



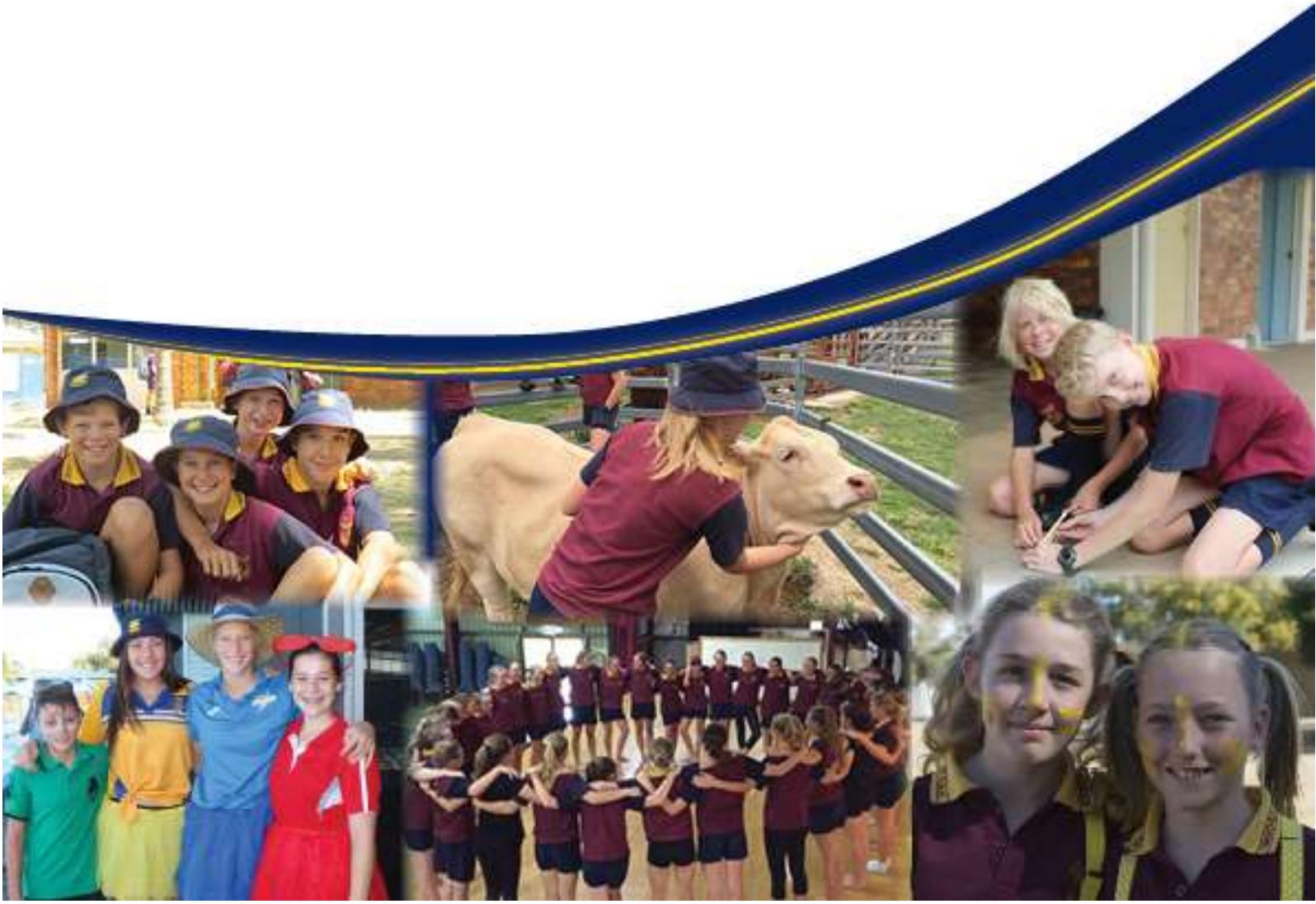
Chinchilla State High School

Learning together for a happy and productive future

7 Tara Rd, PO Box 195
CHINCHILLA QLD 4413
Phone 4672 9333 Fax 46729300
Website www.chinchilshs.eq.edu.au
Email admin@chinchilshs.eq.edu.au
Office Hours 8.15 am - 4.45 pm

Responsible Behaviour Plan for Students

2019





Chinchilla State High School

Responsible Behaviour Plan for Students

Based on *The Code of School Behaviour*

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Our school's commitment to providing a safe, supportive and disciplined learning environment is based on the Positive Behaviour for Learning (PBL) framework.

