



L • A • B • R • A • D • O • R  
STATE SCHOOL  
*"Learning for Life - Together"*

# RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS 2017 - 2019



*Respect • Unity • Trust • Pride • Diversity*



## **Purpose**

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

*At Labrador State School, our aim is to create an environment for the learner that promotes self-management and responsible behaviour. Due to the fact that we are catering for individual differences, we understand that students will achieve our goals at different paces.*

We believe that in order to realise our vision we need to create an environment that is safe, supportive and disciplined and that acknowledges

- ✓ the rights of all students to learn
- ✓ the rights of teachers to teach
- ✓ the rights of all to be safe
- ✓ the rights of all to be treated with respect and dignity

The Code of School Behaviour clearly defines responsibilities of school communities, students, parents, carers, schools and Principals in order to uphold and recognise the significance of appropriate and meaningful relationships.

## **Consultation and Data Review**

The review of this document is done on a regular basis with consultation between a working party of staff from the school. These reviews are done while considering data contained through school based and anecdotal records.

Once completed the draft document is presented for discussion with the school community as a whole as well as the school P&C Association in readiness for their comments and ratification.

## **Learning and Behaviour Statement**

Labrador State School has a holistic approach to behaviour support and ultimately one where students' self-management of their behaviour is promoted at all times. Our vision at Labrador State School is:

**"Learning for Life - Together"**



At Labrador State School, our practices are continually focused and aligned with specific beliefs and goals. We strive to instil the following key factors in our children throughout each year level:

- ✓ **Respect**
- ✓ **Unity**
- ✓ **Trust**
- ✓ **Pride**
- ✓ **Diversity**

*Respect • Unity • Trust • Pride • Diversity*

With our school motto being, "Of One Accord", we aim to build relationships with our students that encourage self-evaluation and team work.



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

Labrador State School supports students through a whole school approach. Our school community utilises a positive approach by using supportive communication and uniform language.

Labrador State School is very committed to enhancing positive behaviour through building relationships, monitoring learning, providing a safe environment and a curriculum that is motivating and supports all learning styles.

Our staff at Labrador State School are supportive and collaborative in their program development. Our staff is committed to exploring current practices for incorporation in school curriculum where appropriate. Incentives are utilised appropriately and in line with school expectations to encourage expected behaviours within our student community such as A+ Awards, Praise Notes, weekly class meetings, Playground Behaviour Certificates, Golden Time, raffles, treats days etc.

At Labrador State School we acknowledge positive behaviour wherever possible. There are clear set guidelines articulating consequences for inappropriate behaviours. Classroom and playground behaviours are supported through the use of a Step and Star Program, strike system, negotiated class and playground rules focused around values and continual parental communication.

### **Whole School Behaviour Support**

At Labrador State School we all commit to the provision of a safe and supportive learning environment. We acknowledge that a whole school approach, demonstrating respect and effective leadership and organisation will foster this. The following whole school strategies are evident of Labrador State School's behaviour support approach:

*Page 4 – Labrador State School Behavioural Intervention Plan*

*Page 5 – Labrador State School Negotiated Classroom Step Program*



## Labrador State School Student Behaviour Management Plan

### Positive Support:

Praise / Encouragement / Praise notes

Use of Star System in classroom

Interclass responsibilities –  
peer tutoring, peer leaders, class monitors

Display of work –  
office, parade, newspapers, school website

Whole class rewards –  
culminating days, treats days, excursions, pizza parties

Phone calls, meetings with or letters to  
parents

Sharing work with others –  
Principal, Deputy Principals, Other classes,  
Parents

Teacher evaluations –  
marks / comments on work

A+ Awards on Parade

Fuzzies

Playground Awards

Special Certificates –  
issued by staff and administration

YES

Appropriate Behaviour?

*Individual circumstances and actions of the student and the needs and rights of the community will be considered at all times.*

Manageable

NO

Unsafe

### First Level of Intervention:

Warnings –

Use of Class Step and Star Chart

Logical Consequences

Restriction of general school privileges ie discos, sporting teams, excursions, ICT usage etc

Teacher & Student conferencing

Teacher / Parent conferencing

Playground withdrawal – via consequence room

Restitutions –

Apology, repair damage, complete work

Administrative support

BAT / Teacher Aide / Chaplain

Personal consequences

Modifying work demands, environmental situations, social interactions

Yes

Self – manageable?

