

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

1. Purpose

Craigslea 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.

2. Consultation and Data Review

Craigslea State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through during 2012.

A review of important data sets for this school relating to attendance, cancellations, suspensions and exclusions, behaviour incidents were used in developing the plan.

The Plan has been reviewed and subsequently endorsed by the Principal and the President of the P&C in 2017. It will be reviewed again in 2018.

3. Learning and Behaviour Statement

All areas of Craigslea State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Craigslea 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 school community has identified the following values which underpin our school rules and in turn promote our high standards of responsible behaviour

- **Learning**
- **Respect**
- **Personal Responsibility**

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



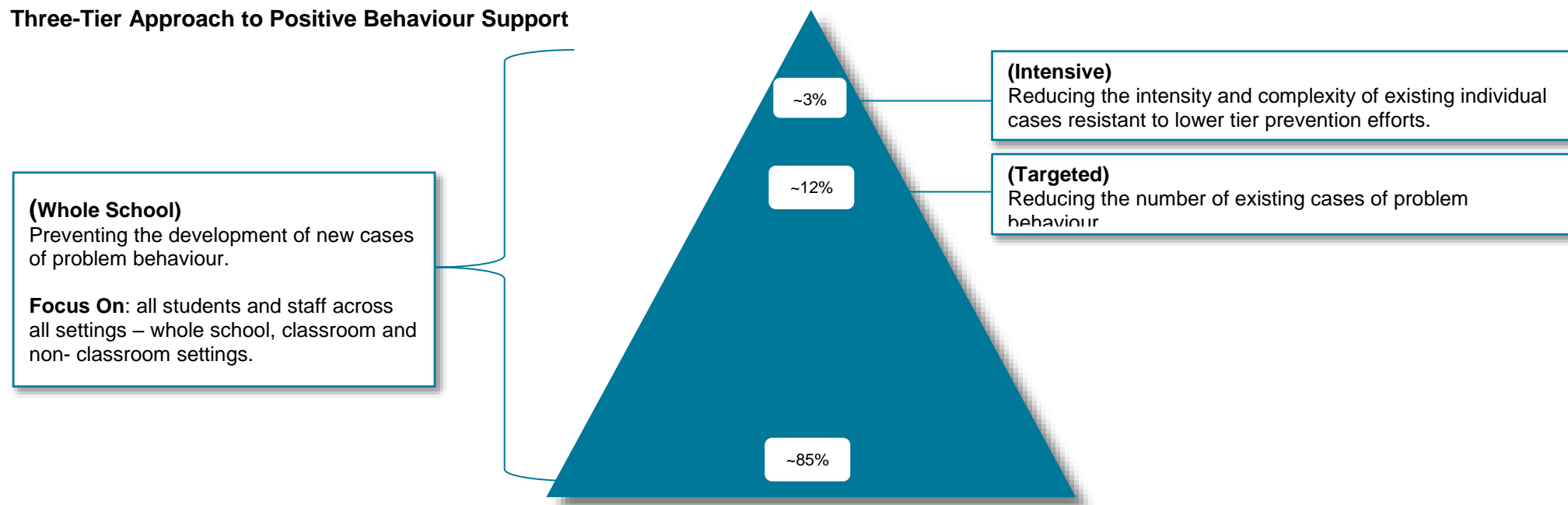
The Code of
**School
Behaviour**
Better Behaviour
Better Learning



4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

The Craigslea State High School's Responsible Behaviour plan is based on a three-tier approach which employs evidence to maximise academic and social learning and thereby encourage positive behaviour. It clearly articulates expected behaviours, identifies how unacceptable behaviour will be responded to and provides advice on classroom management strategies. Importantly, it is a school-wide approach which ensures consistency and provides students and parents with clear statements about our behaviour expectations. The three-tier approach is illustrated in the diagram below.

