



Park Ridge State School

# Student Code of Conduct 2020-2023

## ***Every student succeeding***

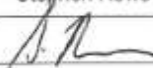
***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2021-2025

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## Endorsement

Principal Name:	Stephen Rowe
Principal Signature:	
Date:	20-01-2021

School Council Chair Name:	Andrea Brown
School Council Chair Signature:	
Date:	20-01-2021

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## Purpose

Park Ridge State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Park Ridge State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

## Whole School Approach to Discipline

At Park Ridge State School, all members of our school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Park Ridge State School has adopted the following motto, which links the curriculum framework with the promotion of positive behaviour.

### *Harmony School Motto:*

*'Living and Learning in Harmony to be the best we can be'*

### *Principles which underpin our Plan include:*

- ❖ Valuing all members as individuals
- ❖ Encouraging members to strive for excellence
- ❖ Providing appropriate, relevant and engaging curriculum programs which meet individual student learning needs
- ❖ Actively working to establish a safe, inclusive, supportive and harmonious environment where all participants want to learn
- ❖ Adopting a positive, proactive, co-operative approach to all aspects of school life
- ❖ We take responsibility as a community for the ongoing development of the social, emotional and learning programs for individuals
- ❖ Providing consistent, fair and equitable whole school approaches in implementing Code of Conduct strategies

Park Ridge State School has identified the following school rules to teach and promote our high standards of responsible behaviour:

- ❖ Be Responsible
- ❖ Be Respectful
- ❖ Be Safe
- ❖ Be a Learner

Embedded in the rules is a core system of values which are promoted. Our core values are:

Care, Honesty, Rights, Responsibility, Respect, Citizenship, Excellence & Harmony

### *Our guiding questions to maintain the effectiveness of the Code of Conduct are:*

- ❖ Is what we are doing in the best interests of our students?
- ❖ Is what we are doing the best we can do?
- ❖ Are we prepared to be responsible / accountable for what we are doing?

## Expectations

Our staff are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working should uphold and model these expectations.

Our expectations are outlined in our Expectations Matrix (appendix 1) and are outlined as they apply to the 4 school rules across our various school settings. These expectations are communicated to students via a number of strategies (school assemblies, school newsletter, PRSS PIP on Facebook, structured classroom lessons).

## Consideration of Individual Circumstances

In dealing with responses to inappropriate behaviour, consideration should be given to a range of factors as listed below in deciding the strategies to be used and/or the consequences to be applied. Such consideration will assist in providing our duty of care to students, being sensitive to their needs and circumstances and maintaining positive relationships with them. Additionally, these considerations should be balanced with the needs and rights of all members of the school community to learn and work in a safe supportive environment and align with the Code of Conduct.

Factors to be considered include:

1. Students' characteristics: - age, gender, disability, home/family circumstances
2. Provocation by others
3. Remorse shown
4. Cultural/Ethnic issues
5. Risk assessment issues:- personal safety, property damage
6. Student's prior behaviour history – repeat offences, patterns of behaviour

As well as the above factors, Park Ridge State School will consider the individual circumstances of students when applying support and consequences by:

1. Promoting an environment which is responsive to the diverse needs of our students
2. Recognising the rights of all students to:
  - Express opinions in an appropriate manner and at an appropriate time
  - Receive adjustments appropriate to their learning and/or impairment needs

## Differentiated and Explicit Teaching

Park Ridge State School has an effective and proven range of school approaches which allow the development of the Harmony School Philosophy in the whole school as well as in each classroom.

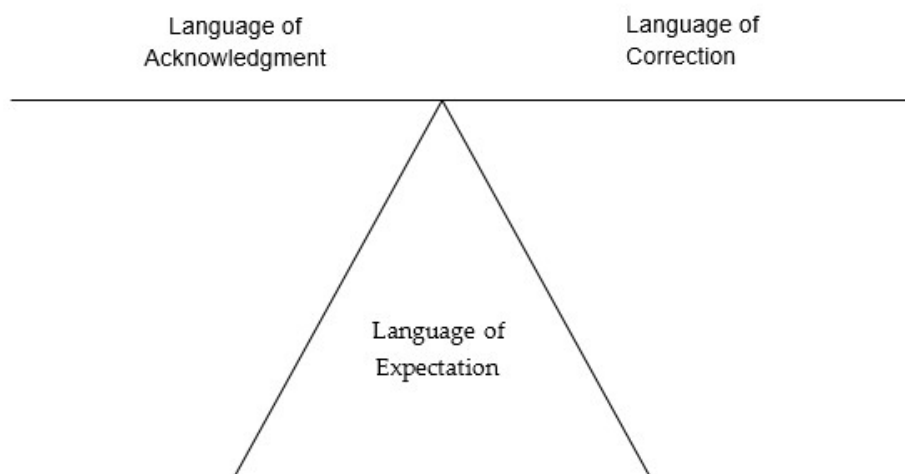
Strategies employed to facilitate positive standards of behaviour include:

- ❖ Park Ridge State School is a Kids Matter school
- ❖ Berry St Trauma Informed practices
- ❖ You Can Do It Social and Emotional Learning program
- ❖ Morcombe Curriculum
- ❖ Playground strategies: Games Room, Playground Leaders, Sports Monitors
- ❖ Awards: PRSS has a range of awards to celebrate student achievement and success in the PRSS Positive Behaviour Policy (see appendix 7)
- ❖ An anti- bullying strategy which includes: High 5, Bystander 5, Cyber 5

- ❖ Access to a range of support staff including: Positive Behaviour Teacher, School-based Chaplain, Guidance Officer, Special Education Staff, ESL Teacher, Speech Language Therapists, Principal, Deputy, Head of Special Education, Head of Learning and Teaching
- ❖ Access to a range of outside agencies including specialist medical staff, Department of Communities and Health Professionals, The Family Unit, Starfish programme (Yourtown), YFS.
- ❖ Celebrating and commemorating shared events and traditions such as Harmony Day, State Education Week, Day for Daniel, NAIDOC Week, Easter Parade, ANZAC Day, Music Evenings, Sports Days, SCIM Camp, Cluster Competitions, Graduation events, Maroon & Blue Day, Bookweek, Goethe Verse Speaking etc.
- ❖ Year 6 Leadership program including Student Council, leadership camp to Emu Gully, PREP buddy class, Leader's Shirt scheme etc.

## Focussed Teaching

Teachers at Park Ridge State School adopt a balance model to teach and support behaviour. The model is:



**The Language of Expectation:** is what teachers say and do to articulate the boundaries of acceptable behaviour

**The Language of Acknowledgment:** is what teachers say and do to **encourage and support** students to engage co-operatively with the curriculum.

**The Language of Correction:** is what teachers say and do to **intervene and redirect** students who are off task and disrupting.

1. Staff recognise positive behaviours by using a range of informal and formal rewards as per our PRSS Positive Behaviour Policy (see appendix 7). The emphasis on acknowledging positive behaviour is intended to reinforce acceptable behaviours / work ethics and also to motivate our students to make more appropriate choices.

Informal rewards include:

- |          |              |
|----------|--------------|
| -smiling | -stickers    |
| -praise  | -compliments |

- positive tone of voice
- positive gestures
- demonstrating trust
- Dojo
- Ridge Rockstars
- positive comments on work
- language of encouragement
- certificates
- Gotchas

Formal rewards include:

- Attendance Award (at assemblies) - State Education Week awards
- You Can Do It Award (each term) - Sports Awards
- Student of the Week - Aussie of the Month award
- End of year awards - Student leadership
- Positive Postcards (bi-term)
- Each class has an established system for acknowledging positive behaviours (Positive rewards will be recorded on OneSchool)

2. Staff refer to the 'Response to Behaviour Flow Chart & Behaviour Response Chart' (see appendix 2) when considering consequences
3. Park Ridge State School utilises the Responsible Thinking Process as a means of supporting students in making appropriate choices regarding their behaviour. In implementing the Responsible Thinking Process students and teachers together develop action plans that enable the student to control his or her own experiences so that the chances of disturbing others is minimised. Students might require support in developing action plans for improving their behaviour. Classroom behaviours are managed at the Office by the Administration team, playground behaviours are managed in The Hive by Hive staff.
4. At Park Ridge State School, Everyday Counts. Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement

Regular school attendance correlates with a better chance at life. Children achieve more success when they go to school all day, every school day:

- they learn better
- they make friends
- they are happier
- they have a brighter future.