2. Consultation and data review

Chinchilla State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents is ongoing and this plan is constantly under review. This Responsible Behaviour Plan has been influenced by the revitalisation of PBL at Chinchilla State High School.

3. Learning and behaviour statement

All areas of Chinchilla State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Chinchilla State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Our schools values and expected behaviours are explicitly taught to students, in the same way we would teach an academic program.

We strive to achieve excellent outcomes for all through empowering high performance, fostering positive relationships and collaboratively nurturing wellbeing. In order to create safe and productive learning environments that promote high expectations for behaviour, Chinchilla State High School operates as one TEAM, following the following four expectations:

- **Be Responsible:** to own your actions and control your own behaviour.
- **Be Respectful:** to treat self and others with consideration and regard, respect another person's point of view and property (includes school property).
- **Be Safe:** to be accountable for one's own actions, resolve differences in positive and constructive ways in order to contribute to the wider school community.
- **Be a Learner:** strive to achieve the best possible academic outcomes and achieve excellence in your effort and behaviour in class.

Our behaviour expectations have been agreed upon and endorsed by our Principal, all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

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.

All students are expected to:

- demonstrate respect for themselves, other members of the school community and the school environment
- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- behave in a manner that respects the rights of others, including the right to learn
- co-operate with staff and others in authority.

Schools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management.

Parents/carers are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Principals are expected to:

- play a strong leadership role in implementing and communicating the *Code of School Behaviour* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual behaviour and achievement review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with the *Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

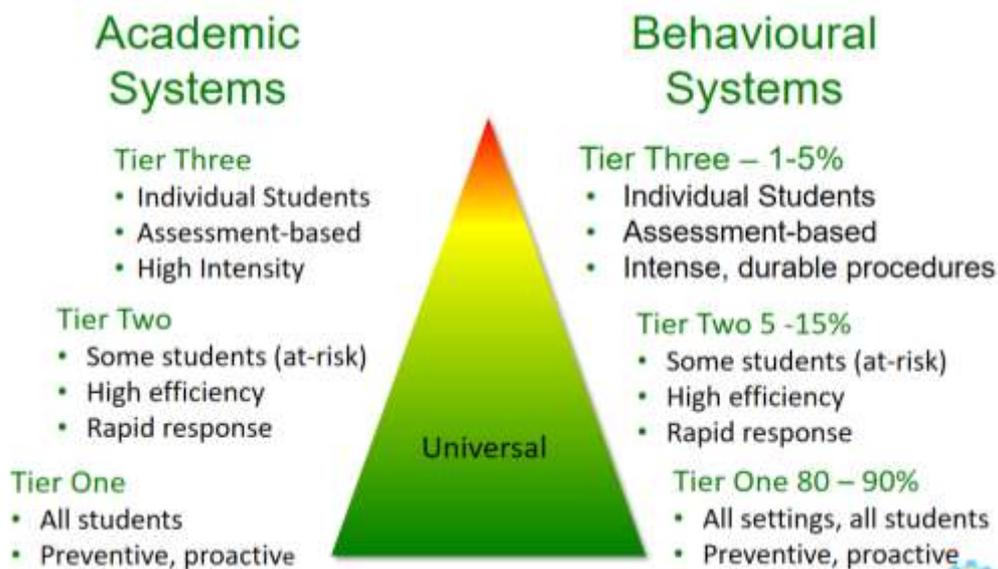
On enrolment, all parties will be expected to sign our school's Enrolment Agreement, including students (where appropriate), parents/carers and the conductor of the enrolment. This agreement will require all parties to abide by the Code of School Behaviour and other endorsed conditions stipulated by our school.