Three-Tier Approach to Positive Behaviour Support



Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Craigslea 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-Wide Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



School Behaviour Expectations

	All Areas Including Library, Canteen and Toilets	Classrooms	Playground	Excursions, Bus Stop, Travelling to & from School
Be a Learner	<ul style="list-style-type: none"> Support others to learn Follow instructions straight away Maximise your attendance Display a positive attitude to learning Avoid using toilets during learning times Return resources and leave spaces as you found them 	<ul style="list-style-type: none"> Be on time and in the right place Enter and exit rooms in an orderly manner Be organised and ready to learn Ask permission to leave the classroom Complete set tasks including homework Take an active role in classroom activities Strive for Excellence -Set personal goals and seek feedback Stay on task and be persistent 	<ul style="list-style-type: none"> Help others Participate in games and activities to the best of your ability Return equipment to the appropriate place Remain on school grounds 	<ul style="list-style-type: none"> Cross roads at pedestrian crossings only Walk bikes on school grounds Wait away from the curb at bus stops Be prepared for excursions including correct uniform and equipment Actively participate in excursion activities
Be Respectful	<ul style="list-style-type: none"> Wear full school uniform at all times Accept differences e.g. culture and disability Keep hands, feet and objects to yourself Respect others' personal space and property Respect the privacy of others in toilet areas Address others politely e.g. say "please" and "thank you" 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener Use electronic devices only when given permission Respect the learning time of others 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Avoid any conflict with others Respect the environment – do not litter Respect school facilities, equipment and landscape 	<ul style="list-style-type: none"> Speak politely to members of the public Wait your turn when boarding buses and allow adults to board first Stand for adults on the bus
Be Safe and Responsible	<ul style="list-style-type: none"> Act safely at all times Care for equipment Be hygienic and wash hands Accept consequences for personal behaviour Report bullying Follow procedures: line-up, place bags in designated areas, wait your turn 	<ul style="list-style-type: none"> Follow all class routines Follow all directions given by adults Leave your bag in an appropriate area 	<ul style="list-style-type: none"> Stand-up for others – do not accept bullying Be sun safe; wear your school hat Report any damage to school property Walk in an orderly fashion on pathways Pick-up litter 	<ul style="list-style-type: none"> Wear full school uniform travelling to and from school Keep your belongings nearby Mentor younger students Keep off private property

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

- Behaviour lessons conducted in year level groups and by Form Class teachers;
- School Assemblies
- School Newsletter

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

- School Behaviour Leadership team provides information to staff and parents about successful practices.
- Induction programs in the school's Responsible Behaviour Plan delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) ***Appropriate Use of Mobile Telephones and other Electronic Equipment by Students***
 - procedures for preventing and responding to incidents of bullying(including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other objects that could be perceived as a weapon, including knives, in school. (Appendix 3)

Reinforcing Expected School Behaviour

At Craigslea State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. All staff members are trained to give consistent and appropriate recognition and reward to students to acknowledge positive behaviours.

Student positive behaviour is formally recognised through semester award presentations – *Striving for Excellence* awards. These student awards are based on bench mark standards achieved in 'effort' and 'behaviour' on end of semester reports.

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-Directing Low-Level and Infrequent Problem Behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them 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.

Targeted Behaviour Support

Targeted behaviour support is utilised for a small proportion of students. Strategies implemented are done so after consultation and consideration of evidence and data available. For students with disabilities, all targeted behaviour support is implemented after consultation with HOD Special Education Services and the student's Case manager.

At Craigslea State High School a range of student support processes are provided through the Student Support Services Team. This team is managed by the Guidance Officer and includes Year Level Coordinators, Deputy Principals, School-based Youth Health Nurse and Chaplain.

Deputy Principals and Year Level Coordinators regularly analyse student academic, attendance and behaviour data to identify students 'at risk'. This includes students who return from suspension or are enrolled at the school after being excluded from another school.

Support programs can be implemented for an individual student which can include a personal plan and mentor/ case-manager or small group programs which target specific behavioural skills.