At Park Ridge State School, students are encouraged to be at school on time, everyday.

## Intensive Teaching

Research shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations.

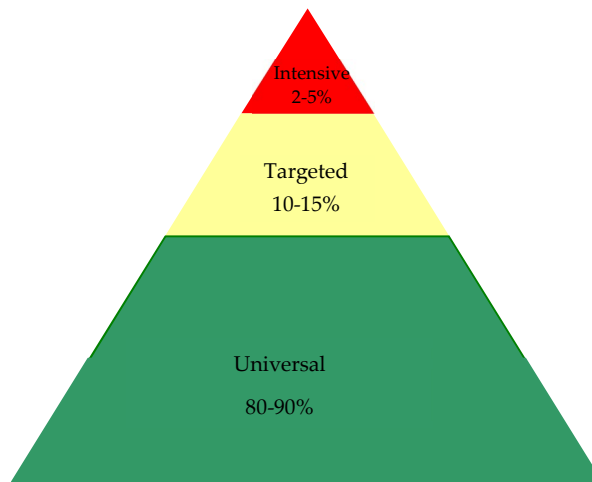
Students at Park Ridge State School who do not respond to the range of classroom and RTP strategies will be supported in a number of different ways. This may include regular parent contact, intervention meetings, referral to other school based committees and personnel such as Special Needs Committee, the Supportive School Environment Committee, the Guidance Officer, the Chaplain, other specialist support staff from within the school (Special Education Staff or Intervention Teachers) or outside agencies including Paediatricians, Psychologists, The Family Unit and other local agencies.

The information provided by these additional staff members and parents may be used to generate an individualised learning approach for the student. An Intensive Behaviour Support Plan may also be devised.





# Disciplinary Consequences



The disciplinary consequences model used at Park Ridge State School follows the same differentiated approach used in the proactive teaching and support of behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised.

Differentiated:

Low level behaviours (level 1 and 2) are managed by the class teacher utilising the 'essential skills', planning tables, buddy classes, restitution, logical consequences, parental contact and differentiation. Persistent low level behaviours may result in Administration team support, meetings with parents, individual support plans and / or Special Needs Committee referrals. Teachers maintain anecdotal records of these behaviours.

Medium & high level behaviours, (level 3 & 4) are managed by the administration team during class time and The Hive during lunch times. Level 3 and 4 behaviours, as outlined in the Behaviour Response Chart (see appendix 2), are deemed as those requiring targeted support. These referrals can conclude in various outcomes, for example:

- Complete a plan

(focusing on the disruption and strategies they can use to make more responsible choices in the future. Plans are monitored by the student and the classroom teacher monitor the implementations of these outcomes).

- Withdrawal from class (work at the office)
- Chill out time
- Restitution
- Review current plan
- Parent contact
- Individual support plan (playground and / or classroom)

- Out of Play
- Restricted Play (eg at the SEP / with an aide)
- Send home
- In-School Suspension
- Suspension
- Exclusion
- Police
- Referrals to In-School support (e.g. Special Needs Committee, School based Chaplain etc)
- Referrals to outside agencies (e.g. The Family Unit, Department of Communities, Behaviour Support, Child and Youth Mental Health Service (CYMHS), YourTown, Paediatricians, Psychologists etc)

#### Playground Referrals:

Level 3 & 4 incidences during play breaks and before / after school are referred to The Hive. Staff member fills out the paper referral and the student attends The Hive to complete their playground plan. Hive staff maintains records of these behaviours on OneSchool and send letter to parents home with the student.

The purpose of the letter home is to inform parents that their child has been referred to The Hive. Part of this process, involves the student taking responsibility for their behaviour and explaining this in detail to their parents. Students will also write on the back of the letter to their parents what they were referred to The Hive for.

#### Class Referrals:

Level 3 & 4 incidences within classrooms and specialist lessons are referred to the office. The teacher sends the student to the office with a responsible buddy, work and a pencil. At this level, staff, Administration (Principal, Deputy Principal, Head of Special Education, Head of Learning and Teaching) and parents work together to support and improve the student's behaviour. Referring staff member maintains records of these behaviours on OneSchool and makes contact with parents.

A member of the Administration team will inform the teacher of the outcome using the 'Admin advice slip'. This is at the bottom of the referral the teacher sent with the student to the office.

At Park Ridge State School, timely communication with parents after an incident has occurred is deemed imperative. Teachers utilise a range of communication modes, including telephone, letter, communication books, meetings and email.

#### Focussed:

Class teacher is supported by other school-based staff to address in-class and playground ongoing problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan

- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Special Needs Committee for team based problem solving
- Stakeholder meeting with parents and external agencies

**Intensive:**

School leadership team work in consultation with Special Needs Committee and stakeholders of the student (Parents / Caregivers, counsellors etc) to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- as a planned behaviour intervention strategy;
- recognises a situation may increase stress to them or lead to an escalation in their behaviour;

**Supporting Student Behaviour:**

There is a range of restrictive practice that can be employed including time outs, self-directed time, containment and detentions. The [Restrictive Practices](#) policy states the following in relation to supporting student behaviour:

**Time Out** – Time out is a planned behaviour intervention. It is a behaviour strategy in which a student is taken from an activity and placed in a different, less-rewarding situation or setting whenever they engage in undesirable or inappropriate behaviour(s), the student is accompanied throughout the application of time out.

**Time out occurs:**

- as a planned behaviour intervention strategy;
- in the classroom or another area where the student is unable to engage in the reinforcement that is causing their behaviour;
- at the direction of the teacher;
- when the student is under the supervision of the teacher and is never left alone throughout the implementation of the strategy;
- for the shortest possible time.

**Self-directed time** - Self-directed time is sometimes called time away, chill out time or cooling off period. It is an informal behaviour support strategy that may be used as part of a planned behaviour support response. Self-directed time enables students to leave a stressful situation for supervised time alone and is often used to prevent escalation of behaviour.

Self-directed time occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour;
- requests permission to use self-directed time away from the classroom;
- leaves the classroom or educational activity without prompting or support;
- goes to a prearranged room or area e.g. a garden, quiet space, lounge room;
- is monitored at all times while they are having self-directed time;
- chooses to return to the classroom or educational activity as soon as they feel able to do so.

**Containment** - Containment is a planned restrictive practice that involves a single student being in a room or area for the purpose of engaging in learning. The room is secured by a fob (locking mechanism) or similar system and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area at any time. Containment occurs in a room that is designated for the purpose and has been assessed as providing a safe and secure environment, for the student and staff, in line with workplace health and safety legislation.

Containment occurs:

- as a planned approach for supporting an individual student;
- when the student spends all or some of their school day in the room as outlined in their Individual Student Safety Plan which parent/s will be asked to sign;
- when there is a staff member in the room with the student at all times;
- when staff who are with the student have access to a fob (locking mechanism) or similar system which enables everyone to exit the room in an emergency;
- when the student is only able to leave the room if staff enable them to do so.

The [Principal Guidelines – Student Discipline](#) states the following in regards to Detentions:

**Detentions** - Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Principals make a decision about what happens in their school in consultation with their school community, and if detentions are to be part of the disciplinary consequences used in the school then this must be clearly explained in the Student Code of Conduct.

School Disciplinary Absences

### **School Disciplinary Absences:**

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses. This can include suspensions and recommendations for exclusions.

The [Principal Guidelines – Student Discipline](#) states the following in regards to SDAs:

**Suspension** – a principal may suspend a student from the school under the following circumstances:

- *disobedience*
- *misconduct*
- *other conduct of the student that is prejudicial to the good order and management of the school or state schools.*

**Grounds for exclusion** - The Education (General Provisions) Act 2006 provides authority for the principal of a state school to exclude a student from their school on the ground/s of:



- disobedience
- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to remain enrolled at the school; if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk. It is also ground for exclusion if:
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school. It is strongly recommended that principals select one main ground as the basis for a decision

Park Ridge State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- School Dress Code

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Park Ridge State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* 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 administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).**

## Responsibilities

### State school staff at Park Ridge State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Park Ridge State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Park Ridge State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### Students of Park Ridge State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Park Ridge State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Park Ridge State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Park Ridge State School to:

- use their BYO iPads 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 eLearning environment
- be courteous, considerate and respectful of others when using a device
- place the BYO iPad into secure lockers whilst not in use
- keep their BYO iPad secure in their bag before and after school
- seek teacher's approval where they wish to use their BYO iPad under special circumstances
- sign personal mobile phones in and out of the office daily.

