Isis District State High School

Responsible Behaviour Plan for Students

based on the Department of Education
The Code of School Behaviour

Effective: January 2016-2019

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Rationale

Purpose

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

Isis District 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.

Isis District State High School will strive to meet the diverse learning needs of students to provide the opportunity to maximise educational outcomes.

This purpose will be achieved by:
- Creating a safe, tolerant and disciplined environment for students
- Preparing young people to be active and reflective Australian citizens
- Developing the skills and desire for lifelong learning in our students
- Supporting students to become active in community, economic and political life
- Building students' confidence in their relationships with other cultures in Australia and abroad

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.

Context

Isis District State High School, located in the town of Childers, was established in 1961. It is situated some 35-45 minutes from the major service centres of Bundaberg and Maryborough. The school services the secondary education and training needs of students in Year 7 to Year 12, from a broad geographic catchment area which includes Childers, Booyal, Buxton, Cordalba, Dallarnil, Goodwood, Woodgate, Howard and Biggenden (Yr 11&12). As a result, some 80% of the student population travels to and from school by bus.

Students attending Isis District State High School come from families with a diversity of lifestyles. A large proportion of students come from families who have farmed the district for generations and are conservative in outlook. Many of their immediate and extended family would have attended the school. In recent times, some recent arrivals to the district may have lifestyles different from these farming families.

As the sole provider of secondary education and training in the district, the school is required to meet a wide variety of student needs and aspirations.

Our mission flows directly from the central belief that this school promotes an interaction among all stakeholders in a determined effort to provide a stimulating, structured and caring environment within which each student has the opportunity to grow intellectually, personally, emotionally and socially.

Isis District State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through inclusive and engaging curriculum and teaching, interpersonal relationships and school

organisation; where school practices are proactive rather than reactive and where appropriate and non discriminatory language and behaviours are defined, modelled and reinforced.

A significant contributing strategy in achieving this commitment is the school's implementation of the *School-Wide Positive Behaviour Support* (SWPBS)/*Positive Behaviour Learning* (PBL) program which commenced in 2012. This program explicitly provides for the explicit teaching of and recognition for positive student behaviours and tracks data to analyse the success of this endeavour. It makes a significant contribution to the means by which we ensure that a supportive school environment is established and maintained.

This *Responsible Behaviour Plan for Students* documents the school's philosophy and procedures for managing student behaviour.

This document will be supported by the *Responsible Behaviour Plan for Students – Summary*. This is a summary version of the main document suitable for convenient distribution to school community stakeholders.

Consultation and data review

Isis District State High School originally developed this plan in 2012, in collaboration with our school community. After initial planning by a small key group involved with student management within the school, consultation was undertaken with the broader staff, particularly through the school's Leadership Team. The proposed plan was promoted for community consultation and through monthly Parents and Citizens' Association meetings. In reviewing the original document, further consultation has occurred late in 2015 and early 2016, both with staff and the community.

School data relating to attendance, absenteeism and school disciplinary absences also informed the development process. The school maintains an ongoing analysis of a range of data relating to school participation and engagement. Isis District State High School utilises the *ID Attend* electronic software system to record and track student attendance.

The school SWPBS/PBL team regularly reviews individual student and trend data and through the departmental *OneSchool* recording system. This allows analysis of a variety of information relating to incidents of student mis-behaviour, particularly with a view to examining reasons and implementing proactive strategies for correction. Similarly, school discipline data is also continuously monitored. Their collective work drives the review of this school plan and key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the Parents and Citizens' Association (on behalf of their organisations) and will be reviewed in 2018 as required in legislation or earlier if circumstances demand.

Learning and behaviour statement

Isis District State High School aims to maintain, enhance and continue to develop a supportive school environment for all members of the school community. The School's *Responsible Behaviour Plan* is based on the Department of Education *Code of School Behaviour* and aligns with its values, principles and expected standards. Social and educational learning outcomes are maximised through quality practices in the areas of curriculum, interpersonal relationships and school organisation.