This agreement will be used as a basis for providing:

- positive support to promote high standards of behaviour and achievement
- clearly articulated responses and consequences for inappropriate behaviour.

In keeping with the Positive Behaviour Support approach we address the behaviour support needs of all students within a whole school context.

Chinchilla State High School has a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties, however, an estimated 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Chinchilla State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

The Schoolwide Expectations Teaching Matrix below outlines our agreed expectations and specific behaviours in all school settings.

At Chinchilla State High School TEAM Players follow these expectations.

	All Settings	Whole-School Events	Learning Environments	Playground	Emergencies
Be Responsible	<ul style="list-style-type: none"> ✓ Keep hand, feet and objects to yourself. ✓ Actively listen to others. ✓ Accept the consequences of your actions. ✓ Always wear uniform correctly. ✓ Arrive on time. ✓ Hand mobile phones/electronic devices to the office on arrival at school. 	<ul style="list-style-type: none"> ✓ Enter and exit in an orderly manner. ✓ Sit as directed in your designated area. 	<ul style="list-style-type: none"> ✓ Speak at an appropriate volume ✓ Use technology resources correctly and for their intended purposes. ✓ Report any damage of technology resources to classroom teacher immediately. ✓ Leave hats and bags outside in allocated areas. ✓ Line up outside classrooms and enter and exit quietly. 	<ul style="list-style-type: none"> ✓ Use toilets and drink taps correctly. ✓ Wear the school hat appropriately when outdoors. ✓ Wait in an orderly fashion at the tuckshop. 	<ul style="list-style-type: none"> ✓ Respond immediately to warning signals. ✓ Follow all staff instructions immediately.
Be Respectful	<ul style="list-style-type: none"> ✓ Always follow staff instructions. ✓ Speak politely and positively, using respectful language, volume and manners. ✓ Respect the rights and personal space of others. ✓ Respect the property of the school and others. 	<ul style="list-style-type: none"> ✓ Always give the National Anthem its due respect (stand still, hands by side, silent or singing respectfully) ✓ Applaud in a respectful manner when directed. ✓ Remove hats and bags. 	<ul style="list-style-type: none"> ✓ Raise hand and wait patiently before speaking. ✓ Allow others to learn. ✓ Keep classroom environments neat and tidy. ✓ Take care of belongings. 	<ul style="list-style-type: none"> ✓ Always place litter in bins. 	<ul style="list-style-type: none"> ✓ Take all evacuations seriously.
Be Safe	<ul style="list-style-type: none"> ✓ Report all incidents of bullying to staff. ✓ Stay within designated areas. ✓ Seek staff assistance immediately in case of accidents and emergencies. ✓ Always follow road rules. ✓ Walk bikes and scooters to and from racks. ✓ Use equipment and resources in the correct manner and as directed. 	<ul style="list-style-type: none"> ✓ Keep all aisles and exit ways clear. 	<ul style="list-style-type: none"> ✓ Follow specific safety rules in labs and workshops. ✓ Leave class only with signed permission in diary. 	<ul style="list-style-type: none"> ✓ Walk around buildings and on concrete. ✓ Participate in games and activities within designated areas. ✓ Engage in non-contact games and activities. 	<ul style="list-style-type: none"> ✓ Walk directly to assigned safe areas in an orderly fashion. ✓ Remain in allocated area until dismissed.
Be a Learner	<ul style="list-style-type: none"> ✓ Be the best you can be and challenge yourself ✓ Aim for 100% attendance. ✓ Aim for the highest standards. 	<ul style="list-style-type: none"> ✓ Be attentive. ✓ Participate as directed. 	<ul style="list-style-type: none"> ✓ Be commitment to learning. ✓ Come to class prepared with all necessary equipment. 	<ul style="list-style-type: none"> ✓ Build positive relationships with others. 	<ul style="list-style-type: none"> ✓ Keep updated with emergency procedures. ✓ Know where to locate emergency evacuation plans and safety equipment. ✓ Identify the nearest exits.