Intensive Behaviour Support:

Craigslea 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Student Support Services Team:

- identifies appropriate case-managers for students.
- works with other staff members to develop appropriate behaviour expectations and strategies.
- monitors the impact of support for individual students through continuous data collection.
- provides consistent strategies and adjustments outlined within the Individual Learning Plan.

The Deputy Principal, Guidance Officer and Year Level Coordinator work collaboratively to identify one male and one female student per term to refer to the LASER and GGG programs run by the Region's Intensive Behaviour Team. The Guidance Officer completes the referral in conjunction with the parent/carer and visits the students on site and provides ongoing support including reintegration back to school.

5. Emergency Situation or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - assisting the individual 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.
 - recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Craigslea State High School staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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.

Selected Student Support staff undergo crises intervention training for situations that arise, such as those previously mentioned.



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

It is important that all staff understand:

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

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 reduce the risk of harm to self or others.
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

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

- School Incident Report
- Student Record of Incident (as per process for Natural Justice)

6. Consequences for Inappropriate or Unacceptable Behaviour

Craigslea State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents are recorded on One School by the staff member who initially dealt with the incident.

Minor and Major Behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team and HODs.

Minor problem behaviours are those that:

- are minor breaches of the school rules.
- do not harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of inappropriate behaviours.
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate 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 a staff member takes the student aside and:
 - names the behaviour that student is displaying.
 - asks student to name expected school behaviour.
 - states and explains expected school behaviour if necessary.
 - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others.
- put others / self at risk of harm.
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration (including Principal, Deputy Principal, Head of Department) because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then where appropriate, escorts the student to Administration. A report of the student's behaviour is recorded on One School.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, parent contact

And / Or

- **Level Two:** Parent contact, referral to Guidance Officer, referral for specialist behaviour services, short (1 – 10 days) suspension from school, out-of-school hours detentions. Discipline Improvement Plans may be used to support students upon return to school. (See Appendix 4)
- **Level Three:** Students who engage in serious unacceptable behaviours such as physical assault or the use/supply or possession of weapons (including knives), drugs or alcohol may receive a School Disciplinary Absence (long (11 - 20 days) suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour. Discipline Improvement Plans may be used to support students upon return to school. (See Appendix 4)

**Definition of Consequences***

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p> <p>An out-of-school hours detention may be used as a strategy by DPs or Principal. This would be negotiated with the parent/s i.e. day, time and duration of the detention along with the responsibilities of the student, parent and school in relation to supervision arrangements.</p>
Restitution	<p>Student may be requested to provide monetary restitution for vandalism or community service. In situations of bullying, 'restorative practices' may be used.</p>
Temporary Removal of Property	<p>A principal or staff member of the school has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Access to the school digital network and or the internet may be suspended for breaches of the 'Acceptable Use' policy</p>

School Disciplinary Absences (SDA)

Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none">• Disobedience by the student• Misconduct by the student• Other conduct that is prejudicial to the good order and management of the school.
Discipline Improvement Plan	<p>Facilitated by a HOD, DP or Principal, a Discipline Improvement Plan is a written agreement that articulates strategies to improve a student's behaviour, expectations for behaviour, consequences and support to be provided to the student.</p>
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none">• Disobedience• Misconduct• Other conduct that is prejudicial to the good order and management of the school, or• Charge related offence.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure **Safe, Supportive and Disciplined School Environment** for further details.



