



KEPNOCK

STATE HIGH SCHOOL
learning • responsibility • respect

Responsible Behaviour Plan for Students

Version 1 January 2017



Learning

is

Trying your best

Being positive

Having a go even if you find it hard

Volunteering

Being organized and prepared for school

Giving 100% to everything you do

Setting goals for your future

Finishing what you start

Asking for help when you need it

Staying focused

Believing that what you are doing is important

Completing homework and assessment on time

“A person who is clear about what they are doing and stays focused on their goals will accomplish great things”

Linda Kavelin Popov



Responsibility

is

Being accountable for your actions

Making amends for your mistakes

Keeping your agreements and promises

Giving your best to everything you do

Being trustworthy

**Making decisions that help you be successful and
happy**

Following the rules

Being prompt and punctual

Being organised

"Being responsible means that others can depend on you It is a sign of growing up"

Linda Kavelin Popov



Respect

is

Treating others as I would like to be treated

Being courteous to everyone

Speaking to others kindly and politely

Seeing good in others and valuing them

Being proud of your school

Being proud of yourself and your achievements

Caring for others belongings and property

Honouring the rules of our school

Valuing the feelings of others

Being honest

“Respect is an attitude of caring about people and treating them with dignity”

Linda Kavelin Popov



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

Kepnock State High School

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

1. Purpose

Kepnock State High School has developed this Responsible Behaviour Plan for Students in order to publish processes and procedures which establish a safe, calm and disciplined learning environment in a supportive setting. It emphasises the embedded procedures for a whole-school approach aimed at instilling responsible behaviour within a supportive school environment. The plan reflects the shared values and high expectations of Education Queensland and the Kepnock S.H.S community.

The plan includes:

- a clearly articulated and agreed code of behaviour, based on the values of Learning, Respect and Responsibility expected by all members of the school community.
- procedures for upholding the code and for the application of fair and consistent consequences when infringement of the code occurs
- the roles, rights and responsibilities of all school community members. In particular
 - The rights of all students to learn
 - The rights of teachers to teach
 - The rights of all to be safe
- procedures for documenting and managing both behaviours, in compliance with relevant legislation, and departmental policies.

This plan is available to all members of the school community.

2. Consultation and data review

The Kepnock SHS community has engaged in a consultative process that involved feedback from all stakeholders within the school community. Attendance data, disciplinary absences, qualitative and quantitative feedback from cross classing as well as unexplained absences are all reviewed by individual departments and the Senior Leadership Team and have been considered in the review process. Behaviour incident trends are also analysed and discussed within the Student Services Department and in subsequent line management meetings with members of administration.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in 2017, and will be reviewed annually.

3. Learning and behaviour statement

Kepnock State High School's vision is: *A creative confident and resilient community of learners prepared for the future.* The school has three core values – Learning, Responsibility, Respect - through which we teach and promote our high expectations for responsible behaviour.

Successful implementation of this process is founded on the following principles:

- All individuals are responsible for the choices they make regarding their behaviour
- All behaviours have consequences – positive and negative

- No individual has the right to prevent others engaging in the teaching/learning processes
- All individuals have a right to be respected as worthwhile human beings
- All the individuals have the right to be safe

Students at Kepnock State High School aim to attain a secondary education and it is the school's belief that we need to best cater for their needs in order to maximise learning outcomes.

Students may require support regarding:

- Life choices
- Social support
- Life skills
- Behaviour support

When a student disengages from learning, their needs and those of their immediate peers are affected. To best cater for this, a range of support mechanisms and plans are utilised to allow the student to reengage in learning.

The goal of such a philosophy is to maximise learning engagement so that each student develops to their full potential, ideally successfully completing Year 12.

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

Universal Behaviour Support

Behaviour support at Kepnock State High School is designed to cater for the whole school population. It focuses on general strategies for the general school population. This is accomplished through a whole school approach. Teachers are skilled and responsible in dealing with the majority of behaviour issues at the class level.

Kepnock SHS is a disciplined school environment where teachers explicitly teach expected behaviours and provide opportunities for students to practice. Teachers continuously reinforce expected behaviours, provide feedback and correction, and provide further opportunities for practice. (A whole school approach to support student learning).