These expectations are communicated to students via a number of strategies, including:

- The introduction of weekly targeted behaviour to students through whole school and year level assemblies.
- The explicit teaching of expected behaviours which are modelled and practiced through lessons conducted as part of Chinchilla State High School's Pastoral Care (PC) program. These lesson materials are stored and updated on the school's intranet network.
- The recognition, reinforcement and the rewarding of expected behaviours through the use of TEAM Player Points, a rewards platform used with the active supervision by staff during classroom and non-classroom activities.

Chinchilla State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- New and relief staff are provided with an information package and guidelines which outlines the school's behaviour management processes and expectations.
- Students and families new to Chinchilla State High School are provided with information about the school's Responsible Behaviour Plan and PBL as part of the enrolment process.
- Individual Support Profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Development of specific policies to address issues such as:

- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
- Appropriate use of social media (Appendix 3)

Procedures for teaching school-wide expectations:

- Social Skilling

At Chinchilla State High School, a systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection are implemented. Positive behaviours are actively taught through the Pastoral Care Program and normal classes. Teachers review and are skilled in the lessons at the start of the school year as well as during the year in Professional Development meetings.

- Personal Development and Camping Program

The school has a comprehensive personal development and camping program, where skills in leadership and positive relationship building are promoted and taught. Students also learn about the general ethos of the school and have opportunities for personal development in line with being a TEAM Player.

- Engaging Curriculum and Effective Teaching

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- Access to relevant professional development
- Mentoring from Heads of Department or Administration team
- Open and informed communication from school leaders.

- Positive Reinforcement

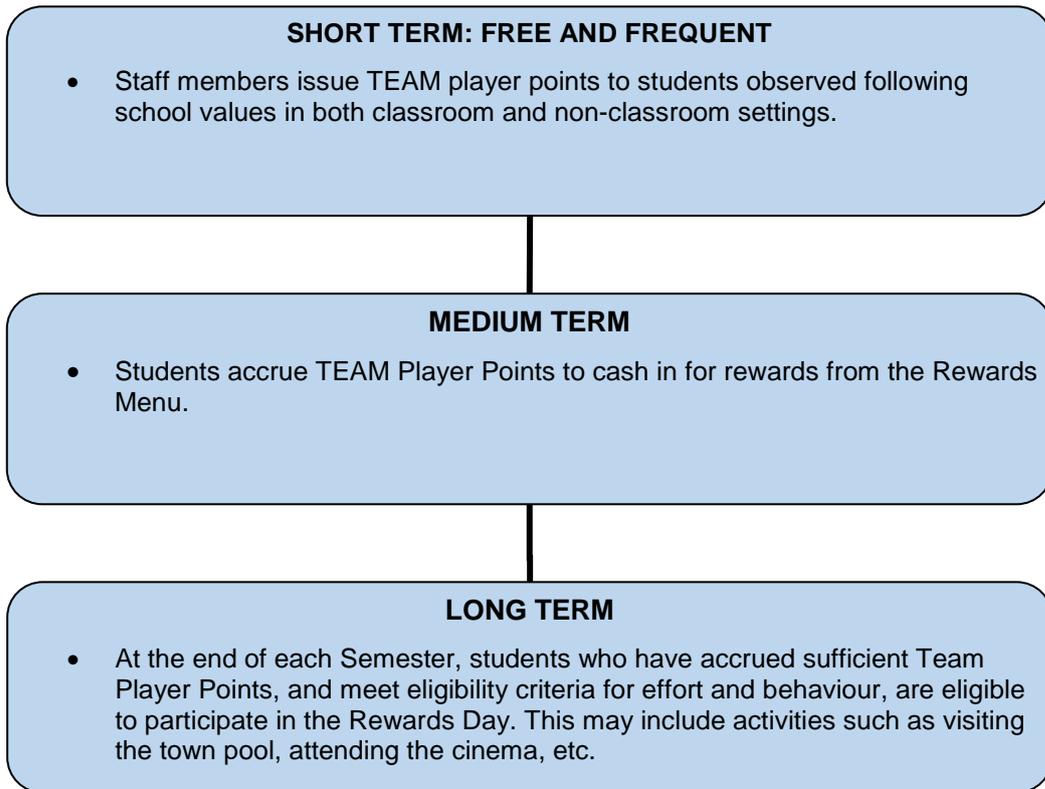
Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Chinchilla State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- Praise and Encouragement
- TEAM player point awards
- Use of the Essential Skills of Classroom Management

- Active student involvement

Active student participation is taught through a progressive student council, school celebrations that foster student success, student surveys and improving school climate.