The *National Framework for Values Education in Australian Schools* has been used to inform this school community's core values and beliefs as described below:

- **Respecting** the uniqueness of each individual
- Learning through understanding and **tolerance** of other peoples' differences
- Stressing the importance of **care**, **compassion** and **co-operation** in developing relationships
- Developing **honesty**, **trust** and **loyalty** to ensure consistency between words and deeds
- Accepting personal, social, civic and environmental **responsibility** for one's own actions
- Strive for **excellence in learning** through commitment

These values drive this school's approach 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 three 'global' school rules to teach and promote standards of responsible behaviour:

- **RESPECT** - be respectful
- **RESPONSIBILITY** - be responsible
- **LEARNING** - be engaged in learning

These rules underpin the expected behavioural responses from students and are inherent in establishing communication, interaction and relationships which exist between members of the school community.

An important implication of these rules is the significance of a safe and supportive learning environment, which incorporates support for developing students' social and civic skills and building student resilience and responsibility. It is further recognised that a fundamental requirement in assisting students to comply with these rules will be a shared responsibility and partnership with parents and caregivers.

The three rules mentioned are necessarily holistic and cover a range of behaviour and circumstances. Specific school procedures that assist students to meet these rules are included as Appendix 1.

In order to understand and make clear the extent of each of these rules, they have been further defined within a matrix of behaviours which establish expectations across the broad endeavour of school life.

Behaviour Expectations Matrix

	All Areas	Classroom	Grounds	Tuckshop	Outside School grounds
Be Respectful	• Treat all members of the school community in a respectful and courteous manner • Use polite language • Maintain positive relationships • Be tolerant and understanding of others • Make the school safe by not causing distress or injury to others • Show respect for the property of school and all others	• Respect the rights of others to learn • Cooperate with staff by following instructions • Mobile phones should not be visible or activated • Remove hats inside classrooms	• Make the school safe by not threatening or hurting anyone • Participate co-operatively in school approved games • Show courtesy and assistance to younger students • Respect the school environment by keeping it clean and by placing litter in bins • Wait sensibly in bus lines as directed by teacher	• Ensure your mobile phone is not in use when being served at the tuckshop	• Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school • Wear appropriate school uniform • Treat others with courtesy and respect • Respect the property of community members • Treat bus drivers with courtesy and respect
Be Responsible *Responsibility* *Honesty & Trustworthiness*	• Cooperate with staff members by readily obeying instructions at all times • Accept responsibility and be aware that all actions have consequences • Ensure banned equipment is not brought to school • Comply with school rules, procedures and policies • Wear the school uniform in compliance with the Dress Code Policy • Work at managing your own behaviour and actions appropriately	• Ensure all school equipment is used in a safe and sensible manner • Mobile phones should not be visible or activated	• Comply with designated 'in bounds' an 'out of bounds' areas • Follow the correct school sign in and sign out procedure • Show sensible behaviour that contributes to good order and routines • Ensure all school equipment is used in a safe and sensible manner • Wear shoes and socks at all times • Walk on pathways	• Wait in lines quietly and as directed by teachers • Ensure than no more than five students are lining up along the front of the tuckshop • Purchase lunch with enough time to eat before class	• Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school • Use road crossings appropriately to ensure safety
Be a Learner	• Be actively involved in the life of the school community • Attend school regularly and report punctually to classes • Select a program of study suited to own ability and that provides future opportunities for success • Manage own time and responsibilities	• Attend class with required materials • Make a genuine effort at engaging in classwork • Actively seek the help of teachers in understanding • Keep up to date with set work outside the classroom • Comply with school assessment procedures	• Move to class on time when first bell rings • Movement between classes should be prompt and sensible, particularly between the main campus and Annex. • Seek teachers' assistance during recess to catch up on work misunderstood or missed		• Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school • Be productive when completing activities on excursion

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

Isis District State High School has a number of processes for facilitating appropriate standards of student behaviour. School staff are committed to:
- creating a positive whole school culture
- delivering quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- professional development, education or training for members of the school community
- provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole-school, positive, preventive action for all students, through to intensive intervention for specific individuals or groups.