No

### Second Level Intervention - Crisis

Contact / phone office –  
Red card / messenger

Ensure staff / student safety based  
on 'Team Teach'

Administrative withdrawal of  
student –  
Class or playground

Contact with parents by  
administration

Administrative supervision of  
student

Internal suspension of student

Individual Behaviour Management  
Plans

Suspension

Recommendation for Exclusion



### **Negotiated Classroom Step Program**

Classroom rules chart must be on display in all rooms and is designed in consultation with the students. All teachers must follow the principles of a Step Program clearly stating the consequences for adhering to the rules and consequences for breaking the rules. There must be +4 steps for positive behaviour and –4 steps for misbehaviour. The Step Process needs to be displayed in each classroom and followed 'in principle' by all classes.

**It is expected that all classrooms will have a clearly stated process identifying how the children in the class can achieve an A+ Award. It is also expected that these awards will recognise exceptional effort and will be awarded to those children who meet these high expectations and will be acknowledged on Assembly.**

#### **An example of a Step Chart**

<b>APPROPRIATE</b>	+Star 1	A stamp at the end of the day
	+Star 2	10 minutes free time the following day
	+Star 3	three cheers from the class
	+Star 4	A+ Award

+Star 4 must be followed by all teachers at Labrador State School. Teachers are to fill in an A+ Award and send the child and the award to one of the administration to receive immediate positive feedback. The administration will then send a letter home to parents congratulating the child on their success.

<b>INAPPROPRIATE</b>	-Step 1	Reminder/Warning that they are breaking the rules
	-Step 2	Time Out – Time out is an essential part of our behaviour management program. Set up an area in the class removed from other children, where the child can sit and do class work and think about what they did and what they will do next time. This should only be for a short period of time eg: 5 minutes.
	-Step 3	Buddy Class – for a longer period of time eg 10 minutes or time out in another classroom. Set up a buddying system with a neighbouring and older class where children can go if they continue unsettling behaviour. Make sure you send work along for the child to complete and the time you would like the child to stay for. This allows the child and teacher time to reflect on the behaviour and consequences.
	-Step 4	Child goes to office. The teacher must fill in B- form (copy given) and send the child and the slip to one of the admin team. Please make sure you fill in as much detail as possible to help admin understand the problems you have experienced with the child. Administration will report back the action taken, which may involve use of the consequence room or time out in the office.



### **Negotiated Playground Step Program**

Playground rules located in in playground duty folder must be adhered to by all staff and students. There are 4 levels of unacceptable inappropriate playground behaviour shown on the Playground Behaviour Slip. All duty teachers must follow this procedure.

#### **A P P R O P R I A T E**

For positive behaviour shown in the playground, the students will be awarded a praise note, found in playground folder. Praise Notes are placed in the Praise Barrel, a winner will be selected fortnightly on each Assembly. They will receive a positive behaviour playground award.

#### **I N A P P R O P R I A T E**

- Level 1: Time out in a designated area supervised by the duty teacher: maximum 10 minutes
- Level 2 & 3: Time out in a designated area supervised by the duty teacher. Duty teacher to fill in the playground behaviour slip and send to class teacher for recording on OneSchool and further action may be taken if student is a repeated offender.
- Level 4: Student and filled in Playground Behaviour Slip **MUST** be sent immediately to the office for immediate consequence. (see slip)

Use the playground emergency RED card for Administration assistance, if student refuses to go to the office and/or continues serious unacceptable behaviour.

It is an expectation that all duty staff wear a fluorescent vest (supplied) and hat, utilise a whistle appropriately and carry their playground duty folder at all times while on playground duty.



