

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

1. Purpose

Fitzgerald 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

Fitzgerald State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through formal and informal consultation processes. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process.

The Plan was endorsed by the Principal, [the President of the P&C](#), and [Regional Executive Director of the Central Region](#) in [December](#) 2015, and was reviewed in 2018, as required in legislation.

3. Learning and behaviour statement

All areas of **Fitzgerald 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 **Fitzgerald 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:

- Learn
- Be safe
- Be happy.

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. **Classroom rules and procedures** need to relate to the three school aims.

EXPECTED STUDENT VALUES AND STANDARDS.	
<i>RIGHTS</i>	<i>RESPONSIBILITIES</i>
<ul style="list-style-type: none"> • To be able to develop the skills for life-long learning in a safe, supportive environment where diversity is recognised and catered for. • To respect themselves and others by behaving and expressing themselves in an acceptable manner and understanding that there will be consequences for unacceptable behaviour. 	<ul style="list-style-type: none"> • To always uphold the values and standards of the school. • To follow school rules. • To take responsibility for their work, decisions and actions. • To be aware that their behaviour and actions affect others. • To care for the school environment and resources.

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 **Fitzgerald 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 Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BIKES, BUSES, WAITING AREAS
LEARN BE SAFE BE HAPPY	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a hat ▪ Be a problem solver ▪ Return equipment to the appropriate place ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪ Keep passage ways clear at all times ▪ Move peacefully in single file ▪ Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Use toilets during breaks ▪ Wash hands ▪ Walk 	<ul style="list-style-type: none"> ▪ Leave school promptly if not waiting to be picked up ▪ Wait your turn to exist through gate ▪ Use own bike ▪ Walk bike to the gate ▪ Wait inside the gate if waiting for pickup in a shaded area ▪ Don't play games if waiting ▪ Ensure car has stopped in drop-off/pick-up zone ▪ Keep your belongings nearby

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.

Fitzgerald 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.
- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Fitzgerald State School 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.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
 - Appendices 3 – 7.

Reinforcing expected school behaviour

At Fitzgerald 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.

Fitzgerald State School POSITIVE CARDS (Appendix 3)

Staff members hand Positive Cards out each day to students when they observe positive behaviours being demonstrated by students in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Administration signs off the Card before it goes home to parents so that a secondary positive affirmation occurs at school. Hopefully parents will similarly respond.

GREEN	IMPROVEMENT CARD (Issued by all Staff)	Issued when behaviour changes from an unacceptable to acceptable-acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner.
YELLOW	WELL DONE CARD (Issued by all Staff)	<p>Issued in recognition of positive behaviour-</p> <p>All students have their card signed by Admin and then by parents.</p> <p>Yr 1-3 students have these cards presented by class teachers on parade.</p> <p>Year 4-7 have these acknowledged in class.</p>
STUDENT OF THE WEEK (Issued by all Class teacher)		Each class may issue one or two of these (when appropriate) to recognise a student's achievements across a week.

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 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. This is followed up with Blue Card which communicates to the parent that a low level issue has occurred and we would like them to know about it and discuss with their child ways of preventing future reoccurrences.

BLUE	WARNING CARD (Issued by all Staff)	Issued when a student has demonstrated a low level misbehaviour. It serves as a warning that we do not want that behaviour to occur again. Discussions by class teacher, Principal or Deputy Principal when signed by Admin and then taken home for parent signature, discussion and card returned to ensure the school knows that the issue has been addressed.
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Targeted behaviour support:

Consequence Cards

Each year a small number students at [Fitzgerald State School](#) 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.

Staff members issue Consequence Cards to students when they observe misbehaviours being demonstrated by students in both classroom and non-classroom areas.

ORANGE	CONSEQUENCE CARD (Issued by all staff)	Issued when a student has demonstrated a significant misbehaviour. Discussions occur with the Principal or Deputy Principal. The card is signed by Admin and then also signed by class teacher so they are also aware. The card is taken home for parent signature and discussion then the card is returned to ensure the school knows that the issue is known and the school can be contacted for further discussions. Generally a student receives a lunchtime 20 min detention and an entry is made to One-School.
PURPLE	MONITORING CARD (Issued by Administration)	Issued when a student has demonstrated a significant misbehaviour either in class or the playground. Discussions occur with the Principal or Deputy Principal. The student is issued with the card which must be signed off by the supervising

		teacher to monitor acceptable behaviours during the time period. Card goes home and is signed by parent so they can also monitor progress.
RED	CONSEQUENCE CARD (Issued by Administration)	Issued when a student has demonstrated a significant misbehaviour. Discussions occur with the Principal or Deputy Principal. The card is signed by Admin and then also signed by class teacher so they are also aware. The card is taken home for parent signature and discussion then the card is returned to ensure the school knows that the issue is known and the school can be contacted for further discussions. Generally a student receives an "After school" detention of 30min and an entry is made to One-School.