The following table outlines examples of minor and major behaviour incidents*

	Area	Minor	Major
Learning	All	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Classroom	<ul style="list-style-type: none"> Persistently unprepared for learning e.g. not bringing requested equipment Minor disruption to class Plagiarism/ cheating Not following directions Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Persistent non-completion of set work Major disruption to class Persistent plagiarism Cheating in exams Persistently not following instructions
	Attendance	<ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Truancy
	Using Technology	<ul style="list-style-type: none"> Mobile phone or other electronic device which is switched on during any scheduled learning time, unless expressly permitted by the supervising staff member 	<ul style="list-style-type: none"> Actions which are contrary to the school's 'Acceptable Use' policy

	Area	Minor	Major
Safety	Dress Code	<ul style="list-style-type: none"> Incorrect uniform 	<ul style="list-style-type: none"> Persistent refusal to follow directions related to compliance with the dress code
	Outdoor areas	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone or other electronic device which is switched on during any scheduled learning time, unless expressly permitted by the supervising staff member 	<p>Actions which are contrary to the school's 'Acceptable Use' policy including:</p> <ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or recording purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
	Other		<ul style="list-style-type: none"> Possession or supplying drugs and or drug taking implements Students who are deemed to be under the influence of alcohol or drugs Weapons including knives and any other items which could be considered a weapon being taken to school Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Possession or consumption of alcohol
	Smoking	<ul style="list-style-type: none"> First offence 	<ul style="list-style-type: none"> Subsequent breaches, including smoking whilst travelling to and from school



	Area	Minor	Major
Respect	Media Contact		<ul style="list-style-type: none"> Contact or supply media outlets (or facilitate this) with information or material which: <ul style="list-style-type: none"> May harm other students or staff or Which leads to the school being represented negatively
	Physical Contact	<ul style="list-style-type: none"> Minor physical contact (e.g. pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft (or attempted theft) Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Minor defiance Minor bullying 	<ul style="list-style-type: none"> Major bullying Blatant disrespect Major defiance Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate Inappropriate or Unacceptable Behaviour to Expected School Behaviours

School expectations of appropriate behaviour are clearly articulated by staff every day, in every classroom and during each break.

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour,
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring Consistent Responses to Inappropriate or Unacceptable Behaviour

At Craigslea State High School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

7. Network of Student Support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer *
- Advisory Visiting Teachers *
- School Chaplain *
- School Based Youth Health Nurse*

**These people are used on a referral basis.*

Support is also available through the following government and community agencies:

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

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.

Craigslea 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 information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan); and
- 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.
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related Procedures


- 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

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cyber safety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

Endorsement


Principal
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.

Certain Personal Technology Devices Banned From School

Our school has a voluntary Bring Your Own Device program which permits students to bring a personal technology device (that meets our published minimum technical specifications) to school to assist them with their learning. Appropriate devices include iPads, laptops and some tablets. These devices must be registered with our BYOx network to be used at school. Once registered, these devices are called “BYOx devices”.

Apart from BYOx devices, students must not bring valuable personal technology devices like cameras, digital video cameras or other electronic devices to school (unless specific permission has been provided by a staff member) as there is a risk of damage or theft. Such devices may be confiscated by school staff and then may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording Voice and Images

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



We uphold the value of trust and the right to privacy at Craigslea State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere on the school premises, unless given specific direction by a staff member to do so, especially recording that would reasonably be considered not 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 school student who uses a personal technology device (including a BYOx device) to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

risk breaching this policy and may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

Text Communication

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

Assumption of Cheating

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



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

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

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

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

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile telephones and devices of a similar nature. They include BYOx devices.*

Appendix 2

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

Purpose

1. Craigslea State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures,
 - raising achievement and attendance,
 - promoting equality and diversity; and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Craigslea State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying is a form of aggressive behaviour and can be differentiated from teasing and violence in three ways:
 - It is often a deliberate hurtful action
 - It is repetitious in nature
 - It usually involves a person having more power or strength at the time.

Bullying behaviours that will not be tolerated at the school include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
 - Race, religion or culture
 - Disability
 - Appearance or health conditions
 - Sexual orientation
 - Sexist or sexual language
 - Young carers or children in care.
5. At Craigslea State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.



Rationale

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
 - all students know the 3 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.
9. Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety. For example, how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages. If cyber bullying occurs they should:
 - not to respond to messages but keep them to report to parents and/or teachers immediately.
 - report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

The school will then investigate and respond to any incident of cyber bullying.