At Kepnock State High School we emphasise the importance of directly teaching students the behaviours we want demonstrated at school. Communicating behavioural expectations is a form of universal behaviour support, a strategy directed towards all students, designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

For more information please refer to the Code of School Behaviour

<http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf>

A set of behaviour expectations in specific settings has been attached to each of our school values. The Schoolwide Behaviour Expectations Matrix outlines our agreed values and specific behaviour expectations in all school settings.

	All School Settings	All Classrooms	Grounds	Bus Lines/ Bike Racks
Learning	<ul style="list-style-type: none"> • Bring appropriate equipment and materials to class, including pens, textbook, exercise books, calculator, Student Planner etc. • Listen carefully to instructions • Ask for clarification • Attend all classes ready and prepared to learn. 	<ul style="list-style-type: none"> • Complete set tasks including homework • Hand in all assessment on time • Participate positively in classroom activities • Do your best work • Accept that challenge is part of learning and be persistent • Ask for help if unsure 	<ul style="list-style-type: none"> • Participate positively in lunchtime activities 	
Responsibility	<ul style="list-style-type: none"> • Leave the classroom only with permission from your teacher • Attend all classes punctually, including Homegroup and Assembly • Move to class on the first bell • Be in the right place at the right time • Follow instructions given by staff members without argument • Care for equipment and return all borrowed equipment and resources • Use equipment appropriately • Leave chewing gum at home • Clean up after yourself • Follow workplace health and safety regulations • Leave personal valuables at home • Comply with all out-of-bounds areas, including staff rooms and car parks • Follow the school's Electronic Device Policy. 	<ul style="list-style-type: none"> • Be prepared for all activities • Complete set tasks • Take an active role in classroom activities • Keep work space tidy • Be honest • Take pride in your classroom environment • Ensure all rubbish is placed in bins and furniture returned to correct position when leaving • Follow routines and procedures for each subject and learning space 	<ul style="list-style-type: none"> • Toilets and drink facilities to be used during break time • Leave the toilet area as soon as you are finished • Take pride in your school grounds and facilities • Provide assistance to others • Play only school-approved games – follow rules • Report unsafe behaviour to a staff member • Keep pathways clear • Walk calmly around buildings • Walk on pathways 	<ul style="list-style-type: none"> • Line up quietly for buses • Remain in bus area while waiting for bus • Leave school promptly at end of the day • Lock up your bike during the day • Keep your belongings nearby • Cross the road safely at the pedestrian crossing only
Respect	<ul style="list-style-type: none"> • Be polite and well mannered • Use appropriate language in an appropriate tone • Take care of school property • Report damage to school resources/facilities as soon as possible • Respect people, including difference in race, religion, gender, sexuality, physical appearance • Respect people's property • Keep your hands and feet to yourself • Respect others' personal space and property • Wait your turn patiently • Wear school uniform correctly and with pride 	<ul style="list-style-type: none"> • Be punctual • Raise your hand to speak • Work quietly • Enter and exit room in an orderly manner • Listen to the views of others • Respect others' right to learn • Enter classroom only when teacher gives permission 	<ul style="list-style-type: none"> • Use respectful behaviour at all times • Wait quietly outside classrooms • Place rubbish in bins • Ensure taps are turned off 	<ul style="list-style-type: none"> • Use own bike only • Walk bike through the school grounds • Respect other people's property • Wait your turn patiently

Kepnock State High School has the following proactive and preventative processes and strategies to support student behaviour:

- The school pedagogical framework emphasises the importance of rules and routines within the school environment
- All staff members are provided with professional development in Essential Skills for Classroom Management, Restorative Practice and the Positive Experiences at Kepnock (PE@K) program.
- A dedicated section of the school newsletter enables parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents
- Weekly focus lessons on values and expectations through the PE@K program (Positive Experiences at Kepnock)
- Weekly focus to highlight a school rule and its associated behaviours.
- Comprehensive induction on the Kepnock State High School Responsible Behaviour Plan for Students for new students as well as new and relieving staff.
- Regular review of the Kepnock State High School Responsible Behaviour Plan for Students with staff and students.
- Individual support plans 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.
- A focus on Functional Behaviour, ensures staff awareness of factors which contribute to inappropriate behaviour.
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Kepnock SHS we aim to reinforce the expectations associated with a safe and disciplined school environment by providing positive feedback to those students who engage in the expected appropriate school behaviours. This allows for the modelling of appropriate behaviours as well as generating quality positive staff student interaction.