Isis District State High School promotes and fosters a **positive and supportive school culture**. There are a range of recognitions, awards and incentives that acknowledge and encourage positive behaviour. A positive school culture is also supported through provision of a range of varied opportunities for student participation in cultural, sporting, citizenship and academic pursuits. There are also a range of leadership opportunities within school, house and student council structures.

Our school recognises that fundamental to effective student management is **effective teaching and learning of an engaging and responsive curriculum**. Underpinning this is the focus of enhancing relationships between teacher and student. An ongoing focus for teachers on professional improvement of pedagogy through initiatives such as *The Art and Science of Teaching* and continuing professional development as identified in individuals' Annual Performance Review processes are critical to this ongoing improvement. A commitment exists of the need for continuing opportunities for skilling and learning in student management eg all teachers have completed the *Essential Skills for Classroom Management* and gained feedback through classroom profiling.

The significance of a **strong, social support network** is acknowledged. Various structures (eg roll group, Year Assembly, school positions (Year Coordinator, Guidance Officer) and school procedures (Welfare Meetings) aim to promote student welfare and support, expectation and standards associated with school policies and foster a sense of belonging and pride in the school. These same structures identify and support students when they show need. External providers also deliver programs to support programs relating to specific student issues (eg. bullying, motivation, resilience), as well as providing individual student support. This support is described in a later section.

Types of behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members will be to calmly and supportively remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. These would generally be referred to as **minor behaviours**. These are normally dealt with by a Level 1 response (see section below and Consequences section).

Students who demonstrate persistent disobedient (minor) behaviours or incidents of grossly disruptive or dangerous behaviour that threatens the learning and/or safety of other students are generally referred to as showing **major behaviours.** These are normally dealt with by a Level 2 or 3 response (see section below and Consequences section).

Various school personnel may be involved depending on the response level. The primary involvement of personnel is described below:

RESPONSE LEVEL	CLASSROOM & CURRICULAR	STUDENT WELFARE & RELATIONSHIPS	GENERAL CROSS-SCHOOL
Level 1 - Minor (Universal behaviour support)	Classroom teachers	Roll group teachers Year Coordinators	All staff
Level 2 – Minor/Major (Targeted behaviour support)	Heads of Department	Year Coordinators Head of Department (Student Support)	Heads of Department Year Coordinators
Level 3 – Major (Intensive behaviour support)	School Administration	School Administration	School Administration