## Universal Behaviour Support

### School:

<ul style="list-style-type: none"> <li>• Student empowerment - positive role modelling</li> <li>• A+ awards</li> <li>• Peer mentoring with students in other grades</li> <li>• School Leaders</li> <li>• Consistently implemented Responsible Behaviour Plan</li> <li>• Technology</li> <li>• Student enrichment</li> <li>• Staff welfare</li> <li>• Liaison with outside agencies</li> <li>• DChS</li> <li>• Lifeline</li> <li>• Lunchtime activities during break time (i.e. chess, dance, cartooning, computer lab etc)</li> <li>• BAT Cave</li> <li>• Praise slips</li> <li>• Promotion of end of term activities</li> <li>• Buddy reading</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations communicated positively and on a regular basis</li> <li>• Team meetings to discuss speciality areas</li> <li>• Behaviour Coalition</li> <li>• CYMHS</li> <li>• Smith Family</li> <li>• Treats Days</li> <li>• School Disco</li> <li>• Library Activities</li> <li>• Student Council</li> <li>• Parent Support Workers</li> <li>• KidsMatter</li> <li>• Kids in Care</li> <li>• Mental Health Week</li> </ul>
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### Class:

<ul style="list-style-type: none"> <li>• Behaviour Intervention Programs – ELAPSE</li> <li>• Men's Shed</li> <li>• PCYC</li> <li>• Talkabout</li> </ul>	<ul style="list-style-type: none"> <li>• IBMP</li> <li>• Youth and Young Adult Programs</li> <li>• Social Skills Program</li> <li>• In Class Lessons</li> </ul>
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### Learners:

<ul style="list-style-type: none"> <li>• Stranger Danger / Daniel Morcombe Day</li> <li>• Dress code – school uniform assistance for those unable to afford uniform and books</li> <li>• Supa Kids (once per term)</li> </ul>	<ul style="list-style-type: none"> <li>• In class lessons</li> <li>• Kids Matter</li> <li>• School Chaplain Services</li> </ul>
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### Teachers:

<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Inclusive engaging curriculum</li> <li>• Team Teach</li> <li>• Mental Health Week</li> <li>• Consistent use of OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Justice</li> <li>• Effective planning</li> <li>• Kids Matter</li> <li>• Meditation</li> </ul>
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### Parents:

<ul style="list-style-type: none"> <li>• Proactive specialist support for at risk students and families – LEEAAP</li> <li>• PPP programs / Group Teen PPP programs</li> <li>• Parent Meetings</li> <li>• Parental Kids Matter Advisory Group</li> <li>• Playgroup</li> </ul>
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### Targeted behaviour support

Below is a list of examples of classroom and general school behaviour support available to our students when required:

Classroom examples	Whole of School examples
<ul style="list-style-type: none"> <li>• Steps and stars chart</li> </ul>	<ul style="list-style-type: none"> <li>• GO observations and recommendations</li> </ul>
<ul style="list-style-type: none"> <li>• Involvement in classroom mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>• ELAPSE program / Games Factory</li> </ul>
<ul style="list-style-type: none"> <li>• Targeted support through meeting and parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted social skills programs through BAT and other personnel</li> </ul>
<ul style="list-style-type: none"> <li>• Incentives through assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Aide involvement</li> </ul>
<ul style="list-style-type: none"> <li>• Modified school activity access where required</li> </ul>	<ul style="list-style-type: none"> <li>• DV programs implemented throughout whole school</li> </ul>
<ul style="list-style-type: none"> <li>• Ownership of suitable school role (ie ECO Warriors / Buddy Reader)</li> </ul>	<ul style="list-style-type: none"> <li>• Police involvement</li> </ul>
<ul style="list-style-type: none"> <li>• Involvement in treats day and school functions when behaviour allows</li> </ul>	<ul style="list-style-type: none"> <li>• LEEAAP</li> <li>• School Chaplaincy involvement</li> </ul>
<ul style="list-style-type: none"> <li>• Self monitoring programs for individual students</li> </ul>	<ul style="list-style-type: none"> <li>• BAT cave activities throughout break times</li> </ul>
<ul style="list-style-type: none"> <li>• Modified expectation adjusted for individual circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of lunchtime clubs</li> </ul>
<ul style="list-style-type: none"> <li>• Buddy classes</li> </ul>	<ul style="list-style-type: none"> <li>• Consequence room for self-evaluation of student's actions</li> </ul>
<ul style="list-style-type: none"> <li>• Timeout</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative involvement</li> </ul>
<ul style="list-style-type: none"> <li>• Restricted playground access</li> </ul>	<ul style="list-style-type: none"> <li>• School Guidance Service</li> </ul>

### Intensive Behaviour support

At Labrador State School we have a supportive team to allow students to develop relationships and take ownership of their behaviours. To provide optimal opportunity Labrador State School offers specific support through:

<ul style="list-style-type: none"> <li>• GO referral/observations/information and support</li> </ul>
<ul style="list-style-type: none"> <li>• Parental support and involvement when required</li> </ul>
<ul style="list-style-type: none"> <li>• Administration support</li> </ul>
<ul style="list-style-type: none"> <li>• Support Teacher / Aide / School Chaplain</li> </ul>
<ul style="list-style-type: none"> <li>• Referral to Guidance Officer and other services (as per listed in network of support staff)</li> </ul>
<ul style="list-style-type: none"> <li>• Use of Education Queensland facilities such Alternative Education Program, Coral House</li> </ul>
<ul style="list-style-type: none"> <li>• Individual behaviour management plans</li> </ul>
<ul style="list-style-type: none"> <li>• Short term and long term goals</li> </ul>
<ul style="list-style-type: none"> <li>• Individual classroom modifications where required</li> </ul>
<ul style="list-style-type: none"> <li>• SEP involvement.</li> </ul>
<ul style="list-style-type: none"> <li>• Transition Program to high schools</li> </ul>





**NETWORK OF STUDENT SUPPORT**

Class Teacher



**SPECIAL NEEDS**



ADMIN (Administration)	DIFF TEAM	HOSE (Head of Special Education)	SLP (Speech Language Pathologist)	GO (Guidance Officer)
<ul style="list-style-type: none"> <li>• Domestic Violence Service</li> <li>• DChS</li> <li>• EQ Behaviour Support when required AEP</li> <li>• Parents</li> <li>• English as a Second Language Support</li> <li>• Child Protection Investigation Unit</li> <li>• Allocation of support personnel i.e Teacher Aide / Differentiation Team, School Chaplain etc</li> <li>• Personal Health and Sexual Awareness lessons</li> <li>• SWAT</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Aide Support</li> <li>• Teacher Support</li> <li>• Talkabout</li> <li>• IBMP</li> <li>• ICP's</li> <li>• ISP's</li> <li>• Intervention</li> <li>• Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Visiting Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Qld Health</li> <li>• OLEY Program</li> </ul>	<ul style="list-style-type: none"> <li>• Paediatrician</li> <li>• Community Agency</li> <li>• Health – Nurse</li> <li>• Dept of Housing</li> <li>• Youth Facility</li> <li>• Lifeline</li> <li>• Qld Health Referrals</li> <li>• ACT for Kids</li> <li>• SCAN</li> <li>• ELAPSE</li> <li>• OT</li> <li>• PPP</li> </ul>



## Emergency Responses / Critical Incidents

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced.

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to consider any alternatives to physical intervention which may be effective.

Labrador State School's Positive Handling Policy provides a consistent agreed approach to the flexible and effective support for children who exhibit challenging or crisis behaviour within our school setting.

The aim of positive handling is to provide security, safety and acceptance, allowing for recovery and repair prior to, during and after times of crisis behaviour.

Positive Handling is an approach involving prevention, diversion, diffusion and de-escalation of challenging behaviours and in a minority of incidences physical restraint, guiding, escorting or removal.

Our Positive Handling Policy is guided by [Team Teach](#) – a proven and widely used framework for positive handling, in which staff members have been trained. (See details on Team Teach and Labrador State School Positive Handling Policy).

While working under the guidelines of Team Teach – we also utilise the Help Protocol. More on this protocol across the school can be found on the [Labrador Positive Handling Policy](#).

## Consequences for unacceptable behaviours

Although at Labrador State School we acknowledge positive behaviour whenever possible, there is a clear, set of guidelines articulating consequences for inappropriate choices of behaviour. Specific guidelines refer to the appropriate use of personal Technology Devices (Appendix 1) as well as the Labrador BYOX Charter (Appendix 2) and Preventing Bullying and Cyber bullying (Appendix 3).

It is also possible that children will at times make poor choices with regards to behaviour while outside the school. In the interest of maintaining a positive school culture and to ensure the integrity of the school name, staff can investigate issues when children are misbehaving outside the school grounds, including bus travel behaviour while wearing the Labrador State School uniform. Inappropriate use of digital technologies affecting the Labrador community will be managed in line with the school's Responsible Behaviour Plan for Students. In these circumstances, disciplinary action may be taken at school in an attempt to assist the student to self manage their behaviour.