It is **unacceptable** for students at Park Ridge State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security



- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade 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
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Park Ridge State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

On enrolment, students and parents agree to the Use of ICT Facilities and Devices Agreement (see Appendix 6).

## Preventing and responding to bullying

### **Purpose:**

Park Ridge State School strives to create a caring, supportive, harmonious and safe environment, whereby all members of the school community can reach their potential. This 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 at Park Ridge State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic difficulties. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

### **Definition:**

Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Park Ridge State School recognises that the following behaviours do not constitute bullying:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

Whilst these do not constitute bullying, they warrant a school response as per our behaviour response chart.

Bullying behaviours that will not be tolerated at Park Ridge State School include:

**Overt Bullying:** Overt bullying (sometimes referred to as face-to-face or direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

**Covert Bullying:** (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and therefore often unacknowledged by teachers. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Examples of covert bullying include:

- Using hand gestures and weird or threatening looks
- Whispering, excluding, turning your back on a person
- Blackmailing, spreading rumours, threatening, stealing friends
- Breaking secrets, gossiping, criticising clothes and personalities

**Cyberbullying:** Cyberbullying is specifically addressed on page 21.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- students with disabilities
- students with mental health conditions
- differing homes or family circumstances
- sexist or sexual bullying
- children in care

### **Rationale:**

Park Ridge State School is committed to taking action to protect students from bullying and to respond appropriately when bullying does occur.

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 'bystander 5' strategy is taught and modelled school-wide.

The anti-bullying procedures at Park Ridge State School 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:**

Park Ridge State School's 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- 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.

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. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Lessons are taught which outline the processes to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. The school strategies include the 'High 5', 'Bystander 5' and the 'Toilet 5'.

Class teachers have programs available to teach structured lessons around bullying. These lessons include understandings around what bullying is and how to respond to it.

### **Response:**

Park Ridge State School uses behavioural data for decision-making. This data is entered on OneSchool as incidents occur and can be recalled as summary reports at any time. Level 3 and 4 incidents, as well as those resulting in in-school suspensions, formal suspensions or send homes are recorded on OneSchool. 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.

All incidents of reported bullying will be thoroughly investigated by school staff. Interventions target the bully / bullies, bystanders, victims and parents / caregivers as required.

#### **Responses include:**

##### *Disciplinary measures:*

- ☐ Consistent with Park Ridge State School's Responsible Behaviour Plan
- ☐ Consequences reflect the seriousness of the incident
- ☐ School disciplinary absences in line with the Responsible Behaviour Plan

##### *Strengthening the target:*

- ☐ Strategies will be implemented to support the target of bullying to cope more effectively
- ☐ Check in with nominated staff member
- ☐ Links with You Can Do It! Education program
- ☐ Utilise elements from the [Bully Prevention in Positive Behaviour Support](#)

##### *Mediation:*

- ☐ In some instances mediation will be appropriate
- ☐ Mediation is utilised to find a mutually acceptable way of resolving the problem
- ☐ Mediation is only used when all parties are willing to participate

##### *Restorative Practice:*

- ☐ A range of restorative practices may be utilised ranging from informal to formal

##### *The Support Group Method:*

- ☐ involves the students who have been identified as bullying being confronted at a group meeting with vivid evidence of the target's distress
- ☐ Those present also include a number of students who are supportive of the target. The target is not present

- ☐ The students are required to say what they will do to improve the situation for the target.
- ☐ appropriate for non-violent, non-criminal forms of bullying

*The Method of Shared Concern:*

- ☐ It involves first working with the suspected bullies and with the target, in one-to-one meetings
- ☐ When progress has been made, a meeting is held with the suspected bullies as a group to plan how the problem might be resolved
- ☐ Subsequently they are joined by the target and an agreed solution is negotiated

**Cyberbullying:**

**Definition:**

Cyberbullying is when technology, such as email, mobile phones, chat rooms and social networking sites, are used to verbally or socially bully another person. Bullying is an ongoing abuse of power to threaten or harm another person.

Cyberbullying can be conducted in many ways, using different media including:

- ☐ the sending of abusive texts or emails
- ☐ taking and sharing unflattering or private images, including naked or sexual images
- ☐ posting unkind messages or inappropriate images on social networking sites
- ☐ excluding individuals from online chats or other communication
- ☐ assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- ☐ repeatedly, and for no strategic reason, attacking players in online gaming.

Like other forms of bullying such as verbal abuse, social exclusion and physical aggression, cyberbullying has the potential to result in the target of bullying developing social, psychological and educational issues.

While cyberbullying is similar to real life bullying it also differs in the following ways:

- ☐ it can be difficult to escape and invasive—it can occur 24/7 and a person can be targeted while at home
- ☐ it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once
- ☐ it can provide the bully with a sense of relative anonymity and distance from the victim, so there is a lack of immediate feedback or consequences.

**Prevention:**

Along with the strategies highlighted in the bullying prevention, Park Ridge State School also utilises the following prevention strategies:

- Cyber safety forums (years 4-6)
- School-wide campaigns
- ICT agreements
- Readily available resources specifically targeted towards cyber bullying and cyber safety.
- Cyber 5 (see diagram on page 24)

### ***Response to Incidents of Cyberbullying:***

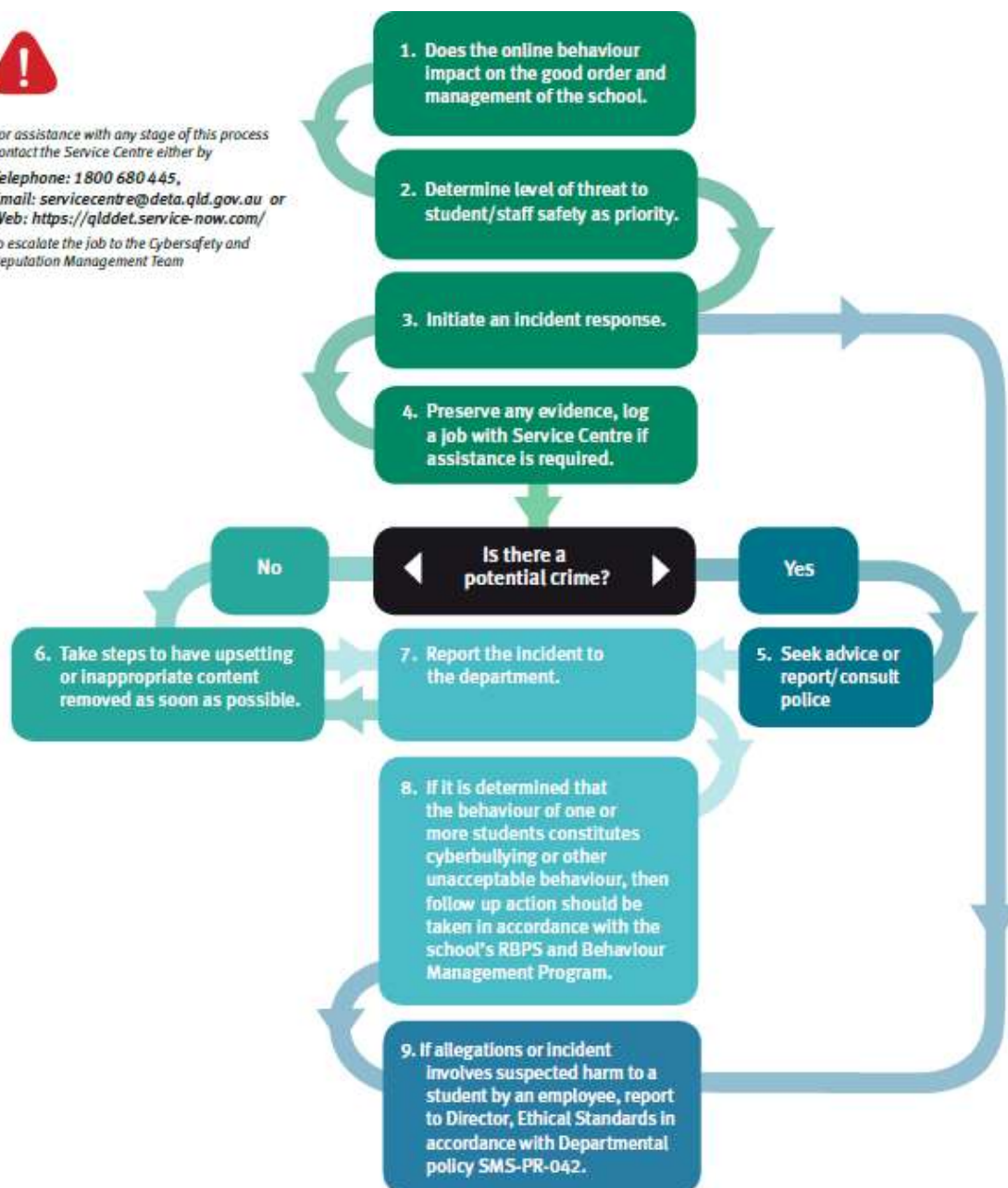
In managing a cyberbullying or reputation management incident, the primary concern must be the welfare of the student and staff members affected. All incidents that directly impact on the good order and management of the school will be managed in accordance with Department of Education, Training and Employment (the Department) policies and procedures. A complete, objective and efficient investigation of the incident is critical in achieving outcomes that are ethical, follow departmental policy and afford natural justice to all parties involved.

