaviour |
| Giving a choice following redirection that has not been followed | |

| | |
|--|--|
| | Follow through (certainty of consequences not the severity) |
| | Give pre-arranged hand signal |
| Class Activities | Provide alternate activity |
| | Provide easier alternatives |
| | Modified tasks to match the Student's skill |
| | Change schedule of activities |
| | Stimulus change i.e. Change topics |
| | Offer assistance with task |
| | Give clear direction about what students are to do i.e. verbal/non-verbal prompts to focus Student attention |
| | Academic support |
| | Give Student choices |
| Rewards/ Positive Relationship Building | Use incentives |
| | Cueing with parallel acknowledgement - praise nearby Student |
| | Praise "almost there" behaviour |
| | Develop positive relationship with Student |

Major Behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of serious harm
- Require the involvement of the School Administration
- Are so disruptive that Students can't learn and the Teacher can't teach
- Show a repetitive disregard for the Behaviour Expectations of the School
- Damage/vandalise property

Major behaviours will always result in an immediate BIF (Behaviour Incident Form) Referral to Administration because of their seriousness and need of immediate attention.

When a Major Behaviour occurs Staff need to:

- Calmly state the major behaviour and remind the Student gently of the expected School behaviour.
- Contact the School Office promptly or have a Colleague do so if unable to
- Keep the Student involved and other Students in the proximity safe
- Complete a One School Entry as soon as the situation is diffused

Consequences for Major Behaviours may include:

- Time in the Office
- Alternate Programs
- Loss of Privileges e.g. Excursions, Camps
- Restitution
- Interview with Parents/Carers
- Referral to the Guidance Officer and Intensive Behaviour Support Team
- Suspension
- Exclusion

Minor and Major Behaviours

Examples of Minor Behaviours:

- Constant interruptions to learning e.g. Talking, Making noises
- Task avoidance - Social and Academic
- Not following Adult instructions

- Out of seat and impeding the learning of others
- Playing 'Out of Bounds' / Toilets
- Littering on campus
- Running on the concrete or around the buildings
- Deliberately disrupting the play of others
- Incorrect use of equipment
- Inappropriate use of technological devices including mobile phones
- Verbal Misconduct (without intent)
- Late without reason
- Wearing provocative or inappropriate clothing

Examples of Major Behaviours:

- Three Minor Offences
- Verbal Misconduct (with intent)
- Physical Misconduct directed at a Student, Parent and/or Staff
- Continued Harassment - Verbal, Physical and Cyber
- Leaving the school grounds without Permission
- Three exits from the learning area without permission
- Sexual harassment including sexualised behaviour directed at another person
- Vandalism / Damaging communal buildings and property
- Attempt to get a weapon to use with intent
- Possession of weapons with the intent of causing harm
- Pursuing others, armed or unarmed, with the intention of causing harm
- Inappropriate use of the internet and mobile phones

Office Detention:

When the Teacher has exhausted **all Classroom Strategies** to manage a Student's behaviour within the Class or Buddy Class or they display behaviour of a serious nature, Students will be referred to the Office.

"Time Out" with Administration or with a Buddy Teacher is not a punishment, rather a natural consequence for disrupting others and interfering with other Students' right to learn.

A child will be returned to the Classroom when he/she indicates that he/she is ready to behave more responsibly and when the relevant Administrator believes this to be the case.

Upon re-entering the Classroom with a member of Administration, the Teacher will greet the child, welcoming them back using a positive tone and gently re-stating the expectations of the Classroom.

The Teacher is encouraged to quickly find an example of positive behaviour that the Student returning displays and reward this, in order to encourage the Student to continue to follow the Classroom Behaviour Expectations.

Suspensions and Exclusions will occur where necessary to ensure a high standard of behaviour is assured at Fairview Heights State School.

Emergency of Critical Incident Response:

Only Staff trained in NVCI (Non-Violent Crisis Intervention) may make legitimate, informed, safe 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 Fairview Height'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. A trained Staff member is present in most Teaching blocks and they must be utilised during critical incidents. Administration **MUST** be contacted immediately by available Staff members.