Rewards Strategies

Staff members use a range of rewards strategies to acknowledge positive student behaviour. These include notes to parents/carers in the Student Planner, positive postcards, rewards excursions and celebrations at the end of each term and acknowledgement on weekly assemblies. Year Coordinators and Student Leaders initiate the positive reward structures. The PE@K program Positive Passport, found in student diaries, is available to track student achievements. Students who consistently meet the school values and expectations for behaviour are invited to participate in reward activities.

Responding to unacceptable 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 modify their behaviour so that it aligns with our school's expectations.

Re-directing low-level and infrequent problem behaviour

Our preferred way of re-directing low-level problem behaviour is 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 according to expected school behaviour, and
- plan how their behaviour could be modified so as to align with the expectations of our school community.

In order to support this process Kepnock SHS utilises Restorative Practice to build relationships. A Cross-Classing process exists in order to cater for behaviour which disrupts learning. Students who are cross-classed participate in a Restorative Practice conversation with their teacher. This focuses on positive relationships and allows students to understand how their behaviour may have affected others within the school environment, before returning to class.

Students with disabilities who are accessing Student Services Intervention as part of their ISP/Behaviour Management Plan will be referred to their Case Manager in order to support their behavioural choices.

Targeted behaviour support

Kepnock SHS provides focused teaching and support for students who are not meeting behavioural expectations. These behaviours are often not regarded as severe but the frequency of the behaviours may put these students' academic and social success at risk if not addressed.

As stated in A whole school approach to support student learning, "... some students require additional support to meet behaviour expectations.....Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour". <http://education.qld.gov.au/curriculum/framework/p-12/docs/whole-school-approach.doc>.

Teachers monitor student progress and behaviour and identify those students who:

- no longer require the additional support
- require ongoing support
- require intensive support.

Year Level Coordinators, Case Managers and Heads of Department (Curriculum and Behaviour) support those students who require additional assistance to meet appropriate behaviour expectations

Intensive behaviour support

A small number of students may require frequent individual behaviour support.

These students may continue to display behaviours that are deemed complex and challenging. Individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. For these students, intensive teaching addresses the individual nature and acute impact of barriers to learning and participation; and may require a multi-disciplinary team approach.

Students with a pattern of inappropriate behaviours and regular parent contact are referred by their teacher for HOD support in curriculum matters and Year Coordinator/ BHM HOD for non-curriculum matters. When required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Kepnock 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. Intensive behaviour support is coordinated through the Student Services Department and includes the HOD Student Services, Year Coordinators, Case Managers, off-campus intervention programs and outside agencies. This team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Deputy Principal/HOSES to achieve continuity and consistency.

Intensive behaviour support is accessed through a simple referral process. Following referral, a team member contacts parents and any relevant staff members to form an individualised support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family and a representative from the school's administration.

5. Consequences for Unacceptable Behaviour

Learning			
Student Expectation	Teacher Expectation	HOD Expectation	Administration Expectations
<p>I will attend class with all of my necessary books and equipment</p> <p>I will complete to the best of my ability, all set classwork, homework and assessment in a timely fashion</p> <p>I will participate in all class activities to the best of my ability</p> <p>I will follow all teacher instruction</p> <p>I will allow my classmates to learn free from disruption</p> <p>I will allow my teacher to facilitate learning experiences without harassment or interference</p> <p>I will attend all classes and be on time</p> <p>I will commit to all learning and behaviour plans</p> <p>I will use equipment for appropriate and acceptable educational purposes only</p> <p>Should this not occur I understand that my teacher will utilize a range of strategies and provide appropriate consequences. These consequences are drawn from "Consequences for Unacceptable Behaviour"</p>	<p>I will utilize a range of strategies in order to provide a supportive and safe learning environment where all students can learn. When redirection is required, the following responses may be utilised:</p> <p>Cross-Class (as outlined in restorative Practice Booklet)</p> <p>Parent contact</p> <p>Restorative Practice Conversation</p> <p>Record behaviour and response on OneSchool</p> <p>Detentions</p> <p>Litter Duty</p> <p>Removal from certain class activities</p> <p>Restrictions at recess</p> <p>When these strategies and consequences have proven ineffective, referral to a Curriculum HOD occurs in order to further support learning</p>	<p>I will establish the situation from teacher reports and review OneSchool behaviour records. Discussion with student will occur in order to clarify the issue.</p> <p>I will ensure that appropriate strategies have been utilised and contact home has occurred</p> <p>I will contact home again, fully informing them of the situation</p> <p>In addition to teacher consequences HODs may utilise;</p> <p>Monitoring cards</p> <p>Internal suspension</p> <p>External suspension (1-10 Days)</p> <p>Removal from some school activities</p> <p>Class movement</p> <p>Referral to external agencies/ Guidance officers</p> <p>Should this not support an improvement in student learning and approach, a referral to administration occurs.</p>	<p>I will determine that all school processes have been followed and utilised.</p> <p>The following consequences may then be applied:</p> <p>Additional internal suspensions</p> <p>Further external suspensions (1 – 20 days)</p> <p>Referral to Alternate Programs</p> <p>Cancellation</p> <p>Exclusion</p>