When data from either our card system, One School or Office Referral systems indicate that a student's behaviour has not improved, or whose previous behaviour indicates a need for specialised intervention, they are provided with intensive behaviour support.

Student behaviour will also influence participation in Extra Curricula activities as determined in Appendix 4.

Intensive behaviour support: Behaviour Support Team

[Fitzgerald State School](#) is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Behaviour Support Group for each student (Principal or Deputy Principal, Class Teacher, Parent, Guidance Officer and in some circumstance a teacher from the Region's Positive Learning Centre)*:

- work to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- works to achieve continuity and consistency
- works with other agencies to provide ongoing support

5. Consequences for unacceptable behaviour

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

Minor and Major misbehaviours

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 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
- do not require involvement of specialist support staff or Administration.
- Generally dealt with the Blue and Orange cards

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion or 20 minute lunch detention.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.
- Students receive either an Orange, Purple or Red Card.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members direct the student to an Administrators Office where background information will be sought from the witnessing teacher, other witnesses and the student involved. Then a determination will be made about the event by the administrator and appropriate actions/consequences activated. If teachers are unable to ensure that the student reports to the Office then Administration will be contacted by phone and deal with the situation.

In the case of **Major** misbehaviours the Principal may determine that a "Suspension from school" may be warranted. Suspension periods may be between 1-10 days or 11-20 days. Also the school may seek "Exclusion" while a student is under "Suspension" in the case of extremely significant or repeat misbehaviours.

Prior to suspension consideration is to be given to a range of processes and/or consequences to achieve more appropriate behaviours.

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

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the 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).

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).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that **Fitzgerald State School's** duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- Behavioural Card System. (Appendix 3)
- One-School records.
- Individual Behaviour Support Plan (Appendix 5)

7. Network of student support

Students at [Fitzgerald State School](#) are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- Adopt-a-cop.
- Religious Education Teachers

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
- Neighbourhood Centre.

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.

[Fitzgerald State School](#) considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. 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](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Kids Matter](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Regional Executive Director

Effective Date: 1 January 2015 – 31 December 2018

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them and should only be brought as an imperative need for a student directly after school. (eg one that attends sports practices and may need to make various arrangements for collection). However, if they are brought to school, they must be turned off and left at the school office for collection at the end of the day.

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 [Fitzgerald 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.

Recording of events in class or the playground during school times and extra curricula school activities is not permitted unless express consent is provided by the Principal or his/her nominee.

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 bullying¹ 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 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.*

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

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

Purpose

1. [Fitzgerald 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 in [Fitzgerald 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 [Fitzgerald 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
 - Children in care.
5. At [Fitzgerald State School](#) there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at [Fitzgerald State School](#) are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the school motto (Learn, Be Safe, and Be Happy) and have been taught the expected behaviours.
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction.
10. An Initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing any misbehaviour or bullying behaviour either as a person being bullied, the person bullying or bystander. (Ignore/Warn/Report)
11. Throughout the year teachers will discuss with their class various types of bullying, exploring scenarios and corresponding actions for students. Each of these lessons focuses on one of the bullying behaviours that the school has identified and defined. Most times these will also be highlighted at the Parades/assemblies for the various Year levels. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at [Fitzgerald State School](#) takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. [Fitzgerald State School](#) uses behavioural data for decision-making. This data is entered into our database (One School) 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.