Physical intervention may 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 Non-Violent Crisis Intervention.

Network of Student Support:

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

- Parents
- Teachers
- Support Staff
- Behaviour Coach
- Curriculum Coordinator
- Administration Staff
- Adopt-a-Cop
- Guidance Officer
- Advisory Visiting Teacher
- Positive Learning Centre Staff
- School Chaplain

Support is also available through the following Government and Community Agencies:

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

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 the School Community members are considered at all times.

Fairview Heights State School considers the individual circumstances of Students when applying support and consequences by:

- Promoting an environment which is positive and responsive to the diverse needs of its Students
- Having small and large Class groupings
- Recognising and taking into account Students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Analysing the Student's previous behaviour record
- Viewing and evaluating the amount of reliable evidence

Data Collection:

Purpose of Data Collection and Analysis:

Data provides information for the evaluation of the effectiveness of systems and practices at Fairview Heights State School.

Behaviour Incident Form (BIF) Referrals will give information about:

- a) Student/s involved
- b) Staff involved
- c) Locations
- d) Date and Time
- e) Class Lesson (if in Class time)
- f) Type of Misbehaviour
- g) Strategies used/ Action taken
- h) Purpose of Misbehaviour

All major incidents are recorded on One School shortly after the incident has occurred, to ensure the record is thorough and accurate.

Minor Incidents are recorded during the first fifteen minutes of each Staff Meeting, along with any Positive Incidents. All BIF Referrals are kept in a **BIF Folder** under the name of each respective child. Specialist Teachers (PE, Music & LOTE) will inform the Class Teacher of any inappropriate behaviour displayed by a Student/s during their lessons. A BIF Referral Form will be completed if necessary and an appropriate response will be actioned.

School Wide Data is reviewed during PBL Meetings twice each Term. In doing so the quality of our School practices can be evaluated and problem areas along with positive results can be identified.

Provision of Education and Training to School Staff, Students and Parents:

All new teaching Staff are inducted through an Induction Program and CD '*All You Need to Know about FHSS*'.

All Staff are kept informed and up to date about behaviour issues via email, One School Reporting, PBL Meeting Minutes and Staff Meetings.

Parents and Carers are informed about behaviour, and are able to engage in School planning through a variety of communication tools. (Enrolment Interview, Information Sessions at the start of each year, Monthly Report Cards, Phone Calls, Assembly, Newsletter, Prospectus, Web page, Letters.)

Providing Support for Students:

Through regular meetings of the Special Needs Support Staff (HOSES, Master Teacher, Guidance Officer, STL&N, Speech Language Pathologist, Behaviour Coach, Classroom Problem Solving Team Representative, Class Teacher) resources and support for Students, Parents and Staff are facilitated.

New Students are inducted by relevant Staff on all School Wide practices and Programs at Fairview Heights State School.

Community Volunteers run programs including '*Woodwork*', '*Shine and Strength*' and provide individual mentoring for Students.

Police Representatives run '*Cyber Bullying*' and '*Bullying*' Programs for Upper School Students. Students with Special Needs are heavily supported by the Special Education Team to develop social competencies both in the Classroom and Playground.

Working closely with Parents:

Parents are supported and encouraged to engage in the educative processes at our School.

As Staff at Fairview Heights State School we assist them by:

- Inviting them to weekly Assembly
- Providing monthly informal Report Cards
- Providing opportunities for them to engage with Teachers twice per year as part of our formal Reporting practices
- Holding an annual School Showcase

- Sending invitations to the Morning Teas held by the School Chaplain and Volunteers
- Encouraging Parent representation on the PBL Team
- Celebrating Student achievement via phone calls

Celebrating Success at Fairview Heights State School:

At Fairview Heights State School we are committed to celebrating and recognising positive Student behaviour. We do this in a number of different ways throughout the School.