Chinchilla State High School TEAM player point reward system



Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

All staff complete training in Essential Skills for Classroom Management (ESCM). Through the use of the Language of Expectation, the Language of Acknowledgement and the Language of Correction – the key components of ESCM - students are primed for success in meeting the school's expectations of behaviour.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to identify positive behaviour and reinforce these behaviours in class. If behaviour is challenged then teachers are to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support

Each year a small number of students at Chinchilla State High School are identified through our data as requiring additional targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

To respond to the needs of these students, a range of supports are available. Referrals can be made to the Year Coordinator, Guidance Officer, Deputy Principals, and the Chaplain for the student to be provided with additional support. These staff members are part of the Student Wellbeing Team and can assist the student to access external programs and service providers when necessary, and offer in-school support based on individual student needs.

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom, this is in alignment with our whole school positive behaviour support approach and procedures.

- Individual Behaviour Support Plan: - Students identified as requiring targeted support will have an individual support profile created. This is a collaborative process between teachers, students and parents/carers. Students on individual support profiles may be required to have negotiated timetables and goals for lessons.

Students whose behaviour does not improve after such intervention, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Behaviour Support Team

Chinchilla State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Chinchilla State High School has access to a DDSWR PBL Coach to support PBL implementation.

Process for not meeting school's expectations

The major focus for students at Chinchilla State High School is on learning and the achievement of worthwhile results. Students may attain academic or vocational outcomes, or both, which will be certified on the Queensland Certificate of Education (QCE) and Queensland Certificate Individual Achievement (QCIA) following the student's completion of Year 12. The school administration and teachers are committed to assisting students attain the best results possible. There is a strong expectation that will demonstrate a commitment to learning.

Students must:

- be in full time attendance (includes off-campus attendance for trainees),
- participate in the learning process,
- complete all class work, set work and assignments by the due date and to a satisfactory standard,
- show self respect, and respect for other students and teachers by not disrupting the learning and teaching of others,
- comply with school rules, procedures and expectations, including those pertaining to school uniform.

Positive outcomes for students following these standards include:

- eligibility for academic or industry awards,
- academic success,
- a school reference on completion of Year 12.

Students do not meet these standards when:

- attendance is unexplained, irregular and/or falls below 90%
- punctuality is poor,
- students fail to attend classes and to participate in learning,
- tests and other assessment are not completed,
- behaviour and cooperation are not satisfactory.

Response when students are not meeting the schools standards:

- formal warning,
- parent/carer notification and/or interviews,
- suspension,
- cancellation of enrolment.

PROCESS FOR NOT MEETING SCHOOL'S EXPECTATIONS

Stage	Issues	Actions/Consequences
1	Students not meeting standards in respect to: <ul style="list-style-type: none"> • Attendance, and/or • Completion of class work/assignments, and/or • Behaviour and cooperation. 	a) Warning b) Letter to parents/carers c) Commitment by student to a program of remediation. d) Personal support provided.
2	Despite the actions instigated at stage 1, the student continues to fall short of the requirements.	Consequence could include one or more of the following. <ul style="list-style-type: none"> a) Require to show cause to continue enrolment (Senior schooling) b) Parent/carer notification/interview. c) Withdrawal from class. d) Suspension.
3	Student continues to fail to meet the standards despite all preceding support and warnings.	a) Cancellation of enrolment (senior schooling) b) Extended suspension length. c) Exclusion

5. Consequences for unacceptable behaviour

Chinchilla State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Teachers aim to limit the minor behaviour through the use of both the Essential Skills of Classroom Management and PBL processes. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A behaviour referral card (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor, major and serious behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is minor, major or serious, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviours are referred to Head of Departments and/or Year Coordinators.
- **Serious** problem behaviours are referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or Administration; and
- are managed in-situ.