Cyber bullying is a level 3 / 4 behaviour as identified in Park Ridge State School's 'Behaviour Response Chart'. In determining the consequence, Park Ridge State School utilises the 'Cyber bullying and Reputation Management – Incident Management' flowchart.

Where an incident of cyber bullying has occurred off campus, the school will respond when the incident negatively impacts on the good order and management of the school, as per the behaviour response chart. Off-campus incidents that do not impact on the good order and management of the school will be referred back to the parents to manage (parents may be advised to contact the ICT provider, police or other cyber safety support for assistance).



For assistance with any stage of this process contact the Service Centre either by  
Telephone: 1800 680 445,  
Email: [servicecentre@deta.qld.gov.au](mailto:servicecentre@deta.qld.gov.au) or  
Web: <https://qlddet.service-now.com/>  
to escalate the job to the Cybersafety and  
Reputation Management Team



#### Some related resources

[Alannah and Madeline Foundation](#)

[Kids Helpline](#)

[Emerging Minds](#)

[ReachOut](#)

[National Centre Against Bullying](#)

[National Safe Schools Framework](#)

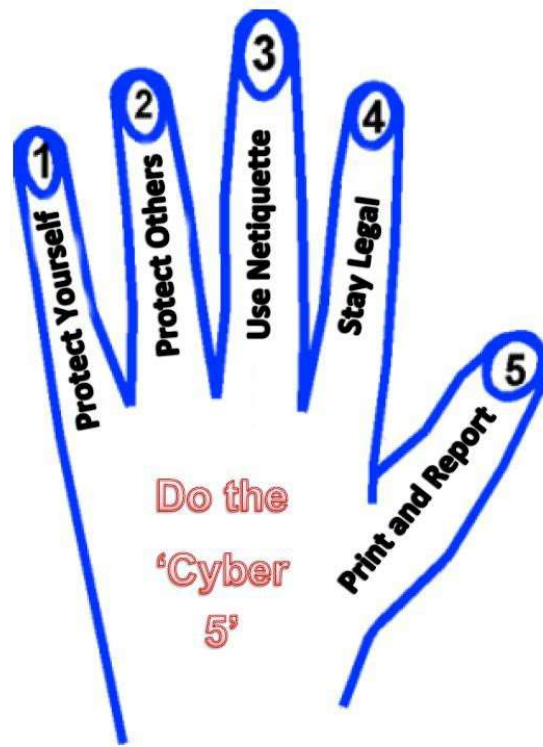
[You Can Do It!](#)

[Bullying No Way](#)

[Daniel Morcombe Foundation](#)

[Bully Prevention in Positive Behaviour Support](#)

[Office of the eSafety Commissioner](#)



### Protect myself

- ☐ Never share my password – always keep it a secret
- ☐ Only accept friend requests from people I know
- ☐ Never give out personal information (email or home address, phone number) to people online
- ☐ Don't reply to the unknown: to ensure children are only making contact with people they actually know.
- ☐ Don't open the unknown: to prevent viruses, scams and inappropriate content.
- ☐ Ask your parents to install Internet filter software that will block bad sites
- ☐ Block unwanted contact
- ☐ Set your profile to private so your personal details are kept secret. This makes it harder for people you don't know to contact you
- ☐ Be careful who you trust online – they may be pretending to be someone else
- ☐ Think before you post information – once posted it can be difficult to remove

### Protect others

- ☐ Computer buddies: to monitor cyber activity & to keep each other safe.
- ☐ If I am aware someone is being bullied online – report it to the school and my parents
- ☐ Don't join in
- ☐ Don't forward messages or pictures that may be upsetting to someone else. Even if you don't start it, if you engage, you are part of the problem
- ☐ Always treat others in the same way you want to be treated online. If you wouldn't say it in person, don't say it online.



## Use Netiquette

- ☐ Remember the human behind the keyboard - although the Internet is an often 'faceless' community, there is a person with feelings behind everything that is written and read online. Try to remember the saying, "Treat others as you yourself would like to be treated."
- ☐ Act online as you would act in 'real life' - do not say or do things online that you would not do or say in your everyday life. When you are online, behave just as you normally would. Although being online is a different experience, the same standards of behaviour should still apply.
- ☐ Be aware of where you are - ensure that you do not 'get lost' as you navigate through different websites. It is very easy to end up in a website that you did not intend to visit, so keep track of where you are going.
- ☐ Watch your language - try to avoid using foul language online, as it portrays you in a negative light. Also, try to use correct spelling and grammar wherever appropriate. The Internet is a communication tool, so make sure you present yourself in an intelligent way.
- ☐ Respect people's privacy - do not read things (emails, letters) that are not yours. You wouldn't read someone's personal diary, so don't go reading other people's emails!
- ☐ Show your good manners - be kind to others online. If people make mistakes online, try to be forgiving. Sometimes it is best to ignore certain things online, as opposed to being nasty and making someone feel bad

## Stay Legal

- ☐ Respect other people's content. If you want to post content or images that aren't yours, ask first. Check with your mum or dad before you pass on content that you find online to other people.
- ☐ Read the terms and conditions of any photo-sharing sites or other sites on which you can post information. Ask your mum or dad to run through the details so you're clear about what's expected of you as a user.
- ☐ Check any age limits on a website . If you're not the right age, find another site to visit.
- ☐ Think before you hit send or post. Once posted, it can be online forever. Don't post anything you don't want others to know—or that you wouldn't say to them face to face.

## Print and Report

In the event of cyber bullying:

- ☐ Keep the evidence . This can be useful in tracking the bully down. Save texts, emails, online conversations or voicemails as proof.
- ☐ Report it to:
  - Your parents
  - Your school
  - Your ISP and/or phone provider or the website administrator—there are actions they can take to help.

## Sources:

<https://bullyingnoway.gov.au/resource/fact-sheets/Documents/bnw-factsheet-1-bullying-definitions.doc>  
[https://www.qld.gov.au/data/assets/pdf\\_file/0028/145756/online-safety-in-qld-ss.pdf](https://www.qld.gov.au/data/assets/pdf_file/0028/145756/online-safety-in-qld-ss.pdf)

## Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

### Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

## Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

## What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

## What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## Student Dress Code

As stated in the [Student Dress Code Procedure](#):

In accordance with section 360 of the Education (General Provisions) Act 2006(Qld), a principal may develop a student dress code that will apply when students are attending, or representing, the school.

When developing a dress code, the principal must ensure it is compliant with guidelines, as described in this procedure.

Dress codes must:

- be developed in consultation with the school community
- be consistent with health and safety considerations
- comply with anti-discrimination legislation
- consider affordability, functionality and durability of uniform items
- provide uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender.

Dress codes clearly explain and document standards of acceptable dress in relation to clothing worn by students, including headwear, footwear, and other aspects of personal presentation.

Dress codes must incorporate strategies to accommodate the individual needs and circumstances of students and strategies for managing non-complying students.

**See Appendix 3 for the PRSS Student Dress Code at a Glance**

## Restrictive Practices

Appropriate physical intervention may be used to ensure that Park Ridge 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 physical restraint.

### **Physical Restraint:**

The use of physical restraint / intervention as a planned strategy is to be incorporated as part of a student's intensive behaviour support plan. Staff trained in Non Violent Crisis Intervention will be called in cases where physical restraint is to be used (crisis response team).