In the Classroom:

Students receive **PODS Stamps** on a Reward Chart each time they are acknowledged for appropriate behaviour. A certain number of stamps (purple dot) allow a Student to choose a Reward from the **Classroom Reward List**. As a Student reaches a milestone on their Reward Chart (golden dot) they are awarded a **PODS Token**. Students can accumulate their PODS tokens and use them to shop at the **Fairview Heights State School PODS Shop** on their scheduled days.

Teachers are required to update their **PODS Tracker** weekly and from these records a winning PODS Class in each cohort is announced weekly on Parade and awarded a **Whole Class Reward**.

In the Playground:

If a Student is noticed following our Behaviour Expectations in the Playground they are given a **'Well Done Voucher'**. Students take this voucher back to their Classroom Teacher who awards two PODS Stamps on their Reward Chart.

As a Staff we also employ initiatives such as **Double PODS Stamps** days whereby Students receive double PODS Stamps for positive behaviour. Students are aware this is occurring when Staff wears a particular colour for the day.

All Students who have not received a Major Behaviour Referral participate in a **Whole School End of Term Celebration** also.

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

Related Policies:

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)

- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

The Use of Personal Technology Devices* at School

Schools can make reasonable rules about what Students can and cannot bring to School. They can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the School and the education of other students.

The use of personal technology devices in Class can be disruptive to the learning environment and should be discouraged.

The policy also applies to Students during school excursions, camps and extra-curricular activities. This policy reflects the importance the School places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

It is acknowledged that in some circumstances technology devices can be appropriately incorporated into the learning program.

There are times when it is genuinely appropriate and beneficial for Students to have access to such devices. (e.g. Mobile phone to make contact with Parent/Carer after School)

Students wishing to use personal technology devices in special circumstances should negotiate arrangements with the Principal.

If a Mobile phone or other personal technology device is brought to School it must be registered in/out through the office.

Mobile phones and other personal technology devices are used at their owners' risk. No liability will be accepted by the School in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department's negligence.

Recording voice and Images

· In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

· Appropriate action will be taken against any Student who photographs or films other individuals without their consent or who sends harassing or threatening messages.

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.

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

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.

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), 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.*

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

Fairview Heights 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. There is no place for bullying in our 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.

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 through our Visions Program, a 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.

Bullying behaviours that will not be tolerated at Fairview Heights State School include:

Non Physical - name-calling, taunting, mocking, making offensive comments, put downs, bribing with money

Physical - kicking, hitting, pushing, biting, throwing objects, taking belongings,

Harassment - inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping,

Social Alienation - excluding people from groups, and spreading hurtful and untruthful rumours, cyber bullying, manipulation friendships

Sexual Harassment - smutty jokes, making suggestive comments, displaying offensive pictures, graffiti, persistently asking someone to 'go out', making sexual comments,

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour. Our proactive approach is based on the delivery of a structured program throughout the whole school through the Visions and PBL Programs that help Students-

- understand their role within the School
- understand the PODS Expectations
- identify bullying behaviours
- learn a range of pro social skills aimed at dealing with situations of bullying
- help all Students to make better choices about their behaviour

Our reactive approach will help Students-

- to identify their behaviour
- reflect upon their choices through timeout
- discuss and practise a range of strategies that empowers "victims"
- discuss and practise a range of strategies that helps "perpetrators" interact positively with others
- self-evaluate their efforts at new behaviour

Fairview Heights State School uses behavioural data for decision-making. This data is entered into our One School database on a regular 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

Appendix 3

It is against the law for Students to have a knife at School.

This includes a knife of any type e.g. flick knives, sheath knives, push daggers, swiss army knives, replica knives along with butter knives, fruit knives, craft knives and blades or any other item that can be used as a weapon such as a chisel or screwdriver. Students therefore must not have any such item that is considered a weapon on their possession or found in association with their property.