Responsibility			
Student Expectation	Teacher Expectation	HOD Expectation	Administration Expectations
<p>I will contribute to the good name of Kepnock SHS</p> <p>I will refrain from smoking or engaging in any behaviour relating to tobacco use</p> <p>I will refrain from having any engagement with illicit substances/implements or alcohol</p> <p>I will act responsibly with all people and refrain from physical contact</p> <p>I will use the internet responsibly and not access inappropriate sites, distribute offensive material or post material that is offensive, demeaning or nor permitted</p> <p>I will not record others without permission</p> <p>I will not encourage others to behave inappropriately, negatively, disobediently or aggressively</p> <p>I will not harass others in any manner</p> <p>I will ensure that I act in a safe and lawful manner</p> <p>Should this not occur I understand that my teacher will utilize a range of strategies and provide appropriate consequences. These consequences are drawn from "Consequences for Unacceptable Behaviour"</p>	<p>I will provide warnings where appropriate and utilize a range of strategies in order to provide a supportive and safe environment where all students can interact positively and respectfully. When redirection is required, the following responses may be utilised:</p> <p>Parent contact</p> <p>Detentions</p> <p>Litter Duty</p> <p>Removal from certain activities</p> <p>Restrictions at recess</p> <p>Counselling</p> <p>Record behaviour and response on OneSchool</p> <p><u>In addition to their teaching role, Year Coordinator/ Case Manager will:</u></p> <p>Facilitate restorative student conversations</p> <p>Follow up ongoing unsafe and disruptive behaviour in the playground</p> <p>When these strategies and consequences prove ineffective, referral to Behaviour HOD occurs in order to further support learning</p>	<p>I will establish the situation from teacher reports and OneSchool behaviour records. Discussion with student may occur in order to clarify the issue.</p> <p>I will ensure that appropriate strategies have been utilized and contact home has occurred</p> <p>I will contact home again, fully informing them of the situation</p> <p>Further consequences may be utilised as discussed in teacher expectations</p> <p>Additional responses/ consequences may include</p> <p>Monitoring cards</p> <p>Internal suspension</p> <p>External suspension</p> <p>Removal from some school activities</p> <p>Class movement</p> <p>Referral to external agencies/ Guidance officers</p> <p>Should this not support an improvement in student behaviour, a referral to administration occurs.</p>	<p>I will determine that all school processes have been followed.</p> <p>The following consequences may then be applied:</p> <p>Additional internal suspensions</p> <p>Additional external suspensions (10 – 20 days)</p> <p>Referral to Alternate Programs</p> <p>Cancellation</p> <p>Exclusion</p>

