YARRABAH STATE SCHOOL

Responsible Behaviour Plan for Students

SCHOOL RULES
Respect Yourself,
Respect Others,
Respect the Environment

2017
**Responsible Behaviour Plan for Students**

*based on The Code of School Behaviour*

1. **Purpose**

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

   The Yarrabah State School supportive school environment is created by the development of respectful, positive and supportive interpersonal relationships. Yarrabah State School endeavours to maintain and develop an inclusive whole school community supportive team which maintains strong links with a broad range of community groups in addition to the school community of teachers, students and parents/caregivers.

   Our approach to developing responsible behaviour is focussed on mutual respect and understanding within relationships focussing upon the achievement of common goals in a caring, supportive, safe environment where all members feel safe and valued.

   We believe that self-respect, respect for others and respect for the environment are essential to a child’s ability to operate in and effectively engage in school and community social settings.

   Positive social adjustment develops in positive nurturing social environments. Yarrabah State School serves an indigenous community with strong cultural values. The school strives to provide behaviour support and responses which are culturally sensitive and appropriate to the school setting. To this end, the school includes community groups, individuals, parents and caregivers wherever possible. Students are encouraged to demonstrate respect through their behaviour towards themselves, others and their physical environment which is a reflection of the expectations placed upon them in their home culture. Individual responsibility is encouraged and acknowledged within the school setting.

2. **Consultation and data review**

   Positive Behaviour for Learning (PBL), at the time School Wide Positive Behaviour Support, is an ongoing focus for Yarrabah State School. A school based team was formed in 2007 to ensure our school’s management of student behaviour is consistent with departmental guidelines, relevant to our current cohort of students and sensitive to community needs and expectations. The committee consists of admin representatives, interested staff and parent/community representatives.

   The PBL Team developed standards of positive behaviour which will be communicated to all students in 2017. At Yarrabah State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. In 2017 the PBL Team will distribute weekly behaviour focus posters on parade, targeting specific problem behaviours as a strategy to support teachers in explicitly teaching appropriate behaviours. Other resources will be developed to support this along with the implementation of a range of wellbeing and social emotional programs.

   A set of behavioural expectations in specific settings has been aligned with our ‘Respect Circle’ ethos and school rules (Respect Yourself, Respect Others and Respect the Environment). A School wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.
This team reviews behavioural data from teacher observations, consultations, profiling data, school opinion survey and the One School application and supports new staff through an induction process.

3. Learning and behaviour statement

Yarrabah State School believes that it is of paramount importance that students are provided with the safest learning and social environment to enable all students to achieve their full potential.

Yarrabah State School believes that positive behaviour is learnt within a supportive environment which explicitly models and nurtures positive behaviours. We believe that inappropriate social behaviour is a symptom of a plethora of possible causes and that inappropriate social behaviour may be addressed at a range of levels in a variety of ways.

In a bicultural setting, students enter the school with valuable cultural knowledge and skills and culturally-based social behaviours and expectations.

Yarrabah State School provides positive modelling and acknowledgement of positive, respectful, supportive interpersonal relationships between all members of the school community.

The school demonstrates respect and value of the student’s home culture, home language, indigenous knowledge and indigenous learning styles.

The school provides an accessible, culturally appropriate curriculum aiming to optimise the positive engagement of students with their learning.

The school operates inclusive learning programs valuing all members of the school community.

In accordance with these beliefs Yarrabah State School provides:

- the reinforcement of positive respectful behaviour
- appropriate reinforcements and consequences for appropriate and inappropriate behaviours
- culturally appropriate, culturally sensitive learning programs
- learning programs appropriate to the language knowledge and needs of students
- encouragement of socially responsible behaviours and relationships
- school-wide role-modelling of appropriate behaviours
- restoration of relationships following problem behaviours
- targeted appropriate and intensive behaviour support for students displaying persistent inappropriate behaviours
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Yarrabah State School has a range of processes for facilitating positive behaviour.