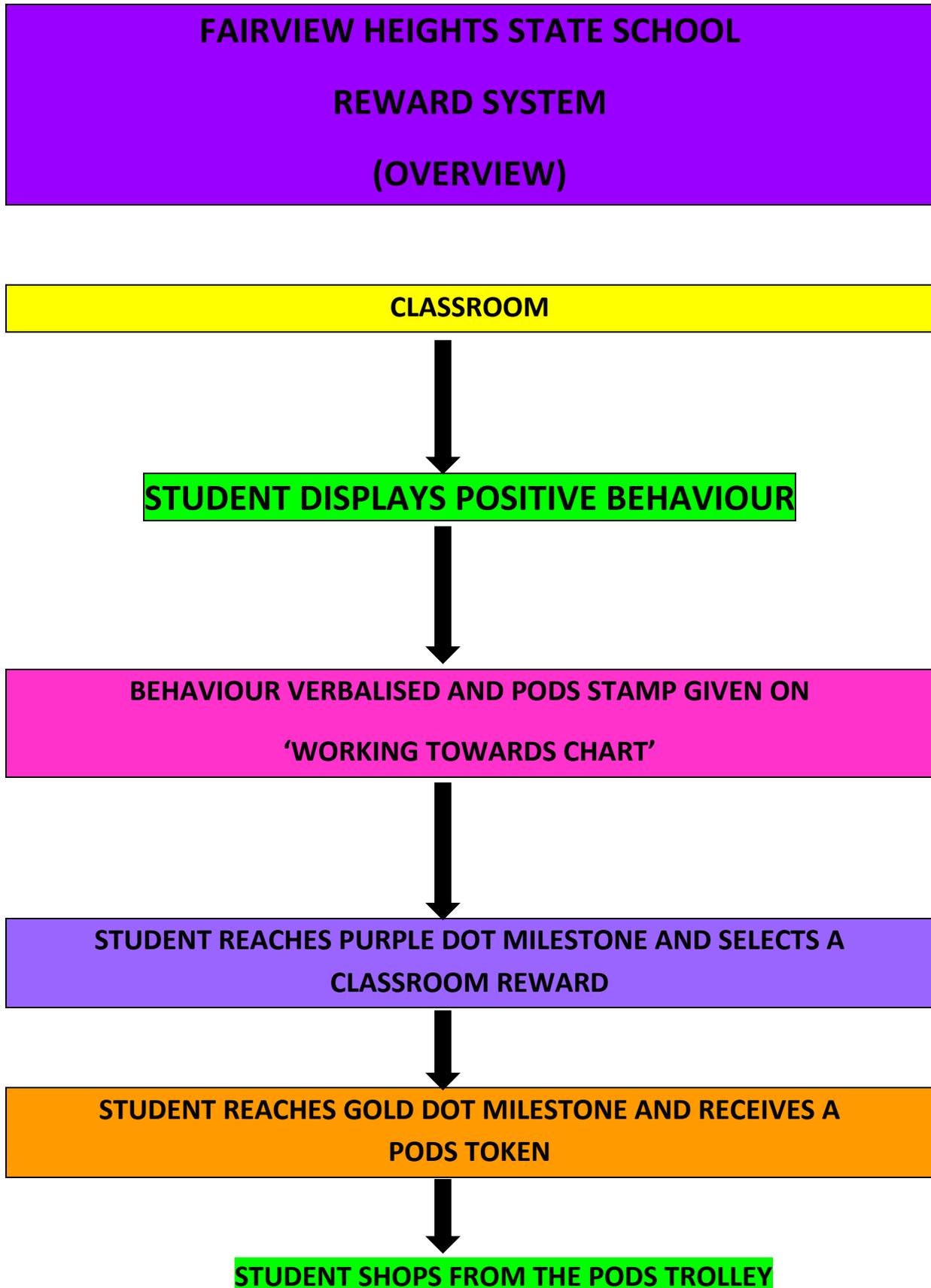
Any knife that may be required for a School activity will be provided by the School and the use of them will be supervised by school Staff. In circumstances where Students are required to have their own knives or sharp tools for particular subjects or extracurricular activity, the School will provide information about the procedures for carrying and storing these items at school or at the School activity.

If a Student has a knife at school, they can expect serious consequences with any allegations being vigorously investigated.