Appendix 3

**FITZGERALD STATE SCHOOL CARD SYSTEM
(A Consistent Approach)**

POSITIVE BEHAVIOURS

GREEN	IMPROVEMENT CARD (Issued by all Staff)	Issued when behaviour changes from an unacceptable to acceptable-acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner.
YELLOW	WELL DONE CARD (Issued by all Staff)	<p>Issued in recognition of positive behaviour-</p> <p>All students have their card signed by Admin and then by parents.</p> <p>Yr 1-3 students have these cards presented by class teachers on parade.</p> <p>Year 4-7 have these acknowledged in class</p>
STUDENT OF THE WEEK (Issued by all Class teacher)		Each class may issue one or two of these (when appropriate) to recognise a student's achievements across a week.

UNACCEPTABLE BEHAVIOURS

BLUE	WARNING CARD (Issued by all staff)	Issued when a student has demonstrated a low level misbehaviour. It serves as a warning that we do not want that behaviour to occur again. Discussions by class teacher, Principal or Deputy Principal when signed by Admin and then taken home for parent signature, discussion and card returned to ensure the school knows that the issue has been addressed.
ORANGE	CONSEQUENCE CARD (Issued by all staff)	Issued when a student has demonstrated a significant misbehaviour. Discussions occur with the Principal or Deputy Principal The card is signed by Admin and then also signed by class teacher so they are also aware. The card is taken home for parent signature and discussion then the card is returned to ensure the school knows that the issue is known and the school can be contacted for further discussions. Generally a student receives a lunchtime 20 min detention and an entry is made to One-School.
PURPLE	MONITORING CARD (Issued by Administration)	Issued when a student has demonstrated a significant misbehaviour either in class or the playground. Discussions occur with the Principal or Deputy Principal. The student is issued with the card which must be signed off by the supervising teacher to monitor acceptable behaviours during the time period. Card goes home and is signed by parent so they can also monitor progress.
RED	CONSEQUENCE CARD (Issued by Administration)	Issued when a student has demonstrated a significant misbehaviour. Discussions occur with the Principal or Deputy Principal The card is signed by Admin and then also signed by class teacher so they are also aware. The card is taken home for parent signature and discussion then the card is returned to ensure the school knows that the issue is known and the school can be contacted for further discussions. Generally a student receives an "After school" detention of 30min and an entry is made to One-School.

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Appendix 4

FITZGERALD STATE SCHOOL EXTRA / CO-CURRICULA ACTIVITIES POLICY

Extra –Curricula activities-student/teacher/parent choice of activity which is extra to the core curriculum. eg: Choir, Drama Group, Wakakirri, Sporting teams, Eisteddfod Groups, Optiminds/Tournament of the Minds, ICAS Comps, BOB days, Yr 7 Graduation, Spectacular.

Co-Curricula activities- activities related to the core curriculum but not essential eg: excursions, camps, Unit culmination activities.

Participation by any student in Extra / co-curricula activities is a privilege and not a right.

In order to ensure the safe participation of all students, **certain expectations** are to be adhered to while participating in extra / co-curricula activities.

- Neat dress (usually school uniform) including shoes and hat. (*Refer to School Uniform and Code*).
- Courteous responses to all. (*students, staff, parent helpers, Premise staff etc*) (*Allowing others to learn, be safe and be happy*).
- Quiet and orderly behaviour before and during the activity and in transit.
- Awareness and application of safe practices dependent on a particular environment.

Teachers will

- Discuss expectations for behaviour and safety with participants.
- Discuss consequences for breaches of these expectations
- Discuss with Admin and if approved, parents, that students are in danger of being unable to participate.
- Collaboratively decide with Administration student exclusion.

Not meeting these expectations results in the same consequences as for unacceptable behaviours.

- Only students who have demonstrated appropriate behaviour during regular school routine are permitted to participate.
- It is considered that the privilege will be withdrawn from a student when documentation (Card System/One School) of inappropriate / consistently non compliant behaviour, supports the school's right to exclude participation.
- There may be an opportunity for some children to participate to some extent with appropriate supervision.
- Appropriate class / school program is to be arranged for any child who is excluded or cannot attend.

FITZGERALD STATE SCHOOL INDIVIDUAL BEHAVIOUR MANAGEMENT SUPPORT PLAN

PURPOSE: To support a successful return to school after a (Time frame) suspension.

NAME..... **CLASS**.....

Conditions for re-entry to school. (An example to be modified for each student)

1. We agree that future incidents of inappropriate behaviour as listed below will not be tolerated.

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The health and well being of the student population is at risk as a consequence of this type of behaviour. A future incident of this nature may well see an increased time of suspension or the seeking of exclusion from the school.