Respect			
Student Expectation	Teacher Expectation	HOD Expectation	Administration Expectations
<p>I will attempt to perform to the best of my ability</p> <p>I will refrain from running in stairwells</p> <p>I will refrain from riding bikes, skateboards and scooters in the grounds</p> <p>I will remain in the designated areas of the school</p> <p>I will place litter in bins</p> <p>I will not chew gum</p> <p>I will not throw items in any manner that could harm others</p> <p>I will wear the designated uniform</p> <p>I will abide by jewellery, hair and make-up policies</p> <p>I will ensure that I follow the electronic device policy & will use departmental equipment appropriately</p> <p>I will not swear at others</p> <p>I will care for the school environment, facilities and resources</p> <p>I will refrain from threatening, harassing, humiliating, intimidating or bullying others</p> <p>Should this not occur I understand that my teacher will utilize a range of strategies and provide appropriate consequences. These consequences are drawn from the “Consequences for Unacceptable Behaviour” document</p>	<p>I will provide warnings where appropriate and utilize a range of strategies in order to provide a supportive and safe environment where all students can interact positively and respectfully. When redirection is required, the following processes and consequences can be utilised</p> <p>Detentions</p> <p>Litter Duty</p> <p>Removal from certain activities</p> <p>Restrictions at recess</p> <p>Restorative Conversation</p> <p>Referral to Year Coordinator or Case Manager</p> <p>Record behaviour and response on OneSchool</p> <p><u>In addition to their teaching role, Year Coordinator/ Case Manager will:</u></p> <p>Facilitate restorative student conversations</p> <p>Follow up ongoing unsafe and disruptive behaviour in the playground</p> <p>When these strategies and consequences prove ineffective, referral to Behaviour HOD occurs in order to further support learning</p>	<p>I will establish the situation from teacher reports and OneSchool behaviour records. Discussion with student may occur in order to clarify the issue.</p> <p>I will ensure that appropriate strategies have been utilized and contact home has occurred</p> <p>I will contact home again, fully informing them of the situation</p> <p>Further consequences may be utilised as described in teacher expectations</p> <p>Additional responses/ consequences may include</p> <p>Monitoring cards</p> <p>Internal suspension</p> <p>External suspension</p> <p>Removal from some school activities</p> <p>Class movement</p> <p>Referral to external agencies/ Guidance officers</p> <p>Should this not support an improvement in student behaviour, a referral to administration occurs.</p>	<p>I will determine that all school processes have been followed.</p> <p>The following consequences may then be applied:</p> <p>Additional internal suspensions</p> <p>Further external suspensions (10 – 20 days)</p> <p>Referral to Alternate Programs</p> <p>Cancellation</p> <p>Exclusion</p>

6. Emergency responses or critical incident

It is important that all staff know how to respond in an emergency situation where people's safety is at risk or a critical incident is occurring which involves behaviour which could harm students and staff. Appropriate actions are taken to ensure that both students and staff are kept safe.

In these situations it is important to contact a member of the administration team so that immediate action can occur that is measured and considered.

In some situations it may be necessary to initiate a Lockdown. It is important that students remain calm and out of sight in a secure position. A **Lockdown** will be indicated **by the continuous ringing of the school bell**.

Should there be a need to **evacuate buildings, the security alarms will ring continually**. Students and staff need to evacuate the building and move directly to the oval in a safe manner. Teachers are to retain control of their classes whilst this is happening.

Full details of these procedures can be found in the 'Evacuation Procedures Manual'.

When students are agitated and likely to harm themselves or others, staff should avoid escalating the behaviour. These strategies could include:

Basic defusing strategies

Allow the student space and time to calm and self-regulate

Maintain a calm and respectful approach and remain detached

Approach the student in a non-threatening manner

Support the involved people to the end of the situation

Debrief staff and students

(refer to individual behaviour plan/exit plan/risk management plans if applicable, and appendix 4)

Physical Intervention

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

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

Appropriate physical intervention may be used so that Kepnock 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.

Examples of 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.

Physical intervention is not to be used:

- as a form of punishment
- when a less severe response can effectively resolve the situation
- as a response to
 - property destruction
 - school disruption
 - refusal to comply
 - verbal threats
 - leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- 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.

It is important that all staff understand the underlying function of the behaviour and that students may well be extremely stressed at these times.

Record keeping

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

- Incident report (recorded on One School)
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff) (Appendix 4)

7. Network of student support

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

- Parents
- Teachers
- Year level coordinators
- Learning Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Community Education Counsellor
- Advisory Visiting Teacher
- Senior Guidance Officer
- School Chaplains
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Off-campus program

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

- Disability Services Queensland
- Child and Youth Mental Health Service
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre
- Impact
- Indigenous Wellbeing Centre workers
- Bundaberg Regional Youth Hub

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour (<http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf>) 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.