Minor problem behaviours may result in the following consequences:

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

Major and **Serious** behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm;
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major problem behaviours result in referral to Heads of Department or Year Level Coordinators due to their seriousness.

Serious behaviours result in an immediate referral to a Deputy Principal.

When major or serious problem behaviour occurs, staff members calmly state the problem behaviour to the student and remind them of the expected school behaviour. The staff member involves the appropriate person (Year Level Coordinator, Head of Department or Deputy Principal). A report of the student's behaviour is recorded on OneSchool.

Major and **Serious** behaviours may result in the following consequences:

- Detentions;
- Removal from activities, including sporting opportunities;
- Loss of privileges, including playground;
- Restitution;
- Warning regarding future consequences for repeated or persistent inappropriate behaviour;
- Suspension from school;
- Exclusion from school;
- Cancellation of enrolment;
- Removal of invitation to school events, including PQ Ball and formal.

In each case, the following actions will be taken, as appropriate:

- Parent/guardian contact;
- Referral to Guidance Officer or other Wellbeing Team member;
- Referral to external services;
- Placement on behaviour monitoring processes.

Ensuring consistent responses to problem behaviour

Staff at Chinchilla State High School are expected to follow the processes outlined in the PBL Minor, Major and Serious Classification and Flow Charts, which are visually displayed in every classroom in the school.

6. Severe problem behaviour and serious incident responses

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

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.

A serious incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Basic defusing strategies

1. 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.
2. 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.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

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

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

Students at Chinchilla State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Behaviour Coach
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

Support may involve a range of personnel and programs which are determined by the needs of individual students and, where appropriate, in consultation with the student and their care providers.

Personnel and programs may include:

- Year Coordinators
- External agencies (e.g. DISCO, CYMHS, Headspace, JPET)
- Discipline Improvement Plans -- > WORK CONTRACT?
- Alternative and Flexible Timetables
- Flexible Arrangement Plans

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Chinchilla State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time;
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - receive adjustments appropriate to their learning and/or impairment needs;
 - provide written or verbal statements that will be taken into consideration in the decision making processes.

Responses to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs **and rights of school community members.**

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

National Safe Schools Framework

(ncab.nssfbestpractice.org.au/resources/resources.shtml)

- National Framework for Values Education in Australian Schools
- (www.valuededucation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
- (www.learningplace.com.au/deliver/content.asp?pid=24668)

Endorsement

Principal

**P&C President or Chair,
School Council**

Appendix 1

The use of personal technology devices at school

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

Personal Technology Devices include, but are not limited to, games devices (such as portable gaming devices, laptop computers, IPODs, tablets, iPads (whether or not integrated with a mobile phone), mobile telephones and devices of a similar nature.

Confiscation

Students must not bring valuable personal technology devices to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. If items are consistently confiscated, this will be reported to a member of the Administration staff for follow up.

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, students are to hand in their phone to the front office and students can collect these at the end of the day. If students keep their phones on them at school, they must be turned off and out of sight throughout the course of the day. Personal technology devices may be used in extenuating circumstances, this will be discussed with either staff (subject specific) or a member of the administration team.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Chinchilla State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages, whilst in school, that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

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

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

Special circumstances arrangement

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

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Chinchilla State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Chinchilla State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Types of bullying:

- Verbal or written abuse - such as targeted name-calling or jokes, or displaying offensive posters.
- Violence - including threats of violence.
- Sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.
- Homophobia - and other hostile behaviour towards students relating to gender and sexuality.
- Discrimination including racial discrimination - treating people differently because of their identity.
- Cyberbullying - either online or via mobile phone.

What is not bullying?

- Mutual conflict which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude, or create dislike by others.

Signs that your child might be being bullied:- It's not always easy to tell if a young person is being bullied, as sometimes they don't want to disclose what's happening to them. If you notice a significant change in behaviour, this could be cause for concern. Other signs can include changes to mood or eating and sleep patterns; withdrawal from family, social groups or friends; decline in

school performance or unwillingness to attend; lost, torn or broken belongings; scratches or bruises, or excuses for any of the above.