Disciplinary action may also be taken for children not complying with the [Labrador State School Dress Code](#). This dress code relates to the wearing of the uniform, haircuts, footwear, hats, makeup and jewellery.

Some of the strategies we utilise at Labrador State School for consequences of poor behaviour are:

- ✓ Consequence room
- ✓ Timeout Area
- ✓ Restorative Justice through GO
- ✓ Deputy Principal / Principal involvement
- ✓ GO referral
- ✓ Teacher Aide / Support Staff involvement
- ✓ Loss of privileges around school
- ✓ Required use of bat cave at lunch times
- ✓ Playground passes
- ✓ Individualised behaviour plans when required
- ✓ Parental contact and support

At times, after all other responses have been considered, a child will require a suspension from Labrador State School in accordance with the School Disciplinary Absence policy. A suspension from the school will only be given after other avenues have been explored or the behaviour is of a nature that requires a more severe response.



A suspension from Labrador State School will – at the discretion of the school Principal, also result in the removal of either the student's privilege of attending the end of term disco, school organised camps, excursions or incursions.

The following behaviours may possibly result in suspension:

- ✓ Significant theft from another person
- ✓ Assault towards a teacher or student
- ✓ Severe sexual offence
- ✓ Use of deliberate inappropriate language towards staff / child / parent
- ✓ Continual refusal to follow directions regarding safety / participation in the school program
- ✓ Smoking / drug use
- ✓ Concealment of dangerous weapons including knives and pocket knives
- ✓ Inappropriate and unethical use of ICT devices.

There are times however when the consequences for inappropriate behaviour have been attempted and issues still arise requiring intervention. After careful consideration has been given to all responses and the unique circumstances investigated, an exclusion from Labrador State School may also be recommended.

An exclusion from the school may possibly be recommended for extreme violence or engagement in activities that endanger the safety of children and or adults at the school. Some examples of these activities may include:

- ✓ Supply, use of and or distribution of drugs
- ✓ Severe harassment of students, staff or parents
- ✓ Vandalism or trespassing on school property
- ✓ Extreme violence towards teacher and or students
- ✓ Use of dangerous weapons including knives and pocket knives

### ***Consideration of Individual circumstances***

Labrador State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional wellbeing, culture, gender, race, socio-economic situation and vulnerabilities, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times.

### **Related Legislation**

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



### Related Policies

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

### Some Related Resources

- National Safe Schools Framework <http://ncab.nssfbestpractice.org.au/resources/resources.shtml>
- Australian Communications Media Authority (ACMA) – Cybersmart Program [www.cybersmart.gov.au/Parents.aspx](http://www.cybersmart.gov.au/Parents.aspx)
- National Framework for Values Education in Australian Schools [www.valueseducation.edu.au](http://www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland [www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- MindMatters [www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support [www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/buscode>
- Team Teach <http://www.team-teach.com.au>



## Appendix 1

### 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.

#### Mobile Phones

All mobile phones are to be given to front office staff or the class teacher at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment.

#### Confiscation

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

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

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

#### Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes unless given permission from teaching staff. Personal technology devices are not to be used at morning tea and lunch breaks and before and after school.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class or within the school is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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



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.

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

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

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

#### **Special Circumstances Arrangement**

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

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

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



## Appendix 2



**“Utilising 21st Century technologies  
to enhance learning outcomes”**



## Our Teaching and Learning Vision

- A teaching pedagogy based on individual pathways for each student. Teachers guide, support and facilitate students in their learning. Teachers also encourage students to demonstrate accountability for their learning through discussions of their learning goals and achievements;
- A focus on using Information and Communication Technology (ICT) to enhance the learning process where it is most appropriate;
- Rigorous, on-going student assessment based on demonstrated consistent learning achievements in a variety of settings and over time;
- High standards in literacy and numeracy across all 8 key learning areas;
- Flexible learning spaces, allowing students to negotiate where and how they learn depending on their needs, interests, learning styles and goals;
- Students who value lifelong learning and are engaged in a global community;
- Strong links between home, school and the wider community.

## The Labrador State School BYOx Program:

- Enables personalisation of student learning through access to rich learning resources;
- Best facilitates the development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity;
- Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime;
- Provides an engaging, interactive environment for learning;
- Strengthens links between home and school, giving parents the opportunity to see, every day, what their child is learning at school and have relevant, timely, accurate and quality conversations around student learning and progress;
- Allows students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey.