Keppock 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, and
 - receive adjustments appropriate to their learning and/or impairment needs,

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 2001
- Workplace Health and Safety Regulation 2001
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- 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
- Code of school behaviour
- A whole school approach to student learning.

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Effective Date: 1 January 2017– 31 December 2017

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.

Definition

Personal Technology devices are many and varied. In essence the school understands that these devices, which include mobile phones, laptops, iPads, iPods, PDA's or any device which stores or records information, are often used to support learning.

- As a school we encourage and support this positive use of technology.
- Teachers are asked to embrace this technology and plan to incorporate such strategies within their classroom environment.
- Students using this technology should have the teacher's full awareness and this should be accounted for in planning, differentiation and classroom management strategies.
- Students and parents should read and understand all of the expectations associated with this policy.
- The school accepts no responsibility for lost, stolen or damaged devices.

Unfortunately students on occasion use this technology inappropriately. These occasions generally involve

- Texting or phoning others
- Recording of images, interactions or situations
- Transfer of information aimed at embarrassing or harassing others
- Communicating with the intent of intimidating others
- Academic cheating

Students who use a device inappropriately can expect to hand their device into Student Services where it can be collected after school or face further disciplinary consequences.

As a school we aim to educate our students so that they can use this technology in an appropriate and positive manner.

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 being concerned that their personal privacy is being invaded by them being recorded without their knowledge or consent.

Students should not use personal technology devices to record or disseminate in any way inappropriate behaviours, incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc), images or class activity. Recording of events in class is not permitted unless express consent is provided by a staff member. Such behaviour will in all likelihood lead to disciplinary consequences.

A student 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 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, 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 (Refer to the Bullying Policy)

This includes:

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion) as outlined in the Responsible Behaviour Plan for Students.

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 Queensland Police Service (QPS).

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to the Queensland Police Service. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of Year Coordinator, BHM HOD, DP or School Based Police Officer.

Assumption of cheating

Personal technology devices may not be taken into or used by students in 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 (Subsection 3)*

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 “who uses a listening device to overhear, record, monitor or listen to a private conversation...”. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement

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

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

Purpose

Keppnock SHS is a safe and supportive school. "In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing." Source: [National Safe Schools Framework 2010 \(PDF, 4.5 MB\)](#)

It is essential that all schools promote and provide a supportive learning community where all students feel and are safe. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. Similarly, parents and other local community members have the right to feel safe, supported and respected in the school content.

School communities working together with staff, students and families can recognise, challenge and address issues that arise within the school.

Keppnock SHS Anti-Bullying Strategies

Approach and Philosophy

Keppnock SHS initially adopts a no blame position when dealing with bullying issues. It is well understood and accepted that the resolution of bullying incidents has a greater chance of success should a no blame approach be adopted. This has been reinforced by evidence and is accepted practice within many successful bullying programs.

- Students need to know that their behaviour is harming others
- The person being bullied will not benefit from punitive measures being enforced
- Counselling and awareness are far more powerful tools than consequences
- A culture where bullying is not accepted needs to be established
- A culture of tolerance needs to be developed
- Sensitively placing the bully in the other's shoes has a positive chance of deescalating the situation
- All parties involved are often in need of support

Definition

Bullying is when a person or a group of people, repeatedly upset or harm another person psychologically or physically by targeting their property, reputation or their social acceptance.

Direct Physical Bullying

This includes repeatedly causing harm (hitting, tripping and pushing) to someone repeatedly or damaging someone's property

Direct Verbal Bullying

This includes repeated name calling, insults, homophobic, gender based comments or racist remarks and verbal abuse

Indirect Bullying

This form of bullying is harder to recognize and is often carried out behind someone's back. It is designed to harm someone's social reputation or cause humiliation. It can include

- Lying or spreading rumours
- Playing nasty jokes aimed to embarrass and or humiliate
- Mimicking
- Encouraging others to socially exclude someone
- Damaging someone's social reputation and social acceptance
- Cyber Bullying which involves the use of social media, texting, email and chat rooms, aimed to embarrass or humiliate. For further information please see The Use of Personal Technology Devices at School (appendix 1)

What you may be experiencing

- An unwillingness to go to school
- Illness at the prospect of going to school
- Feeling sick or upset in the stomach
- Difficulty concentrating on your school work
- Becoming withdrawn or losing confidence
- Teariness
- Disturbed sleep
- Feeling threatened or unsafe
- General unhappiness
- Aggression and or unreasonable behaviour with others

Strategies for students to deal with Bullying

What should you do if you are bullied?