Our student population tends to have a spread of support needs. All students benefit from our whole school approach which shapes, supports and recognises appropriate behaviours in all students. Approximately 80 to 90% of students enjoy a positive school experience with negligible behaviour concerns (Level 1). However, about 10 to 15% of students may need additional support and timely intervention on some occasions (Level 2). For a variety of reasons, some 2 to 5% of students may not respond to these early interventions and may require more intensive support and/or flexible learning options to assist them to continue their learning (Level 3),
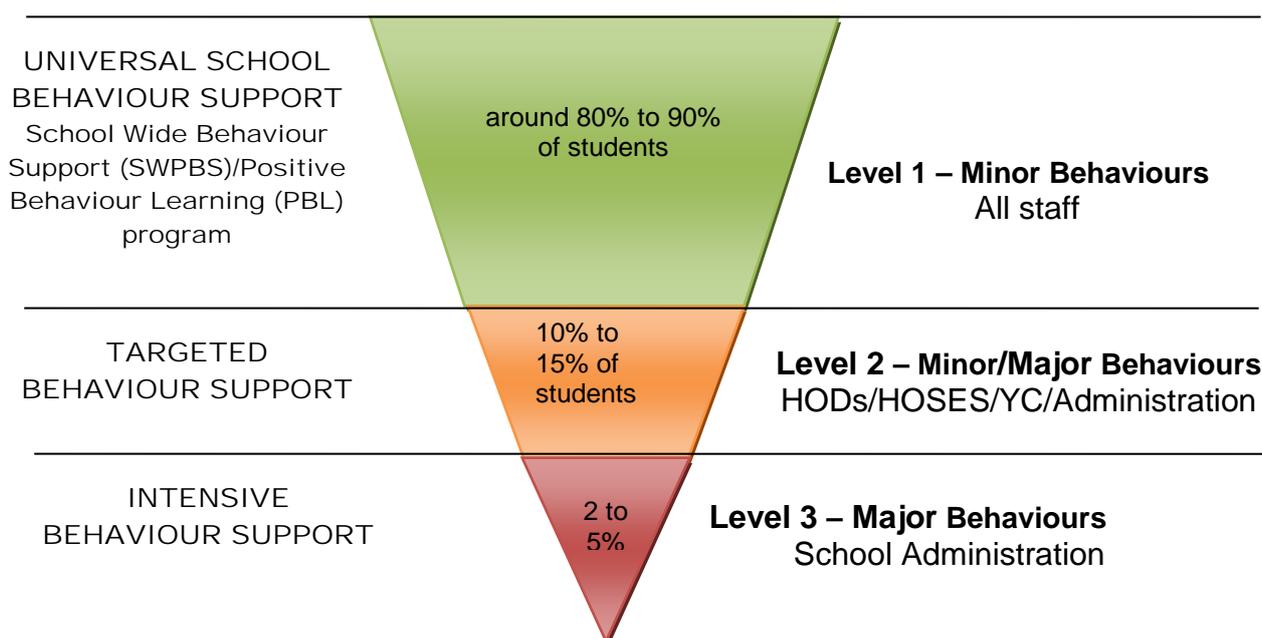
The following describes the school's approaches in each of these three areas:

Universal behaviour support

Our universal approach provides a supportive learning environment through:
* promotion to the school community of the school's *Responsible Behaviour Plan for Students*
* school procedures that are known and understood by all members of the school community
* access to professional development, education or training
* management of incidents through clear and well-understood processes
* supporting students and building strong community relationships
* implementation of *School-wide Positive Behaviour Support* (SWPBS) / *Positive Behaviour Learning* (PBL).

As indicated above, the key school personnel involved in ensuring good student compliance with school behaviour expectations are the classroom teacher (classroom/curriculum) and the Roll Group Teacher/Year Coordinator (welfare).

The process for developing an understanding of the expected behaviours involves:
- an induction program for staff (student-free day) and students (behaviour lesson, bullying lesson) in ensuring expectations of acceptable behaviour are well understood
- explicit teaching of desirable behaviours on a regular basis through the year as a part of extended roll group
- reinforcing the expectations at the whole school level for staff (staff meetings, notices) and students (assemblies, newsletters, special events), as well as at the classroom level (focussed lessons, teacher correction) and parents (positive communication, parent-teacher evenings)
- modelling of expected behaviours by staff
- re-teaching expectations and correcting students as part of everyday practice
- specific school policies to ensure procedures are clearly described
  o School Rules (Appendix 1)
  o The Use of Personal Technology Devices at School (Appendix 2)
  o Preventing and Responding to Bullying Incidents (Appendix 3)
  o Working Together to Keep Schools Safe (Appendix 4)

A key strategy in ensuring a high frequency of acceptable student behaviour is the implementation of the *School-wide Positive Behaviour Support* (SWPBS) / *Positive Behaviour Learning* (PBL). This particularly involves the identification and acknowledgement of students demonstrating positive behaviour (eg. strategies such as incentives, awards and ceremonies), as described below.