10. The student curriculum modules of the anti-bullying process consist of sessions taught through the year which target specific year levels to a school wide schedule which Year level Coordinators design and deliver.



11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Craigslea State High School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Craigslea 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'.
15. Craigslea State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



Appendix 3

Working Together to Keep Craigslea State High School Safe

We can work together to keep knives out of school. At Craigslea State High School:

- every student has the right to feel safe and be safe at school.
- no knives are allowed to be taken to school by students.
- there is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example, a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, Principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences, including exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on or in school property.
- If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

How can parents help to keep Craigslea State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a member of the school administration team, including the Principal, Deputy Principals or Heads of Department.

Appendix 4

Appropriate Use of Social Media

Craigieburn 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.

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

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

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

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

Role of Social Media

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

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

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

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

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

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



Appropriate Use of Social Media

Students of Craigslea 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, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Craigslea 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.

Craigslea 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 between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.

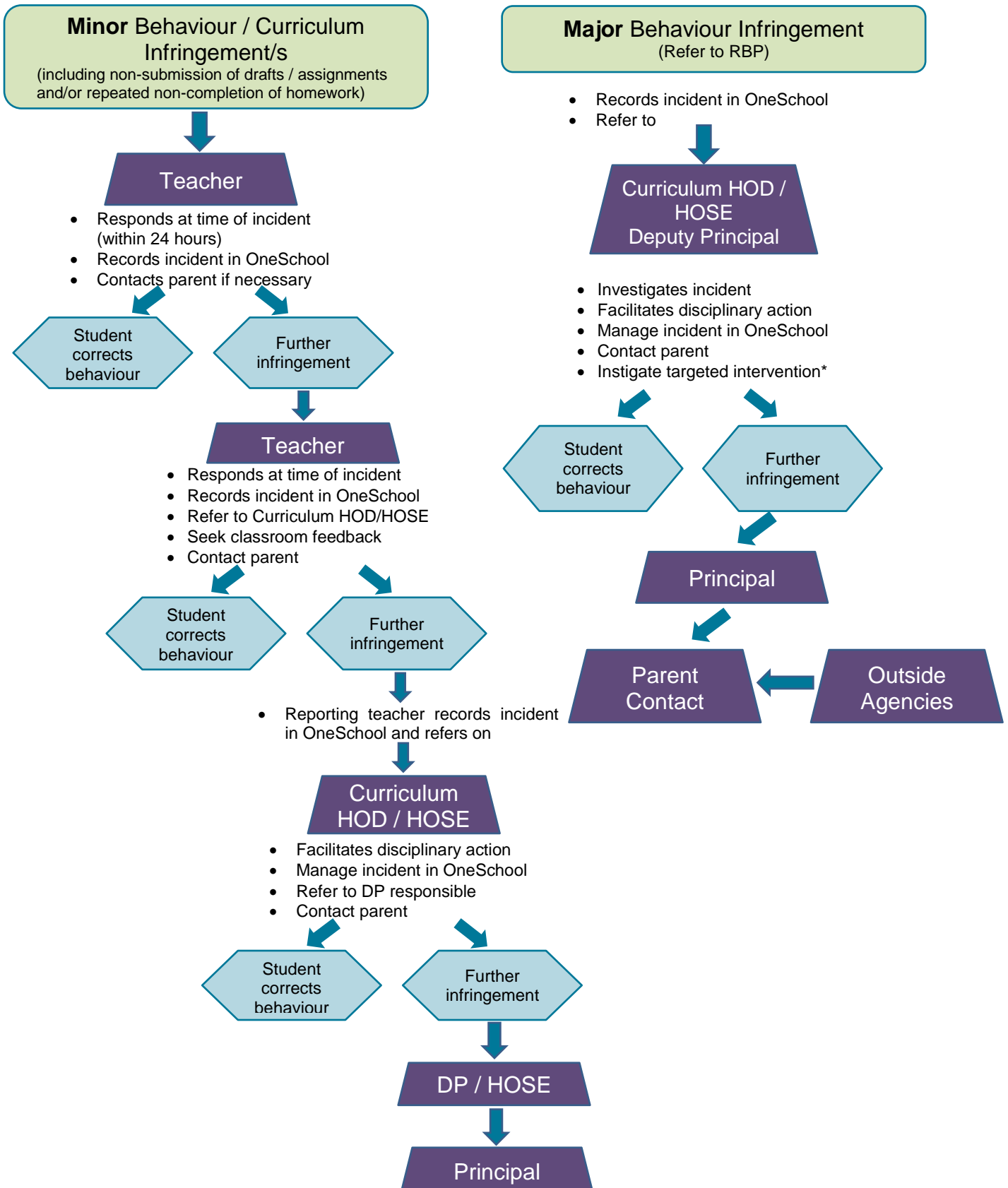
Craigslea State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Craigslea State High School expects its students to engage in positive online behaviours.