- School property such as desks may be searched if the Principal suspects that a student has a knife on or in school property.
 - If the Principal suspects that a Student has a knife in their bag the bag may be temporarily confiscated until the police or the child's parent arrive.
 - If the Student does have a knife at school, it can be confiscated by the Principal and given to the Police.
 - The Principal can inform the police. The police can search a Student or their property if suspected. Having a knife in possession in a public place, using or threatening to use a knife may result in the student being charged, detained and if convicted, a fine or juvenile detention.
 - Serious disciplinary action including suspension and exclusion may result.
- We can work together to keep knives out of School.
- 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 bags.
 - Contact the School Principal if you believe your child is being bullied or threatened at school.
 - If you have any concerns about student safety, please contact the principal.

Toy guns are also not permitted at school.

11. Some related resources



School Expectations

Practising **SAFETY**
Overall **RESPECT**
Demonstrating **LEARNING**
Showing **RESPONSIBILITY**

Student of the Week
 This certificate is awarded to _____

Class _____

For modelling the indicated school expectations:

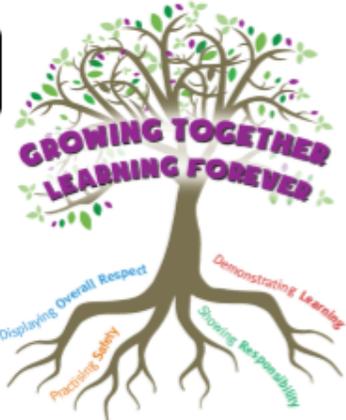
- Practising Safety
- Overall Respect
- Demonstrating Learning
- Showing Responsibility

Fairview Heights State School



Established 1999

**GROWING TOGETHER
LEARNING FOREVER**



FAIRVIEW HEIGHTS VALUES

Teacher Signature _____ Date: _____

Principal Signature _____ Date: _____

Student of the Week
 This certificate is awarded to _____

Class _____

For modelling the indicated school expectations:

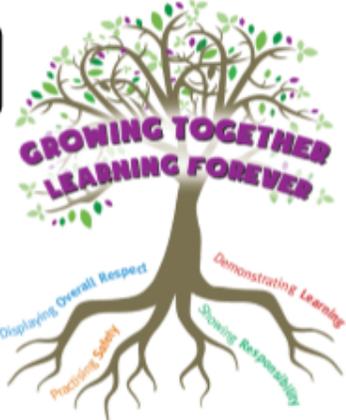
- Practising Safety
- Overall Respect
- Demonstrating Learning
- Showing Responsibility

Fairview Heights State School



Established 1999

**GROWING TOGETHER
LEARNING FOREVER**



FAIRVIEW HEIGHTS VALUES

Teacher Signature _____ Date: _____

Principal Signature _____ Date: _____

Student of the Week Certificates

FHSS BEHAVIOUR INCIDENT REFERRAL FORM

| | |
|--------------------------|----------------------------------|
| DATE: | Referring Staff Member/s: |
| STUDENT INVOLVED: | CLASS: |