As outlined in the [Safe, Supportive and Disciplined School environment](#) policy, Park Ridge State School has a provision for the use of Physical Restraint, involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of student's individual plan, including prevention of self-harming behaviours.

### **Park Ridge State School may use physical restraint:**

- as an immediate or emergency response
- as part of student's individual plan, including prevention of self-harming behaviours
- when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering welfare of student, staff and other students
- with such force as is [to prevent the risk of foreseeable harm](#)
- in conjunction with teaching and reinforcement of alternative appropriate behaviour

### **When developing strategies to deal with situations involving use of physical restraint Park Ridge State School:**

- consults [risk management tool](#)
- follows procedures in accordance with the [Student Protection Procedure](#)

### **Consider any issues that might exacerbate the situation such as:**

- body language, tone of voice or facial expressions
- student's sensitivity to sounds or touch
- student's methods of communication

### When physical restraint is required:

- Assume calm demeanor to avoid escalating student's behaviour
- Maintain appropriate observation or monitoring of student during and after incident of physical restraint
- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify principal (if not directly involved) and student's parent of incident, detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the incident
  - student's physical condition before and after physical restraint
  - counselling provided to the student following the period of physical restraint
  - planned future action to prevent further incidences of the behaviour
- prepare an [incident report](#)
- provide debriefing for the student and any other students after a suitable interval of time has elapsed
- hold a debriefing meeting with relevant staff members
- develop individual plan if physical restraint is necessary as an ongoing strategy.
  - employing strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
  - not using physical restraint process in isolation
  - developing procedures with support personnel, parents and relevant staff including medical practitioner or other appropriate professional personnel where applicable
  - identifying strategies to reduce and eliminate the need for physical restraint

It is important that all staff understand:

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

Any physical restraint / 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

### **In preventing and responding to self-harming behaviours:**

- consider whether you can restore safety in another practicable way such as removing potentially harmful objects
- employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
- use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury
- complete documentation according to [Student Protection](#)
- employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm
- establish regular review process to monitor effectiveness of strategies and procedures, including advice from medical practitioner or other appropriate professional personnel where applicable

### **Record keeping**

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

- incident report (see appendix 4)
- [Workplace Health and Safety mandatory incident report](#)
- debriefing report (for student and staff) (see appendix 5)

# 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

## Appendices

Appendix 1: Park Ridge State School Expectations Matrix

Appendix 2: Response to Behaviour Flow Chart & Behaviour Response Chart

Appendix 3: Park Ridge State School Student Dress Code at a Glance

Appendix 4: Incident Report

Appendix 5: Debriefing Report

Appendix 6: Use of ICT Facilities and Devices Agreement

Appendix 7: Park Ridge State School Positive Behaviour Policy



## Appendix 1

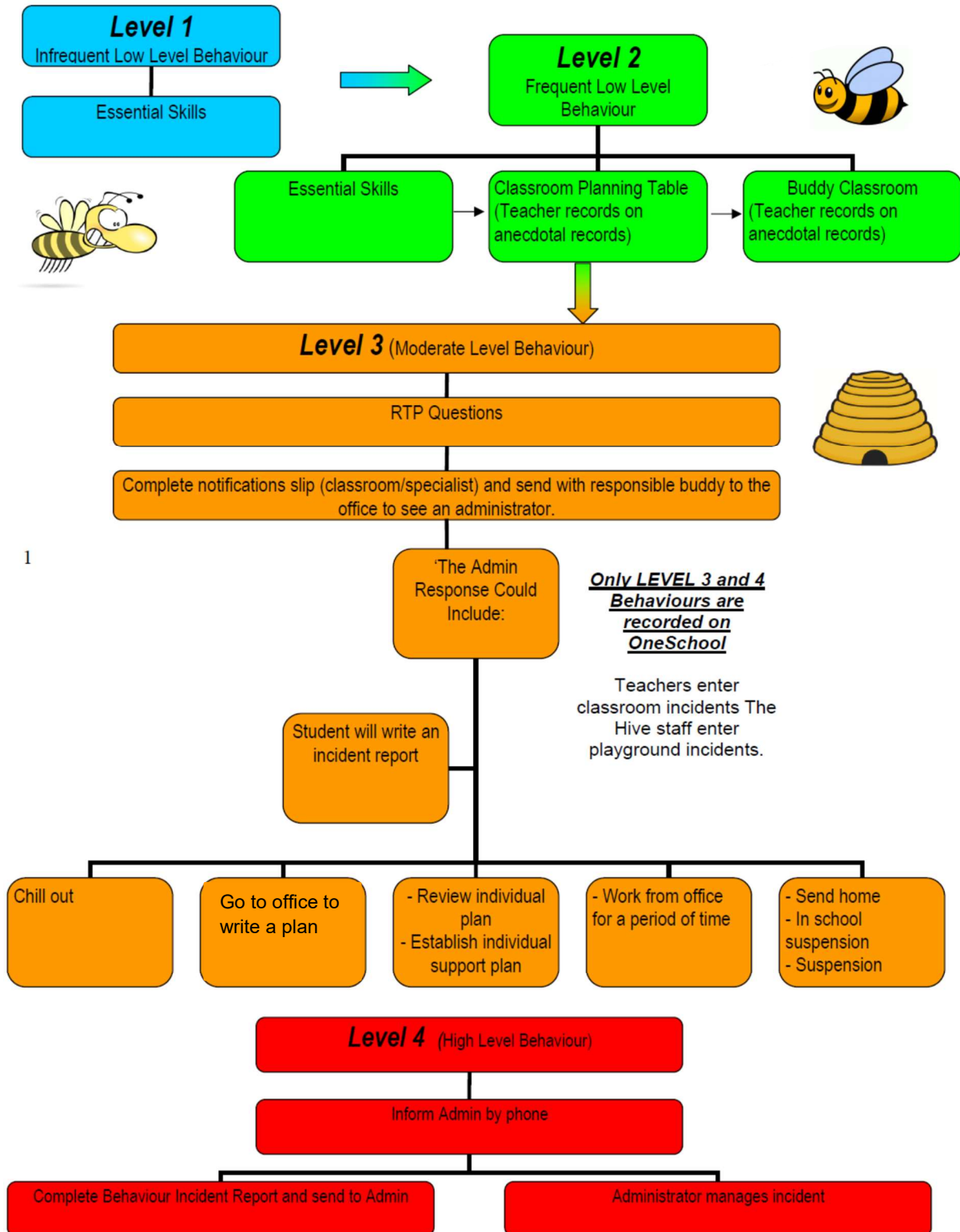
### *Park Ridge State School Expectations Matrix 2017*

	<i>Be Safe</i>	<i>Be a Learner</i>	<i>Be respectful</i>	<i>Be Responsible</i>
All Settings	<ul style="list-style-type: none"> <li>• Keep my hands, feet and mouth to myself</li> <li>• Consider others' safety</li> <li>• Be in the right place at the right time</li> <li>• Walk on concrete</li> <li>• Use equipment correctly and safely</li> <li>• Only bring appropriate and acceptable items to school (no toys)</li> <li>• Mobile phones need to be handed in to the office on arrival at school</li> <li>• No skateboards / scooters at school</li> <li>• Follow staff instructions the first time</li> <li>• Observe fire drill / toxic spill procedures</li> <li>• Absolutely no knives at school</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teacher/staff instructions the first time</li> <li>• I'm organised for school, just like Oscar Organisation</li> <li>• I persist with work, even when it is hard</li> <li>• Never give up</li> <li>• Give all my work a red hot go</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite and well-mannered at all times like Gabby Get-a-Long</li> <li>• Care for equipment and facilities (school, your own and others')</li> <li>• Consider others property</li> <li>• Follow instructions the first time without arguing</li> <li>• Respect the values of others</li> <li>• Be helpful to others</li> <li>• Wear the school uniform with pride</li> <li>• Use appropriate language</li> <li>• Respect others' personal space</li> <li>• Treat others the way you would like to be treated</li> <li>• Address staff by the correct title</li> <li>• Use your words to solve problems in a calm way</li> </ul>	<ul style="list-style-type: none"> <li>• Wear full school uniform</li> <li>• Tell the truth / be honest</li> <li>• Make good choices</li> <li>• Take turns</li> <li>• Be in the right place at the right time</li> <li>• Follow the dress code</li> <li>• No gum/scooters/skateboards on the school grounds</li> <li>• Attend school everyday</li> <li>• Be a good role model</li> <li>• Be a responsible bystander</li> <li>• Walk bicycles on school grounds</li> <li>• I am organised with my personal belongings</li> <li>• The only personal technology devices allowed at school are iPads as part of the BYOD eLearn programme allowed</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>• Walk in the classroom</li> <li>• Sit correctly on chairs – feet on floor, push chairs in</li> <li>• Move and use equipment with care</li> <li>• Enter and exit the room in an orderly fashion</li> <li>• Remain seated until dismissed</li> <li>• Follow class routines</li> <li>• Be aware of the space and people around you</li> <li>• Use technology safely</li> <li>• Only enter/leave classroom with permission</li> <li>• Wear a lanyard when I am moving around the school</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Work as a team</li> <li>• Try new things/challenges</li> <li>• Share your knowledge</li> <li>• Ask for help if needed</li> <li>• Maintain a positive attitude</li> <li>• Always do your best work</li> <li>• Take pride in your work</li> <li>• Keep comments and questions on topic</li> </ul>	<ul style="list-style-type: none"> <li>• Listen while others are speaking</li> <li>• Respect others' right to learn</li> <li>• Clean up after yourself</li> <li>• Consider others' feelings</li> <li>• Put your hand up to speak</li> <li>• One speaker at a time</li> <li>• Work using the appropriate noise levels</li> <li>• Be an active listener</li> <li>• Hats off inside buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Use time wisely</li> <li>• Be on time</li> <li>• Bring all necessary equipment</li> <li>• Complete assignments/ homework on time</li> <li>• Keep the classroom clean</li> <li>• Line up quietly and quickly</li> <li>• Clean up after yourself</li> <li>• Only leave your seat at the appropriate times</li> <li>• Accept your place in lines</li> </ul>