In 2015, over 100 students across Year 2 to Year 6, bring their own iPad / other device to support them with their learning. From 2016, every student at Labrador SS will be afforded this opportunity. We strive for improved outcomes in learning engagement, learning productivity, home school partnership, academic results and students' skillset. The devices have proved to be a very useful tool to support student learning.

The advantages of using a device include:

- Access knowledge and information through the vast range of content and creation apps (many of which are free) to support student learning;
- Access to a wealth of information on the Internet when they need it (using the speak ability via settings to read text for those students in the lower year levels or students with lower literacy levels than their peers) through wireless connectivity;
- Access to rich media including digital stories, image and video;
- Increased productivity through quick loading of apps and quick response of the device;
- The device operating system is very reliable, ensuring maximum up-time;
- Provides simple yet sophisticated text, audio and video-based communication facilities for collaboration with peers, teachers and experts in a local, national or global context;
- Ability to personalise learning and provide work targeted at the correct level for students;
- High student engagement both independently and collaboratively.





## **BYO Device Program FAQs**

Q: Do we allow iPads as well as other portable devices into the school as part of the program? **A: Yes – we allow multiple devices into the school, provided they can be successfully connected to the school network.**

Q: How much of the day will the devices be used? Will the students still be using pencil and paper as well as handwriting? **A: We envisage that the devices will be used between 15-75% of the school day. This percentage may also vary from day to day and from student to student as student A may benefit from using the device more than student B. Yes, students will still continue to use pencil and paper and to practise handwriting.**

Q: Will the devices be managed at home or at school e.g. loading apps, updating the device? **A: The devices will need to be managed at home however we can provide some technical support at school if the need arises. Parents can choose to load additional apps that are not necessarily required by the school however the use of such apps that are not of educational value, will be limited at school. Also, school required apps may need a majority of a 16gb device's storage capacity.**

Q: Will I be expected to purchase a brand new device and do I have to purchase from a particular store e.g. Apple? **A: No, you can choose to use a device that you already own or purchase a used device. We will not recommend a store where you can purchase an device. We do not endorse any one store however the particular stores may support you to setup the device.**

Q: Should we purchase a case/cover for the device and if so, which one should we buy? **A: Yes, a case/cover is required for your child's device. There are many competitively priced cases and covers on ebay or you can choose to purchase from a local store. A fully enclosed case with a clear tempered glass screen protector may be the most protective case for an device. We recommend that the case should protect both the front and back of the device. We will not recommend a store where you can purchase a case or cover. You should also consider purchasing a waterproof sleeve to put the device (in its case) inside e.g. wetsuit material, in case of drink spillage in your child's bag.**

Q: Should we purchase a screen protector? **A: You should consider purchasing a tempered glass screen protector to help protect the device's glass screen from damage.**

Q: Is a separate keyboard required? **A: A separate keyboard is not required.**

Q: Will students continue to have access to computers and other technologies? **A: Yes. All students at Labrador SS will continue to have access to computer labs and other relevant technologies to support them with their learning.**

Q: Can my child bring a 3G/4G enabled device without the SIM? **A: Yes. The reason why we do not want external controlled Internet access is that by the students going through our school wireless, they are also going through Education Queensland Internet filters, helping prevent and protect our students from accessing inappropriate content.**

Q: Are we required to purchase a stylus pen? **A: No, we are recommending that students do not bring a stylus to school.**

Q: Is my child required to know our Apple id and password? **A: No.**



## Information for Students and their Parents about Acceptable Usage

Students must follow the school rules when using their iPad:

- Be Safe
- Be Respectful
- Be a Learner

Students must comply with the Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems

Communication through internet and online communication services must also comply with the department's Code of School Behaviour and the Labrador State School Responsible Behaviour Plan for Students available on our school website.