Every incident of bullying is often different. There are guidelines you can use if you are bullied.

- **Firmly ask the bully to stop** what they are doing
- **Ignore** the behaviour and walk away
- Remain **calm and walk to a safer area** (towards a teacher or a group of people)
- **Talk to someone** and write down what is occurring. Give this form to your Year Coordinator/ Case Manager/Behaviour HOD
- **Seek support from your parents/ your friends/ mentor** about the best way to deal with the situation

What should you do if you witness someone being bullied?

If you see someone being bullied you need to take action. Do not put yourself in danger.

- Encourage the student being bullied to **walk away** from the situation
- **Listen** to the person being bullied
- Reassure the person being bullied that they **do not have to put up with this behaviour**
- Encourage the student to **talk to a Year Coordinator** or Behaviour HOD
- Explain that there are other **support people** at school ie Chaplain, Police Officer, Nurse, Guidance Officer
- Firmly **explain** to people bullying that their behaviour **is neither amusing nor acceptable**
- **Ignore rumours and negative comments** about other people

Remember we all have a right to be safe, physically and emotionally. We all have a role to in positioning our school community and community.

Should these strategies not be successful the following process will be implemented.

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BULLYING INCIDENT

Misdemeanour Offences:
Includes: verbal and non-verbal threats, harassing, groups on groups, groups on individuals, name calling, etc

Serious Offences:
Includes: persistent SMS/email/ Social Networking threats & harassment, continued verbal and non-verbal/sexual/ racial abuse, physical abuse & harassment etc harassment etc.

First incident

Classroom/PGD teacher
• Teacher asks student to stop
• Referral to relevant coordinator
• Record on OneSchool
Year Co-ordinator
• Interview students
• Conduct mediation if needed
• Notify parents/guardians
• Record on OneSchool

Deputy Principal School Based Police Officer
• Interview the student in the presence of the SBPO
• Suspension
• Notify parents/guardians
• Record on OneSchool

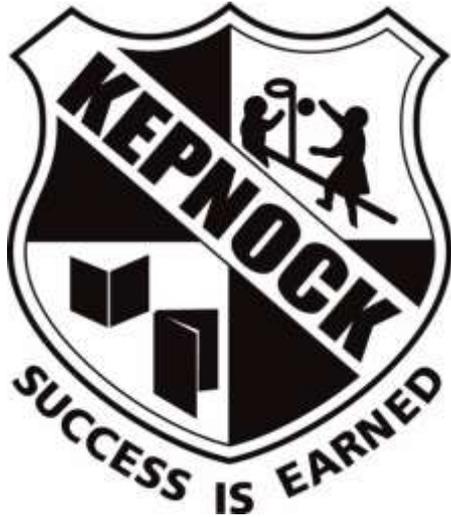
Second incident

Year Co-ordinator
• Anti-Bullying booklet to be completed during break times
• Notify parents/guardians
• Mediation if needed
• Record on OneSchool

Principal
• Long term suspension and possible exclusion
• Notify parents/guardians

Third incident

Year Co-ordinator
• Internal review
• Notify parents/guardians
• Record on OneSchool



Recurring incident

Year Co-ordinator
• Refer to G.O.
• Notify parents, guardians
• Record on OneSchool
Head of Department Junior Secondary
• Notify parents/guardians
• Record on OneSchool

Deputy Principal/SBPO
• Interview the student in the presence of the SBPO
• Suspension
• Notify parents/guardians
• Record on One School

Keppock State High School
Staff guidelines for dealing with Critical Incident

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

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

Basic defusing strategies

Allow the student space and time to calm and self-regulate

(Leave the student to self-calm, restrict any instructions or giving information, monitor student the safety and safety of others, move other students if necessary, involve a third person who has an established relationship with the student, use visual strategies and prompts for students)

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, be brief in spoken communication).

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, be brief).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

Debrief class and staff as soon as possible after incident

Debrief student at an appropriate time eg next school day

(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, use visual strategies).

Complete behaviour incident report.

Appendix 4

Keppock State High School Guidelines for Debriefing (to be used where physical intervention has occurred)

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that led to your response?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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