**UNIVERSAL BEHAVIOUR SUPPORT:** The appointment of a Student Support Team (SST) to support appropriate behaviour management initiatives such as:

- facilitate positive behaviour support
- advise teachers regarding positive behaviour support
- liaise with parents/caregivers

The formation of a PBL Team to develop proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create a positive school environment.

Yarrabah State School provides and supports professional development to enhance the provision of high quality learning programs.

Teachers receive support to design and implement culturally and linguistically appropriate learning programs.

Teachers receive support to develop & negotiate individual behaviour management plans and identify, monitor and refer students at risk.

Indigenous staff provide culturally relevant and appropriate role models for students at all levels of the school.

All classes are encouraged to use ‘least intrusive’ models of behaviour support strategies. All classes are advised to display positive and clear classroom rules to support behaviour.

All teachers are advised to use the language of ‘choice’ to encourage individual student responsibility.

The whole school uses the culturally based notion of ‘respect’ to identify, teach and remind students of positive social behaviour expectations.

Class based and school based incentives are used such as: class prizes and rewards, good news letters to parents, ‘Respect’ prizes and ‘Respect’ excursions, ‘Student of the Week’ awards, and ‘Gotcha’ awards to reward cooperative and engaged learners.

The school provides ‘Profiling’ sessions for teachers to reflect upon their use of behaviour support strategies. Teachers are expected to use strategies in line with the ‘Essential Skills for Classroom Management’ (ESCMs) framework. Professional development in the use of these strategies is provided annually.

Early identification of student difficulties/issues is strongly encouraged.

Students are strongly encouraged to seek assistance support at beginning levels of discomfort/distress.

Lower achieving students are provided with additional tutorial support to promote greater inclusion in all learning programs.
TARGETED BEHAVIOUR SUPPORT

Students who are identified as ‘at risk’ due to presentation of problematic behaviours receive positive support through:

- regular home and school contact to identify circumstances/risks and potential concerns
- classroom observations/student behaviour profiles may be completed
- regular support and encouragement from the Supportive School Environment team
- the development of individual behaviour programs negotiated between all stakeholders providing direct support to the students
- regular reviews of behaviour achievements and positive feedback

INTENSIVE BEHAVIOUR SUPPORT

Students requiring intensive intervention are supported by:

- the negotiation and implementation of an agreed behaviour management plan (inclusive of student identified incentives / rewards and clear consequences) – this process involves support networks and families.
- ongoing support from the Student Support Team.
- referral and support of the school based Guidance Officer.
- referral and support from external agencies Eg. Gurriny Yealamucka Health, Yarrabah Justice Group, Gindaja, Mission Australia, Act for Kids, True Relationships and various Government Departments.
- support from community individuals and community groups (where appropriate).
- referral to the Open Learning Centre and Regional Behaviour Team
- Head of Department – Student Services (Primary & Junior Secondary)
<table>
<thead>
<tr>
<th>Classroom (during lessons)</th>
<th>Assembling for class / parade</th>
<th>Tuckshop</th>
<th>Lunch Breaks (eating)</th>
<th>Lunch Breaks (playing)</th>
<th>Toilets</th>
<th>Outside of school (excursions, etc.)</th>
<th>Admin. Office &amp; Staff Room</th>
<th>Bus / Transport Area</th>
<th>Transitioning Between Classes</th>
<th>Virtual Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Yourself</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use respectful language &amp; tone</td>
<td>• Be on time</td>
<td>• Use respectful language &amp; tone</td>
<td>• Wash your hands before eating</td>
<td>• Keep out of trees</td>
<td>• Wear your uniform with pride</td>
<td>• Use respectful language &amp; tone</td>
<td>• Be on time</td>
<td>• Use respectful language &amp; tone</td>
<td>• Upload only good things about yourself</td>
<td></td>
</tr>
<tr>
<td>• Be responsible for your own behaviour</td>
<td>• Walk to join the line</td>
<td>• Use respectful language &amp; tone</td>
<td>• Sit down to eat</td>
<td>• Keep off buildings</td>
<td>• Use your manners</td>
<td>• Be responsible for your own behaviour</td>
<td>• Keep out of trees</td>
<td>• Use respectful language &amp; tone</td>
<td>• Only use a gammon name in online profiles</td>
<td></td>
</tr>
<tr>
<td>• Be responsible for your own learning</td>
<td>• Line up/sit down &amp; wait quietly</td>
<td>• Use respectful language &amp; tone</td>
<td>• Eat your own food</td>
<td>• Play sensible games</td>
<td>• Look after your own things</td>
<td>• Keep out of trees</td>
<td>• Keep shirt on</td>
<td>• Use respectful language &amp; tone</td>
<td>• Use only respectful photos in online profiles</td>
<td></td>
</tr>
<tr>
<td>• Bring the correct equipment to class</td>
<td>• Use your manners</td>
<td>• Use respectful language &amp; tone</td>
<td>• Make healthy lunch choices</td>
<td>• Keep shirt on</td>
<td>• Stay with the group</td>
<td>• Use respectful language &amp; tone</td>
<td>• Wait for, listen to &amp; follow instructions</td>
<td>• Use respectful language &amp; tone</td>
<td>• Be considerate of others</td>
<td></td>
</tr>
<tr>
<td>• Wear appropriate PPE (when required)</td>
<td>• Remain in the school grounds</td>
<td>• Use respectful language &amp; tone</td>
<td>• Eat in the right areas</td>
<td>• Keep out of the rain</td>
<td>• Make good choices</td>
<td>• Speak politely</td>
<td>• Enter &amp; exit in an orderly manner</td>
<td>• Be considerate of others</td>
<td>• Always back</td>
<td></td>
</tr>
<tr>
<td><strong>Respect Others</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listen to/follow staff/visitors instructions</td>
<td>• Line up &amp; wait your turn</td>
<td>• Follow instructions</td>
<td>• Keep hands &amp; feet to yourself</td>
<td>• Consider and respect other's personal space</td>
<td>• Respect others privacy</td>
<td>• Respect others privacy</td>
<td>• Listen &amp; follow adult instructions</td>
<td>• Respect others privacy</td>
<td>• Never bully back</td>
<td></td>
</tr>
<tr>
<td>• Keep hands &amp; feet to yourself</td>
<td>• Follow instructions</td>
<td>• Keep hands &amp; feet to yourself</td>
<td>• Be considerate of people eating</td>
<td>• Use respectful language &amp; tone</td>
<td>• Treat/use equipment respectfully</td>
<td>• Treat/use equipment respectfully</td>
<td>• Work in an orderly manner</td>
<td>• Keep hands &amp; feet to yourself</td>
<td>• Keep hands &amp; feet to yourself</td>
<td></td>
</tr>
<tr>
<td>• Be considerate of others</td>
<td>• Consider and respect other's personal space</td>
<td>• Use your own money</td>
<td>• Walk on the concrete</td>
<td>• Use respectful language &amp; tone</td>
<td>• Wait for &amp; follow instructions</td>
<td>• Use respectful language &amp; tone</td>
<td>• Consider the general public</td>
<td>• Use respectful language &amp; tone</td>
<td>• Keep hands &amp; feet to yourself</td>
<td></td>
</tr>
<tr>
<td>• Speak politely</td>
<td>• Remain in the school grounds</td>
<td>• Stay in the right areas</td>
<td>• Knock before you enter</td>
<td>• Respect others privacy</td>
<td>• Walk in an orderly manner</td>
<td>• Be considerate of others</td>
<td>• Play the permitted areas only</td>
<td>• Be considerate of others</td>
<td>• Walk on the concrete</td>
<td></td>
</tr>
<tr>
<td><strong>Respect Your Environment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Put rubbish in the bin</td>
<td>• Line up &amp; wait your turn</td>
<td>• Follow instructions</td>
<td>• Keep hands &amp; feet to yourself</td>
<td>• Consider and respect other's personal space</td>
<td>• Respect others privacy</td>
<td>• Respect others privacy</td>
<td>• Listen &amp; follow adult instructions</td>
<td>• Respect others privacy</td>
<td>• Keep hands &amp; feet to yourself</td>
<td></td>
</tr>
<tr>
<td>• Look after class/school property</td>
<td>• Follow instructions</td>
<td>• Keep hands &amp; feet to yourself</td>
<td>• Be considerate of people eating</td>
<td>• Use respectful language &amp; tone</td>
<td>• Treat/use equipment respectfully</td>
<td>• Treat/use equipment respectfully</td>
<td>• Work in an orderly manner</td>
<td>• Keep hands &amp; feet to yourself</td>
<td>• Keep hands &amp; feet to yourself</td>
<td></td>
</tr>
<tr>
<td>• Keep the classroom graffiti free</td>
<td>• Consider and respect other's personal space</td>
<td>• Use your own money</td>
<td>• Walk on the concrete</td>
<td>• Use respectful language &amp; tone</td>
<td>• Wait for &amp; follow instructions</td>
<td>• Use respectful language &amp; tone</td>
<td>• Consider the general public</td>
<td>• Use respectful language &amp; tone</td>
<td>• Keep hands &amp; feet to yourself</td>
<td></td>
</tr>
<tr>
<td>• Sit on the correct furniture</td>
<td>• Remain in the school grounds</td>
<td>• Stay in the right areas</td>
<td>• Knock before you enter</td>
<td>• Respect others privacy</td>
<td>• Walk in an orderly manner</td>
<td>• Be considerate of others</td>
<td>• Play the permitted areas only</td>
<td>• Be considerate of others</td>
<td>• Always back</td>
<td></td>
</tr>
</tbody>
</table>