2. The class teacher will vigorously address any persistent class misbehaviours that have resulted in suspension through in class misbehaviours by

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3. If the misbehaviours are have occurred outside of the classroom eg playground behaviour, entering or leaving the school, participating in an extra or co-curricula activity then the school will invoke the following procedures:

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4. As the Student has been suspended, the Guidance Officer will support the student and if necessary the family through a range of services. These will consist of:

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-
-
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5 A review of the student's behaviour will be conducted in weeks to provide a basis for further planning for the student's successful participation in school life at Fitzgerald State School.

Student signature:

Parent Signature:

Principal's signature:

Appropriate use of social media

Fitzgerald State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Fitzgerald State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Fitzgerald State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Fitzgerald State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Fitzgerald State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Fitzgerald State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Fitzgerald State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Fitzgerald State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Fitzgerald State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Fitzgerald State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Fitzgerald State School expects its students to engage in positive online behaviours.

Working Together to keep Fitzgerald State School SAFE – Knives at School

We can work together to keep knives out of our school. At Fitzgerald 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 tough 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 Fitzgerald 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.

Information for Students and Parents on School ICT Network Usage

Why are schools providing student access to Information, Communication and Technology (ICT) facilities?

To ensure young Queenslanders are well equipped to contribute fully to the information economy, the education sector is responding to the innovation directions of the *Smart State Strategy* through *Smart Classrooms*.

This strategy underpins the growth and improvement in innovative programs and resources in schools for teachers and students. Essential tools for providing these innovative educational programs are the intranet, internet, email and network services. These technologies are vital for the contemporary educational program provided in schools. At all times students will act in line with the requirements of the Code of School behaviour and the specific rules of their school.

What is acceptable/appropriate use/behaviour by a student?

It is acceptable for students to use school computers and network infrastructure for:

- assigned class work and assignments set by teachers;
- developing appropriate literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by the school;
- conducting general research for school activities and projects;
- communicating or collaborating with other students, teachers, parents or experts in relation to school work;
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the Department's e-learning environment.

What is unacceptable/inappropriate use/behaviour by a student?

It is unacceptable for students to:

- use the IT resources in an unlawful manner
- download, distribute or publish offensive messages or pictures;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage computers, printers or the network equipment;
- commit plagiarism or violate copyright laws;
- use unsupervised internet chat;
- use online email services (e.g. hotmail), send chain letters or Spam e-mail (junk mail)
- knowingly download viruses or any other programs capable of breaching the Department's networks security.

Username and passwords are to be kept private by the student and not divulged to any other individual (e.g. a student should not share their username and password with fellow students).

Students cannot use another student or staff member's username or password to access the school's network, including not trespassing in another person's files, home drive or e-mail.

Students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

Students and parents are to employ caution with the use of mobile devices e.g. USBs, particularly as these devices can store significant numbers and sizes of files some of which may be unacceptable at school e.g. games and "exe" files which may contain viruses.

Please note that personal files on USBs may be deleted by the Department's malware protection.

What is expected of schools when providing student's with access to ICT facilities?

Schools will provide information in relation to student access to and use of the network and reserve the right to restrict/remove student access to the intranet, internet, email or other network facilities if they do not adhere to the school's network usage and access guideline/statement.

Schools will prepare students for the possibility of unanticipated access to harmful information, materials or approaches from unknown persons via the internet or email. Schools will ensure that students are aware of Occupational health and safety issues when using computers and other learning devices

Schools that are implementing or have implemented the 1 to1 Learning Program need to

ensure all steps have been taken to provide a safe and effective learning environment for students while meeting the Department's standards for network usage and access security.

What awareness is expected of students and their parents?

Students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school's ICT network facilities;
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or e-mail;
- be aware that:

- o access to ICT facilities provides valuable learning experiences for students and supports the school's teaching and learning programs;

- o ICT facilities should be used appropriately as outlined in the Code of School Behaviour;

- o the Principal may determine that student privately owned devices may not be used at the school;

- o students who use a school's ICT facilities in a manner which is not appropriate may be subject to disciplinary action by the school, including restricting network access;

- o despite departmental systems to manage all access to information on the Internet, illegal, dangerous or offensive information may be accessed or accidentally displayed;

- o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.