| TIME | SUBJECT | LOCATION |
|---|--|--|
| <input type="radio"/> Before School | <input type="radio"/> Transitioning | <input type="radio"/> Classroom |
| <input type="radio"/> 9-10 am | <input type="radio"/> HPE | <input type="radio"/> Hall |
| <input type="radio"/> 10-11 am | <input type="radio"/> Science | <input type="radio"/> Out of bounds area/s |
| <input type="radio"/> First Break (11:00-11:45am) | <input type="radio"/> English | <input type="radio"/> Prep Toilets |
| <input type="radio"/> 11:45-12:45 pm | <input type="radio"/> LOTE | <input type="radio"/> Shed 1 Toilets |
| <input type="radio"/> 12:45-1:15 pm | <input type="radio"/> Maths | <input type="radio"/> Shed 2 Toilets |
| <input type="radio"/> Second Break (1:15-1:40pm) | <input type="radio"/> Humanities and Social Sciences | <input type="radio"/> Shed 3 Toilets |
| <input type="radio"/> 1:40-3:00 pm | <input type="radio"/> History | <input type="radio"/> Prep eating area |
| <input type="radio"/> After School | <input type="radio"/> Classroom / Instrumental Music | <input type="radio"/> Shed 1 Eating/Play Area |
| | <input type="radio"/> Literacy Block | <input type="radio"/> Shed 2 Eating/Play Area |
| | <input type="radio"/> Religion | <input type="radio"/> Shed 3 Eating/Play Area |
| | <input type="radio"/> Parade | <input type="radio"/> Prep Playground |
| INCIDENT DETAILS: | | <input type="radio"/> Jacaranda Place Shed |
| _____ | | <input type="radio"/> Shed 3 Playground |
| _____ | | <input type="radio"/> Senior Fort |
| Other students involved in incident: | | <input type="radio"/> Oval / Forest |
| _____ | | <input type="radio"/> Library |
| _____ | | <input type="radio"/> Front of Office Area / |
| | | <input type="radio"/> Look Out |
| | | <input type="radio"/> Sports Court |
| | | <input type="radio"/> Other: _____ |
| WITNESSING INDIVIDUAL(s) | CLASS | STRATEGIES |
| | | <input type="radio"/> Verbal warning |
| | | <input type="radio"/> Redirection / Choice |
| | | <input type="radio"/> Restate / Teach Expectations |
| | | <input type="radio"/> Responsible Thinking Chair (in Class) |
| | | <input type="radio"/> Responsible Thinking Chair (Buddy Class) |
| | | <input type="radio"/> Non Violent Crisis Intervention |
| | | <input type="radio"/> Conferencing |
| | | <input type="radio"/> Referred to Administration |
| | | <input type="radio"/> Designated Time Out area |
| BEHAVIOUR (Choose Primary Behaviour ONLY) | | |
| MINOR (*Kept in student file... Form sent to office after 3 incidences per session and recorded on OneSchool) | MAJOR (*Sent to the office & recorded on OneSchool) | |
| <input type="radio"/> Disruptive/Interrupting Learning | <input type="radio"/> Theft | |
| <input type="radio"/> Out of seat impeding learning | <input type="radio"/> Leaving school grounds | |
| <input type="radio"/> Dress Code (provocative) | <input type="radio"/> Three exits from class | |
| <input type="radio"/> Late without reason | <input type="radio"/> Bullying/Continued | |
| <input type="radio"/> Task avoidance/Non-compliance | <input type="radio"/> Harassment/Threats (Physical/Verbal) | |
| <input type="radio"/> Deliberately disrupting play | <input type="radio"/> Verbal Misconduct (Intent) | |
| <input type="radio"/> Verbal Misconduct | <input type="radio"/> Physical Misconduct (Intent) | |
| <input type="radio"/> Playing Out of Bounds / Toilets | <input type="radio"/> IT misconduct | |
| <input type="radio"/> Inappropriate use of IT (computers / phone) | <input type="radio"/> Vandalism | |
| <input type="radio"/> Other conduct prejudicial to the good order & management of the school, explain: _____ | <input type="radio"/> Possessing Prohibited Items | |
| | <input type="radio"/> Misconduct involving object/weapon (Intent) | |
| | <input type="radio"/> Truant/Skipping Class | |
| | <input type="radio"/> Sexual Harassment | |
| ACTIONS | | |

| | | |
|---|---|--|
| <input type="radio"/> Natural consequence <input type="radio"/> Verbal Apology <input type="radio"/> Written Apology <input type="radio"/> Lunch Time Detention (N Block) <input type="radio"/> Parents Contacted <input type="radio"/> BIFF referred to Admin | ADMIN ONLY <input type="radio"/> Disciplinary Action <input type="radio"/> Lunch Time Detention RTR (N Block) <input type="radio"/> Individual Behaviour Plan <input type="radio"/> Suspension | <input type="radio"/> Entered on OneSchool Staff Member Name: <hr/> - |
|---|---|--|

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013