What to do if your child is bullying others

- **Stay calm.** Remember, the behaviour is at fault, rather than the child.
- Make sure your child knows bullying behaviour is inappropriate and why.
- Try to understand the reasons why your child has behaved in this way and look for ways to address problems.
- Encourage your child to look at it from the other's perspective, for example, "how would you feel if..."
- Help your child think of alternative paths of action.
- Provide appropriate boundaries for their behaviour.

Things you can do if your child is being bullied

1. **Listen to your child's story:-** Try to listen to the whole story without interrupting. Be empathic, calm and validate what your child says. Ask what your child would like to happen, before making suggestions.
2. **Have a conversation about what happened:-** Try not to let your emotions get involved as it might deter your child from talking to you. **You'll help them more if you stay calm.** Remind your child it's normal to feel hurt, it's never OK to be bullied, and it's NOT their fault.
3. **Make a record of events:-** Note all incidents of bullying, including what, when and where they occurred, who was involved and if anybody witnessed the incidents.
4. **Work with your child's school to find a solution:-** Find out if the school is aware of the bullying and whether anything has been done to address the situation. Make an appointment to speak to your child's teacher or wellbeing coordinator. Follow up with another meeting to ensure the situation is being addressed. **Remember, they are there to help.**
5. **Find other ways to support your child:-** Coach your child to use neutral language or, if appropriate, joking language in response, and explain that it is better to stay away from unsafe situations if possible. **Don't offer to confront the person yourself.** Encourage your child to get involved in extra-curricular activities such as sports and hobbies where they can spend time with other young people.

Rationale

The anti-bullying procedures at Chinchilla State High School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the school expectations and have been taught the expected behaviours attached to each area of the school. If student are unsure they should seek clarification.
- 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 constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The school will deliver lessons, each of which focuses on appropriate behaviour and how to respond to unacceptable behaviours. The anti-bullying process at Chinchilla State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Chinchilla State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database and can be recalled as summary reports. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Appropriate use of social media

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

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others. Chinchilla State High School is committed to promoting the responsible and positive use of social media sites and apps. No student of Chinchilla State High School will face disciplinary action for simply having an account on Facebook or other social media site.

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, Chinchilla State High School and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost

which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.

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

APPENDIX 4

 Chinchilla State High School <i>Learning together for a happy and productive future.</i>		Buddy Class / Office Discipline Referral Card	
Student: _____		Class: _____	
		Teacher: _____	
Date: ____ / ____ / ____		Time: _____ am/pm	
		Subject: _____	
BUDDY CLASS		REFERRAL	
Referred to: Teacher: _____ Room: _____ Work to complete: _____ _____ _____ _____ Student to return: <input type="checkbox"/> After _____ minutes <input type="checkbox"/> End of lesson Teacher Name: _____ Signature : _____		Referred to: <input type="checkbox"/> HOD/Year Co <input type="checkbox"/> Deputy Principal Name: _____ Room: _____ Reason for Referral: <input type="checkbox"/> Serious Incident (Deputy Principal) <input type="checkbox"/> Major incident (HOD / Year Co.) <input type="checkbox"/> 3 rd minor offence of same type within a fortnight (OneSchool entries and contact home must be made prior to referral to HOD / Year Co). Details: _____ _____ _____ Teacher Name: _____ Signature : _____	

ADMINISTRATION FOLLOW UP (MAJOR/SERIOUS ONLY)	
Findings of Fact (Summary):	
<input type="checkbox"/> Suspension	Internal / External _____ days
<input type="checkbox"/> Detention	Number of lunch breaks _____
<input type="checkbox"/> Other	
<input type="checkbox"/> Phone contact with Parent/Guardian made on ____ / ____ / ____ <input type="checkbox"/> Recorded on OneSchool on ____ / ____ / ____ <input type="checkbox"/> Restorative chat/apology with class teacher to occur on _____	
ADMIN NAME: _____ SIGNATURE: _____	
Return this form to referring teacher	