	<i>Be Safe</i>	<i>Be a Learner</i>	<i>Be respectful</i>	<i>Be Responsible</i>
Playground	<ul style="list-style-type: none"> <li>Stay in assigned eating areas until dismissed by a staff member</li> <li>Wait for duty teacher before entering play areas</li> <li>Wear your hat outside</li> <li>Play sensible games</li> <li>Play in the correct areas as outlined on playground area maps</li> <li>Use playground equipment as intended</li> <li>Use of sharp objects is prohibited</li> <li>Take turns on equipment</li> <li>What is meant to be on the ground, stays on the ground</li> <li>Use the High Five (Ignore, walk away, talk friendly, talk firmly, tell)</li> <li>Use the bystander 5</li> <li>No physical contact games</li> </ul>	<ul style="list-style-type: none"> <li>Stay in assigned eating areas until dismissed by a staff member</li> <li>Wait for duty teacher before entering play areas</li> <li>Wear your hat outside</li> <li>Play sensible games</li> <li>Play in the correct areas</li> <li>Use playground equipment as intended</li> <li>Use of sharp objects is prohibited</li> <li>Take turns on equipment</li> <li>What is meant to be on the ground, stays on the ground</li> <li>Use the High Five (Ignore, walk away, talk friendly, talk firmly, tell)</li> <li>Use the bystander 5</li> <li>No physical contact games</li> </ul>	<ul style="list-style-type: none"> <li>Stay in assigned eating areas until dismissed by a staff member</li> <li>Wait for duty teacher before entering play areas</li> <li>Wear your hat outside</li> <li>Play sensible games</li> <li>Play in the correct areas</li> <li>Use playground equipment as intended</li> <li>Use of sharp objects is prohibited</li> <li>Take turns on equipment</li> <li>What is meant to be on the ground, stays on the ground</li> <li>Use the High Five (Ignore, walk away, talk friendly, talk firmly, tell)</li> <li>Use the bystander 5</li> <li>No physical contact games</li> </ul>	<ul style="list-style-type: none"> <li>Stay in assigned eating areas until dismissed by a staff member</li> <li>Wait for duty teacher before entering play areas</li> <li>Wear your hat outside</li> <li>Play sensible games</li> <li>Play in the correct areas</li> <li>Use playground equipment as intended</li> <li>Use of sharp objects is prohibited</li> <li>Take turns on equipment</li> <li>What is meant to be on the ground, stays on the ground</li> <li>Use the High Five (Ignore, walk away, talk friendly, talk firmly, tell)</li> <li>Use the bystander 5</li> <li>No physical contact games</li> <li>I try to solve my own problems</li> <li>Don't sweat the small stuff like Rosie Resilient</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Use toilets for their intended purpose only</li> <li>Always take a buddy to the toilet (P-3)</li> <li>Return straight to class during class time</li> <li>Keep feet on the floor</li> <li>Wear a lanyard when going to the toilet during class time</li> </ul>	<ul style="list-style-type: none"> <li>Follow Toilet 5 (Go, flush, wash, dry, bye)</li> </ul>	<ul style="list-style-type: none"> <li>Flush after use</li> <li>Use rubbish bins</li> <li>Be mindful of others privacy</li> <li>Keep water in the sink</li> </ul>	<ul style="list-style-type: none"> <li>Go, flush, wash, dry, bye (toilet 5)</li> <li>Only place toilet paper in the toilet</li> <li>Use supplies properly</li> <li>Report any problems</li> </ul>
Parade	<ul style="list-style-type: none"> <li>Enter and leave assembly area in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>Sing the national anthem with pride</li> </ul>	<ul style="list-style-type: none"> <li>Listen without speaking</li> <li>Be an active listener (whole body listening - Sit still, eyes on the speaker, ears listening, mouth closed)</li> <li>Demonstrate appropriate parade manners</li> </ul>	<ul style="list-style-type: none"> <li>Sit in allocated area with class</li> <li>Applaud appropriately</li> <li>Participate sensibly</li> </ul>

	<i>Be Safe</i>	<i>Be a Learner</i>	<i>Be respectful</i>	<i>Be Responsible</i>
ICT	<ul style="list-style-type: none"> <li>• Use technological equipment as directed by staff</li> <li>• Protect myself (see cyber 5)</li> <li>• Protect others (see cyber 5)</li> <li>• I will not reveal names, personal details or images of myself or others, online or in electronic communication unless it is safe and you are authorised to do so</li> <li>• For security reasons, I am not to share account names and passwords with other students</li> </ul>	<ul style="list-style-type: none"> <li>• Use approved programs and apps only</li> <li>• Only access your files/folders</li> <li>• Only bring school work on USB's to school</li> <li>• I will use the iPad only to support my school learning program</li> </ul>	<ul style="list-style-type: none"> <li>• Respect equipment</li> <li>• Be aware of others and respect other people's privacy</li> <li>• Use netiquette (see cyber 5)</li> <li>• I will only take photos and record sound and video when granted permission by my teacher</li> <li>• The school name, crest or uniform must not be used in any way which would result in a negative impact for the school and its community. I will not post photos, audio or video of such</li> <li>• I will leave other students iPads alone</li> </ul>	<ul style="list-style-type: none"> <li>• Use internet appropriately</li> <li>• Follow Student Participation Agreement eLe@rn @PRSS BYO iPad Charter</li> <li>• Whilst at school, I will only connect my iPad to DETE's filtered Internet service, Education Queensland's Managed Internet Service only</li> <li>• Whilst at school, I will only go to websites that support my learning activities</li> <li>• I will not access the APP store when at school</li> <li>• I will only use my school email account for mail related to my learning</li> <li>• Electronic messaging, communications and file transfer may be used for educational purposes only, under the direction of my teacher</li> <li>• I will use my iPad lawfully and in accordance with the <i>Park Ridge Charter</i> guidelines regarding ethical use of equipment, technology, use of legal software, cyber safety, use of the Internet and the protection of personal data</li> <li>• I will ensure my iPad is kept in my school bag on my trip to and from school</li> <li>• I will keep food and drinks away from my iPad at school <ul style="list-style-type: none"> <li>• I will immediately report any accidents or breakages to my parents and teachers</li> </ul> </li> <li>• Only appropriate pictures and videos are to be stored on the device</li> <li>• I am responsible for maintaining my iPad. This includes: ensuring my iPad is backed up, fully charged for school everyday and has adequate storage available</li> <li>• I understand accessing Social networking apps is not permitted at school, or on the way to and from school</li> <li>• I will report any damage to an iPad to a teacher immediately</li> <li>• I will wait in the allocated area before school with my iPad</li> </ul>
Bus Line	<ul style="list-style-type: none"> <li>• Stay in assigned bus line area</li> <li>• Follow bus rules</li> </ul>		<ul style="list-style-type: none"> <li>• Use assigned bins for any rubbish</li> <li>• Walk in one line to the bus as directed by teacher on duty</li> </ul>	<ul style="list-style-type: none"> <li>• Move straight to bus lines on the bell</li> <li>• Sit in assigned bus line</li> </ul>
Off campus activities	<ul style="list-style-type: none"> <li>• Stay with staff member / adult assigned</li> <li>• Get on and off transport safely</li> <li>• Follow any safety rules of the place you are visiting</li> </ul>	<ul style="list-style-type: none"> <li>• Accept the decision of the sporting official</li> <li>• Be a team worker</li> <li>• Always do your best</li> <li>• Be an active participant</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate of community members</li> <li>• Ask permission to go to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up when you are leaving an area</li> </ul>