Examples of acceptable use includes:

- engagement in class work and assignments set by teachers
  - developing appropriate 21st Century knowledge, skills and behaviours
  - authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by school staff
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents, caregivers or experts as part of assigned school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the school's eLearning environment
  - ensuring the device is fully charged before bringing it to school to enable continuity of learning
- Students should be courteous, considerate and respectful of others when using their iPad. Unacceptable device use Examples of unacceptable use includes:
- using the device in an unlawful manner
  - downloading (or using unauthorised software for), distributing or publishing of offensive messages or pictures
  - using obscene, inflammatory, racist, discriminatory or derogatory language
  - using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
  - insulting, harassing or attacking others or using obscene or abusive language
  - deliberately wasting printing and Internet resources
  - intentionally damaging any devices, accessories, peripherals, printers or network equipment
  - committing plagiarism or violate copyright laws
  - using unsupervised internet chat
  - sending chain letters or spam email (junk mail)
  - accessing private 3G/4G networks during the school day
  - knowingly downloading viruses or any other programs capable of breaching the department's network security
  - using the device's camera anywhere a normal camera would be considered inappropriate, such as in toilets
  - invading someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
  - students should not divulge personal information (e.g. name, parent's name, address), via the Internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

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

Schools will provide information in relation to student access and usage of its network and reserves the right to restrict/remove student access to the intranet, extranet, internet or network facilities if parents or students do not adhere to the school's network usage and access guideline/statement.

The school will educate students on cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to incorporate these safe practices in their daily behaviour at school. Where possible, internet usage by students will be considered and prepared prior to class engagement, including, filtering and checking sites students are directed to visit. An assessment should be made of the appropriate timeframe for access to the internet for completing the set task or duration a student should have access to the internet (e.g. during schools hours, outside of school hours).

### 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 and ensure they have the skills to report and discontinue access to harmful information if presented via the internet or e-mail;



Be aware that the ICT facilities should be utilised with good behaviour as stipulated under the Code of School Behaviour; and that students breaking these rules will be subject to appropriate action by the school. This may include restricted network access, or loss of byo privilege, for a period as deemed appropriate by the school.

Be aware that access to ICT facilities provides valuable learning experiences, therefore giving the student educational benefits in line with the school's educational program;

Be aware that the internet gives access to information on and from a wide variety of organisations, subjects, people, places with origins from around the world. The school cannot control information accessed through the internet; and information may be accessed or accidentally displayed which could be illegal, dangerous or offensive, with or without the student's immediate knowledge; and



## Internet Use at School

At school, students must agree to follow the Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems in relation to Internet Use. Internet access is provided by Education Queensland's Managed Internet Service (MIS) and provides students with Content-filtered Internet access and Virus- filtered email.

MIS provides the means to filter students' access to web pages from a global level; controlled by Education Queensland and from a school level when appropriate.

## Internet Use at Home

The devices can be configured to connect to a home wireless or wired network. This configuration can be performed as with a normal device.

## E-Mail Use

While at Labrador SS, students have access to a Department of Education, Training and Employment email account, which they can access from home and school for the purposes of learning. Email traffic is monitored for inappropriate use, content and language.

## Digital citizenship

Students should be conscious creators of the content and behaviours they exhibit online and take active responsibility for building a positive online reputation. They should be conscious of the way they portray themselves, and the way they treat others online. Students should be mindful that the content and behaviours they have online are easily searchable and accessible. This content may form a permanent online record into the future.

Interactions within digital communities and environments should mirror normal interpersonal expectations and behavioural guidelines, such as when in a class or the broader community.

Parents are requested to ensure that their child understands this responsibility and expectation. The school's Responsible Behaviour Plan also supports students by providing school related expectations, guidelines and consequences.

The following table is used as a guide for the selection of apps: Apple Age Ratings for Apps	Accessible to
4+ years	Everyone may access these apps
9+ years	Apps will be only accessible to Years 3 and above
12+ years	Apps only accessible to Years 6 and 7
17+ years	These apps are not to be accessed by Labrador State School students

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

### Purpose

Labrador 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.

There is no place for bullying in Labrador. 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.

Bullying behaviours that will not be tolerated at Labrador 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.

Bullying may be related to:

- ✓ race, religion or culture
- ✓ disability
- ✓ appearance or health conditions
- ✓ sexual orientation



- ✓ sexist or sexual language
- ✓ young carers or children in care

At Labrador 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**

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.

The anti-bullying procedures at Labrador are an addition to our already research-validated schoolwide 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**

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 rules and have been exposed to our five values – Trust, Pride, Respect, Diversity and Unity.
- ✓ All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- ✓ All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - ✓ A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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 Labrador aims to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. This is assisted through the involvement of all classes in Labrador's 'KidsMatter' program.

Labrador also uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can 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.