Yarrabah State School p5.
5. Emergency responses or critical incidents

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

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

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

**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 Yarrabah 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 using school’s OneSchool Behaviour Incident Referral Policy.

6. Consequences for Unacceptable 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.

Strategies to implement supportive, fair, logical and consistent consequences include:

1. **Classroom Management**: The teacher responds to low level misbehaviour and classroom disturbance using least intrusive strategies of behaviour support whenever possible. Positive supportive strategies of cueing and reinforcing positive behaviour are encouraged. Positive behaviour rewards and acknowledgements are used. Charts giving visual reminders and warnings are used in early childhood and middle school classes. Clear systems of rule reminders, warnings and consequences are in place. Clear expectations of behaviour are in place using ‘looks like, sounds like, feels like’ strategies to support student understandings.

2. **Restatement, Rule Reminders, Warning**: The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice. Eg. to work/play appropriately or move to a different area/activity. Warn student of class consequence/s of behaviour.
3. **Time Away/Time Out:** The student is sent to a different part of the current classroom until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being sent to buddy class (primary campus) or referred to Behaviour Team.

4. **Buddy Class:** The student is sent to a different classroom known as a buddy class. It is critical to support re-entry in a planned, solution focussed, non-punitive manner – Appendix 9 & 10. Continual or serious disturbances may result in the student being referred to the Behaviour Team.

5. **Behaviour Team:** Behaviour Team responds to student and directs them to the Behaviour Room to reflect on behaviours that re being displayed and to gather further information. Student is to complete a reflective behaviour sheet (Appendix 9 & 10) and discuss with Behaviour Team members. Continual or serious disturbances may result in the student being referred to HOD-SS and placed on a Behaviour Improvement Tracker (Appendix 7 & 8) or a home visit is completed with a ‘Not Ready to Learn’ Letter (Appendix 14). Continual referrals to HOD-SS mar result in referral to Student Support Team.

6. **Referral to the Student Support Team (SST):** If a student continues to show inappropriate behaviours in the classroom and/or playground a student is referred to the Student Support Team. The SST may arrange an out of class consequence and make arrangements for parent contact/notification or request a parent teacher meeting. The SST records the student’s referral to the SST. The SST may request that a school-based officer negotiate an Individual Behaviour Plan with the student, parents/carers and teacher, or for significantly disturbing behaviours, facilitate a meeting to negotiate a detailed Individual Behaviour Support Plan.