# Response to Behaviour Flow Chart



# Response to Behaviour Chart

In determining the appropriate response to a demonstrated behaviour, consider:

- The intent, and
- The severity of harm caused

Intensity	Frequency	Behaviour examples	Response
<b>LEVEL</b>  <b>1</b>  <b>L</b>  <b>O</b>  <b>W</b>	<b>Infrequent</b>  <b>1 to 2 times</b> <b>in a</b> <b>session</b>	➤ Calling out ➤ Failure to complete homework/other set tasks ➤ Off task; Out of seat ➤ Bringing inappropriate items to school ➤ No hat ➤ Chewing gum ➤ Littering ➤ Throwing objects ➤ Out of bounds ➤ Dress code infringement ➤ Playing in the toilets ➤ Jumping the fence to retrieve an item (eg ball) ➤ Running on the concrete ➤ Swinging on covered walkways ➤ Not following directions ➤ Inappropriate language (not directed at anyone) ➤ Spitting (not at someone) ➤ Not being prepared ➤ Tree climbing ➤ Playing under buildings ➤ Rough play ➤ Touching another student's iPad ➤ Not maintaining the iPad	<p><b>LOW LEVEL BEHAVIOURS ARE MANAGED BY THE TEACHER EITHER WITHIN THE CLASSROOM OR PLAYGROUND USING THE ESSENTIAL SKILLS – THE INCIDENT <u>MUST</u> BE DEALT WITH BY THE CLASSROOM TEACHER</b></p> <p>Teacher response may include:</p> <ul style="list-style-type: none"> <li>➤ Rule reminder</li> <li>➤ Re-direction</li> <li>➤ Tactical ignoring / selective attending</li> <li>➤ Acknowledge positive behaviours</li> <li>➤ Parallel praise (acknowledge person near the student doing the right thing)</li> <li>➤ Proximity – move near the student</li> <li>➤ Prompts – verbal and non verbal</li> <li>➤ Natural consequences eg. iPad not charged, it stays in the lockable cupboard</li> <li>➤</li> </ul>
	<b>Frequent</b>  <b>Several</b> <b>times per</b> <b>session</b>	As mentioned above  ➤ Minor vandalism ➤ Inappropriate use of technology or social networking sites ➤ Disrespecting ICT devices ➤ Accidental damage of another student's or the school's iPad	<p>Teacher response may include:</p> <ul style="list-style-type: none"> <li>➤ Modify task if necessary to suit student's needs</li> <li>➤ Contact parent – contact made by class teacher</li> <li>➤ Restitution eg complete work in break - apology</li> <li>➤ Logical consequences</li> <li>➤ Litter Duty</li> <li>➤ Walk with the teacher on duty</li> <li>➤ Offer choices – RTP QUESTIONS:</li> </ul> <p>What are you doing?</p> <p>What is the rule?</p> <p>What happens if you break the rules? (1<sup>st</sup> step is planning table, then use of buddy classroom – plans should only run for a maximum of 3 days)</p> <p>Is that what you want?</p> <p>What will you do now?</p> <ul style="list-style-type: none"> <li>➤ Planning Table</li> <li>➤ Buddy Class</li> </ul> <p><b>If an iPad is damaged, admin must be contacted in a timely fashion before the end of the day.</b></p>

			<p>For constant low level behaviours:</p> <ul style="list-style-type: none"> <li>➤ Consult Admin, behaviour support personnel</li> <li>➤ Individual support plan</li> <li>➤ Contact with parents (meeting)</li> <li>➤ Consider SNC referral</li> <li>➤ SEP children – consult SEP staff for individual support plan</li> </ul>
<b>LEVEL</b>  <b>3</b>  <b>M</b>  <b>O</b>  <b>D</b>  <b>E</b>  <b>R</b>  <b>A</b>  <b>T</b>  <b>E</b>	<b>Moderate to high Infrequent (isolated)</b>	<ul style="list-style-type: none"> <li>➤ Throwing objects at people with intent to harm</li> <li>➤ Verbal abuse towards students, teachers or community members</li> <li>➤ Bullying (physical, verbal, emotional, cyber related, racial)</li> <li>➤ Stealing</li> <li>➤ Leaving school grounds</li> <li>➤ Physical aggression</li> <li>➤ Threats not acted upon</li> <li>➤ Inappropriate use of technology, non-school apps or Social Networking Sites that impact on the good order and management of the school</li> <li>➤ Breach of privacy eg passwords / photos</li> </ul> <p>Accessing data outside of the school network</p>	<ul style="list-style-type: none"> <li>➤ Complete an incident report</li> <li>➤ Send the student, along with a <b>responsible buddy</b> to the office</li> <li>➤ Student talks to Admin</li> <li>➤ Administration manages behaviour at the office and the response may include: <ul style="list-style-type: none"> <li>➤ When the student is calm, they return to The Hive to complete the plan</li> <li>➤ Restitution</li> <li>➤ Review current plan</li> <li>➤ Develop individual support plan</li> <li>➤ Withdrawal from class</li> <li>➤ Send home</li> <li>➤ Possible suspension – in school or out of school – in line with Safe, Supportive and Disciplined School Environment Policy</li> <li>➤ Restorative conference with student and parent on return from suspension</li> <li>➤ Police contact</li> </ul> </li> </ul> <p>Administration will inform the teacher of outcome using the 'Admin advice slip'</p>
<b>LEVEL</b>  <b>4</b>  <b>H</b>  <b>I</b>  <b>G</b>  <b>H</b>		<ul style="list-style-type: none"> <li>➤ Sexual harassment</li> <li>➤ Aggressive physical behaviour / assault involving students – eg strangling, high level fights, biting, spitting</li> <li>➤ Running away / leaving school grounds – requiring Admin assistance</li> <li>➤ Verbal intimidation / threats</li> <li>➤ Physical intimidation / threats</li> <li>➤ Other bullying – eg cyber / mobile phone</li> <li>➤ Threats that are acted upon</li> <li>➤ Bringing dangerous items to school (drugs/alcohol/weapons such as knives)</li> <li>➤ Verbal/physical abuse directed to staff</li> <li>➤ Major vandalism – including arson</li> <li>➤ Stealing</li> <li>➤ Intentional damage of iPad – own, another student's or the school's</li> <li>➤ Criminal breach of Privacy</li> </ul>	<p>Classroom Teacher response:</p> <ul style="list-style-type: none"> <li>➤ Complete incident report and notify administration</li> <li>➤ Send student with a <b>responsible buddy</b> and incident report to the office</li> </ul> <p>Administration Response may include:</p> <ul style="list-style-type: none"> <li>➤ Parent contact</li> <li>➤ Send home</li> <li>➤ Suspension</li> <li>➤ Exclusion</li> <li>➤ Police</li> <li>➤ Referrals to outside agencies (eg The Family Unit, DOCS, AVT Behaviour, Child and Youth Mental Health etc)</li> <li>➤ Restitution</li> <li>➤ Individual support plan</li> </ul> <p>Administration will inform the teacher of outcome using the 'Admin advice slip'</p>



### PARK RIDGE STATE SCHOOL'S UNIFORM AT A GLANCE

Park Ridge State School's approved uniform consists of the following:

Item	Girls and Boys	Image	Item	Girls and Boys	Image
Uniform					
*School Shirt	Navy blue and Yellow polo shirt with logo		* Jumper	Plain navy blue jumper or jacket with or without "PR" monogram (no hoodies)	
*Dress Skort	Navy blue with or without "PR" monogram		Leggings / Tights / Bike Pants	Navy blue – must be worn under skorts / shorts	
* Sports Skort	Navy blue with or without "PR" monogram		Tracksuit Pants	Plain navy blue	
*Shorts	Navy blue with or without "PR" monogram		Shoes	Covered in shoes, preferably black. Sandals and thongs are not acceptable	
*Hat	Navy blue full brimmed hat, or navy blue "bucket" hat		Socks	White	
General					
Hair Accessories	Non obtrusive or bright colours. Hair accessories should match the school uniform colours		Tattoos, drawings, face paint	Tattoos, drawings and face paint are not permitted	
Hair	Long hair should be neatly tied back. No artificial colours or styles that draw undue attention. Tracks, mohawks, shaved undercuts, rats tails or similar are not permitted.		Facial / Body piercings	Facial and body piercings are not permitted	
Earrings	Plain sleeper or stud in earlobe only		Watches	Yes (school recommends an inexpensive watch)	
Rings	One signet ring (smooth surface, no sharp, protruding sections)		Necklaces	None. Special permission required for cultural or religious significance	
Swimming	No jewellery permitted		Bracelets / Anklets	None. Special permission required for cultural or religious significance	
Make Up	Make up is not permitted		Nails	Nail polish is not permitted	
Uniform Care	Uniforms should be clean, free of dirt and markings				
Special Uniforms					
*Music Shirt	Navy blue and yellow with PR monogram		Music Pants, Shoes and Socks	Black shoes, black pants and black socks	
Interschool Sport	School uniform must be worn to school on interschool sport days		Sports Days	Bike pants permitted (must be worn under skorts / shorts until event). House coloured shirts are permitted.	
Excursions	Full school uniform for all excursions. Seniors may wear Seniors or Leaders shirts.				

\* Indicates item is sold at Park Ridge State School's Uniform shop.

**Be a Learner**

**Be Responsible**

**Be Respectful**

**Be Safe**

Updated 2019

## Appendix 4

### Incident Report

*Name:*

*Date:*

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		



What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred <b>immediately</b> before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

## Appendix 5

### Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that escalated the situation?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do differently next time?
- What could we have done to make the physical intervention less invasive?

**For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.**



## Use of ICT Facilities and Devices Agreement

### Student:

*I understand that the school's information and communication technology (ICT) facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information stored on computers around the world.*

*While I have access to the school's ICT facilities and devices: I will use it only for educational purposes; I will not undertake or look for anything that is illegal, dangerous or offensive; and I will not reveal my password or allow anyone else to use my school account.*

*Specifically in relation to internet usage, should any offensive pictures or information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home.*

*If I receive any inappropriate emails at school I will tell my teacher. If I receive any at home I will tell my parents/guardians.*

*When using email or the internet I will not:*

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT facilities and devices (including the internet) to annoy or offend anyone else.

*I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT facilities and devices inside or outside of school hours.*

*I understand that if the school decides I have broken the rules for using its ICT facilities and devices, appropriate action may be taken as per the school's Behaviour Management Policy, which may include loss of access to the network (including the internet) for a period of time.*

*I have read and understood this procedure/policy/statement/guideline and the Code of School Behaviour.*

*I agree to abide by the above rules / the procedure/policy/statement/guideline.*

\_\_\_\_\_ (Student's name) \_\_\_\_\_ (Student's signature) \_\_\_\_\_ (Date)

### Parent or guardian:

*I understand that the school provides my child with access to the school's information and communication technology (ICT) facilities and devices (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information on computers from around the world; that the school cannot control what is on those computers; and that a small part of that information can be illegal, dangerous or offensive.*

*I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by students/my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT facilities and devices. Furthermore I will advise the school if any inappropriate material is received by my student/child that may have come from the school or from other students.*

*I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.*

*I believe \_\_\_\_\_ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT facilities and devices (including the internet) under the school rules. I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the Behaviour Management Policy. This may include loss of access and usage of the school's ICT facilities and devices for some time.*

*I have read and understood this procedure/policy/statement/guideline and the Code of School Behaviour.*

*I agree to abide by the above rules / the procedure/policy/statement/guideline.*

\_\_\_\_\_ (Parent/Guardian's name) \_\_\_\_\_ (Parent/Guardian's signature) \_\_\_\_\_ (Date)



Park Ridge State School takes a proactive approach towards behaviour management. Along with using the Essential Skills to positively reinforce behaviour, Park Ridge has a system of awards and celebrations to recognise students who follow our school rules, the You Can Do It Keys to Success and exhibit the qualities of our Harmony School.



### EXCELLENCE IN CITIZENSHIP AWARD

Presented to:

In recognition of the outstanding citizenship you have demonstrated in 2016

*[Signature]*  
Principal

28/10/2016



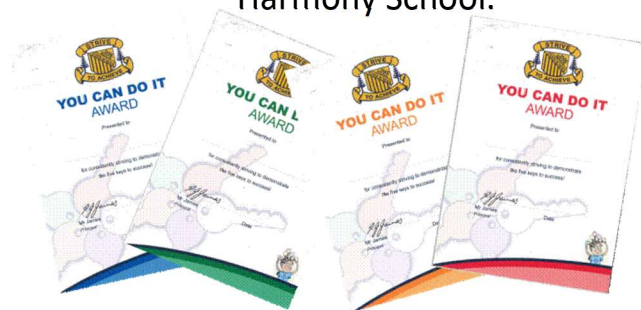
### ACADEMIC EXCELLENCE AWARD

Presented to:

In recognition of your outstanding academic achievements in 2016

*[Signature]*  
Principal

28/10/2016



GOTCHA AWARD	
Name: _____	
Year Level: _____	Date: _____
Teacher: _____	



When	Award Name / Type	Brief Description	Staff Member Responsible	Record on OneSchool (who records)
Daily	Ridge Rock Star	Star student of the day – Ridge Rock Star sticker. Stickers are provided by the school.	Class Teacher	No
	Classroom reward system	Each classroom teacher develops a system to reinforce appropriate behaviours.	Class Teacher	No
	Gotcha Awards (playground)	Playground duty teachers have gotcha awards they give to students they catch doing the right thing. Gotcha's are taken to the classroom teacher, who builds them into their own reinforcement system.	Playground Duty Teacher	No
Weekly	Student of the Week	Every Friday, Class Teachers present a Student of the Week certificate. Class Teachers design their own certificates.	Class Teacher	Yes (Class Teacher)
Monthly	Aussie of the Month	Certificate presented at assembly. Chosen by class teacher. Roster for which class determines award drawn up. Certificates are provided by the school.	Class Teacher / Deb Byrne	Yes (Class Teacher)
Bi-Term	Postcard Home	Twice a term (week 5 and 9), class teachers choose a student to have a postcard sent home to. Criteria used to determine recipients. School provides postcards. Teachers complete postcard, address envelope and send to staffroom for postage. The postcard, envelopes and stamps are provided by the school.	Class Teacher	Yes (Class Teacher)
Term	You Can Do It Award	In week 8 of each term, teachers determine recipients of the YCDI award. A criterion is used to determine recipients. Teacher's record names on the certificates and aides print them. Administrator's visit classroom to distribute the certificates. Certificates are provided by the school.	Class Teacher	Yes (Class Teacher)
Term	Attendance Awards	Each fortnight, Administrators will review class attendance data and at assembly, award the junior and senior school class who has demonstrated the highest level of attendance.  At the end of each term, Administrators will review the attendance records of the student body. Students who have demonstrated 95% or above attendance (including late arrivals) will be awarded and Attendance Award sticker. Stickers are provided by the school.	Administration team	No
Yearly	State Education Week Award	Every year, during State Education Week, a Citizenship and Academic award is presented to 1 student from every class at a special assembly. Class Teachers determine recipient. Certificates are provided by the school.	Class Teacher	Yes (Class Teacher)
	Academic Awards	Class Teachers nominate students for these awards in years 4-6. Principal determines recipients. Certificates, trophy / medallion / prizes presented at a special end of year assembly. Prizes are provided by the school.	Class Teacher nomination Specialist Teacher nomination and selection.	Yes (Class Teacher) Specialist Teachers
	Sports Awards	HPE teacher determines recipients for these awards in years 4-6. Certificates, trophy / medallion / prizes presented at a special end of year assembly. Prizes are provided by the school.	HPE Teacher	Yes (HPE Teacher) only main awards (not Interschool sport)
	Leader's Shirts	Year 6 students apply for a Leader's Shirt in term 3. They collect points supporting their commitment to Leadership. The school provide shirts to successful applicants.	Year 6 Teachers	Yes (Ms Byrne)