Appendix 5

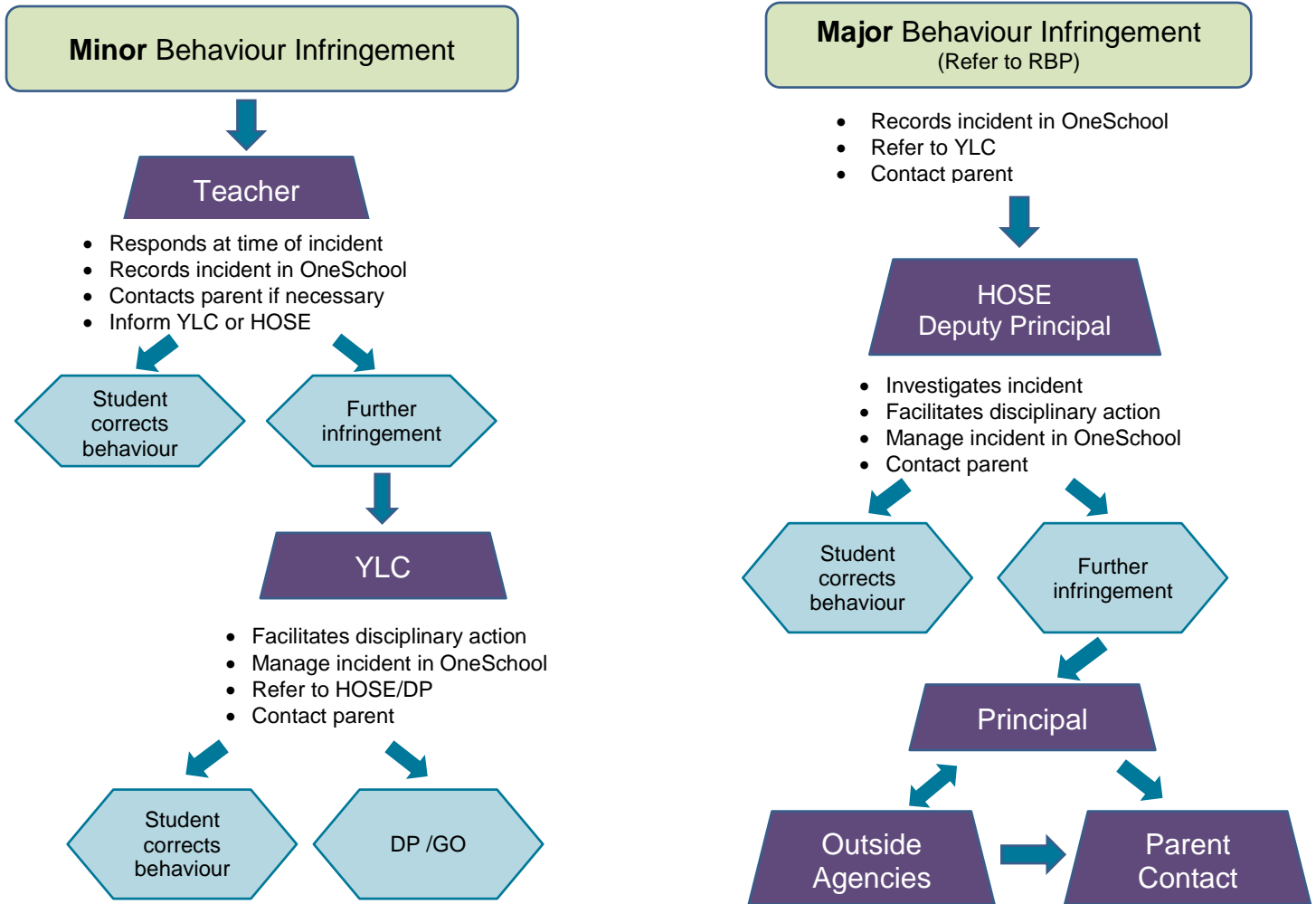
Responsible Student Management

In Class

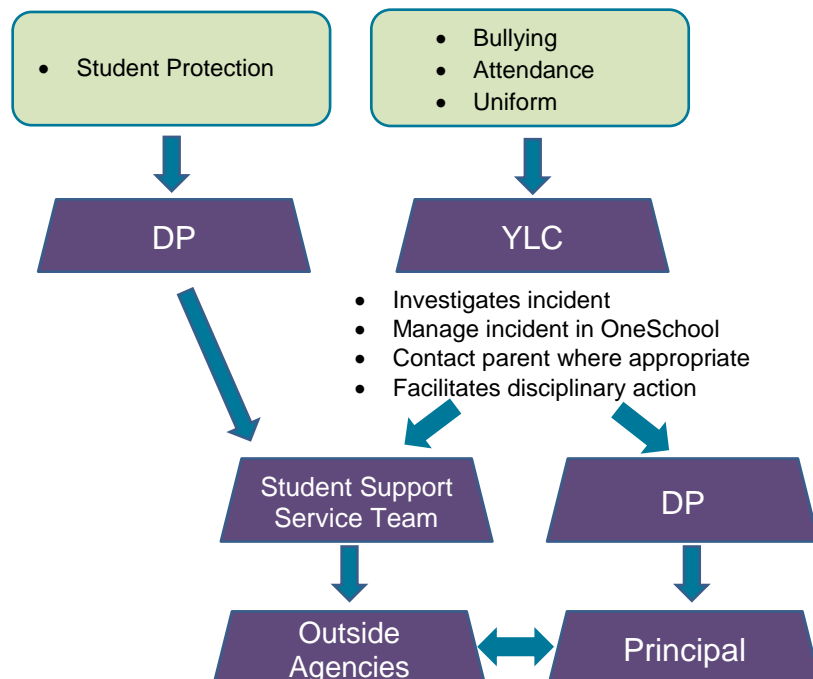




Out of Class



Welfare Issues





Appendix 6

Discipline Improvement Plan - Exemplar

Discipline Improvement Plan for Student Name

Student Problem Behaviour/Incident

Insert description of behaviour(s) / incident(s) that has led to the requirement for this plan.

School Support

Insert description of support, resources, program / strategies to assist the student's improvement.

Expected Behaviour

Examples:

- You will be punctual, attend school and participate in all classroom learning activities for the next two weeks.
- You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
- You will meet your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will meet with the guidance officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other children.
- You will check in and check out daily with (staff member name) every morning at 8:30 for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

Consequences for Non-Compliance

Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed).

-
-

People Who Can Support You

Include name of school support people

-
-

Agreement

I/We agree to Student Name's plan outlined above and understand that this plan will begin on day month year and be reviewed on day month year.

Signatures:

Student _____	Principal _____
Date _____	Date _____
Parent/s _____	Other _____
Date _____	Date _____

Review Date:

This is an **optional resource only** – a discipline improvement plan can take any form