7. **Monitoring and Review:** Monitoring and follow-up of the formal Individual Behaviour Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

8. **Detention Procedures:** Detention procedures are used in the circumstances of students displaying inappropriate behaviour. This does not include curriculum issues – these need to be handled by the classroom teacher. If a teacher places a student on detention, a detention slip (Appendix 11) or the detention book needs to be filled out by the classroom teacher. Leadership will follow up with students who do not attend detention through an email to the classroom teacher and a discrete discussion with the student. If a detention is missed, students receive 1 warning. If it is missed a second time, students need to complete 2 detentions. If a student does not attend this could result in further consequences.
Suspension Procedures: Suspension procedures are used in the exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour, serious verbal abuse, sexual misconduct, physical assault of another student or adult staff member, persistent inappropriate use of mobile phones or other communication technologies (to send insulting, threatening or unpleasant voice, text and picture messages, videos or posts OR spreading malicious rumours) or persistent refusal to remain under adult supervision. A suspension must be followed by a re-entry process. A comprehensive re-entry process is completed before a student re-enters the school environment. This process involves the student, family members and a member from school leadership. Student returning will be issued with a Re-entry Behaviour Tracker (Appendix 6 & 8). This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

9. Recommendation for Exclusion: This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences. Yarrabah exclusion of a student would occur in the instance of consistently repeated unsafe disrespectful behaviour, where a student persistently refuses to attempt to act responsibly and without thought and consideration towards others.

7. Network of student support

Interagency Networks: School and district based services as well as interagency groups are a beneficial way of coordinating services to met the needs of students identified with persistent or extreme problem behaviours. Yarrabah State School uses a range of support services to support student needs including Gurriny Yealamuka health workers, youth counsellors, Department of Communities, Child and Youth Mental Health team, The Flexible Learning Centre, Yarrabah Police and community police, Yarrabah Justice Group personnel, ACT for Kids, School Based Youth Health Nurse (Dept. Health) and DET Regional Office.

8. Consideration of individual circumstances

Yarrabah State School considers all factors when responding to student behaviour, including culture, gender, race and impairment.

In addition, students who are faced with suspension, exclusion or cancellation of enrolment have the right to natural justice. This includes being advised why the proposed action is being taken and being given the opportunity to respond to the allegations and present their case prior to any decision being made.

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.

Students who receive ‘special needs’ support receive support and advocacy from their familiar support teachers throughout whatever situation their behaviour has placed them.
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 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. Related Resources

Yarrabah State School Respect Circle

Endorsement

Principal ___________________  P&C President ___________________  FNQ Regional Office

Date effective: January 2017  to February 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.

Personal Technology Devices at School
Students are discouraged from bringing personal technology devices to school as there is a risk of damage or theft.

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

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, classes and learning time.

Confiscation
School staff will follow the school’s behaviour management processes if student’s are caught breaking the rules around the correct use of the Personal Technology Devices. If students refuse to turn devices off or refuse to leave them out of sight during assemblies, classes and learning time they will be required to hand them in at the office. The device will be returned to the student at the end of the day.1

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.

Inappropriate Use of Personal Internet
A student who is using their personal device to access or share material deemed inappropriate will have their phone confiscated using school and departmental management procedures.

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 Yarrabah State School. Students using personal technology devices to record events (school or community), behaviours or incidents (such as vandalism, fighting, bullying, staged fighting, pranks, sexual acts or substance abuse, 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 is not permitted unless express consent is provided by the class teacher and fellow peers.

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 bullying2 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.

1 Note. Personal technology devices may be used to support learning programs at the discretion of the teacher once approved by a HOD, DP or Principal. E.g. calculator function, app related to educational program, etc.
2 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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 project3) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

---

3 Note. Personal technology devices may be used to support learning programs at the discretion of the teacher once approved by a HOD, DP or Principal, E.g. calculator function, app related to educational program, etc.