Recognition of positive student behaviour and attitude

Isis District State High School utilises the *School-Wide Positive Behaviour Support* (SWPBS) / *Positive Behaviour Learning* (PBL) program. This program is an evidence-based framework for establishing the social culture needed for schools to be effective learning environments for students.

A key aspect of this program is acknowledging and rewarding positive student behaviour as encouragement for continuing such behaviour and as a positive influence to others. A range of school procedures have been established to encourage and reinforce positive student attitude, behaviour and attendance. These are students who are:
- of consistently high standard
- consistently responsible and co-operative
- not necessarily perfect
- not necessarily academic, but a genuine, demonstrated commitment to learning.

These students are recognised by their demonstration of specific behaviours such as:-
- Attending school regularly
- Attend class prepared with materials and ready to learn
- Demonstrate active participation in classroom learning
- Strive to complete work to the best of his/her ability
- Show a willingness to accept responsibility
- Ensure homework and assignments are completed
- Willingly follow class routines, school procedures and policies
- Demonstrate a capacity to respond appropriately to constructive advice and teacher direction
- Be courteous and respectful of others
- Wear the school uniform
- Act as a good role model for other students

A range of student incentives exist to encourage attendance and positive student behaviour. They include:

Postcards
Teachers send 'postcards' home to parents of those students they consider deserve special acknowledgement for their positive behaviour

Merit Behaviour
- Teachers make a regular assessment of students demonstrating positive behaviour in their classes that form an ongoing 'student merit score'.

- Regularly throughout a term, a Year Assembly 'merit point draw' will be conducted of identified meritorious students and an 'incentive prize is awarded.

- Towards the end of each semester, students with an appropriate 'student merit score' are awarded a 'merit-level' status for that semester. These students have a congratulatory letter sent to parents/carers, are presented with a Merit Certificate at a morning tea with school staff and their names published in the School Newsletter.

- Students who are recognised as 'Merit Student' during a semester will have the opportunity to participate in an incentive 'merit awards' excursion.

- After Semester One Reports are issued, students will be identified as high performing students (on the basis of A or B for each of Effort, Behaviour and Achievement). Students identified as such and who were also Merit Students in Semester One will receive a 'Principal's Award' at a shared Morning Tea with staff and a congratulatory letter will be sent to parents/carers.

- Those students judged to be worthy of a merit award for both semesters in a year and a Principal's Award will receive a *Certificate of Recognition* Award at the annual Awards Day.

Attendance
Every Day Counts is an initiative promoting the importance of regular student attendance at school. Students are encouraged to attend school regularly through an award made at the end of each term to those students with 100% attendance at school/school approved activities.

Targeted behaviour support

At Isis District State High School, all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Parents/caregivers are involved in the support, initially through the classroom teacher.

The approach taken to correct the behaviour of this group of students is
- preventative – action taken to prevent or minimise unnecessary disruption
- supportive – action taken to employ support for the student and teacher
- corrective – actions teachers take when inappropriate behaviour occurs.

Students requiring targeted support are identified through a range of behaviour data and/or teacher referral. A team approach facilitated by the Head of Department (Student Support) is convened through Welfare Meetings (Junior/Senior). These meetings are attended by school administration member, Year Coordinator and Head of Department (of relevant year levels being discussed). The Welfare Meeting will consider and determine appropriate actions to support students. On occasions, a decision may be made to access specialised support for the student that is provided within or external to school.

Strategies used for targeted behaviour support include:
- ongoing monitoring through data collation
- verbal and non-verbal guidance and instruction
- closer monitoring of student welfare (eg school Welfare Sheet), family reporting (carer letter) and progress (Student Monitoring Card)
- curriculum adjustment, sometimes with learning support
- clear communication and awareness with the school community
- consequences consistent with those described at Level 2 in the later section on Consequences
- involvement of specialised school personnel (eg. Guidance Officer, School-based Youth Health Nurse, Chaplain, Youth Support Coordinator etc)
- referral to other appropriate support staff and/or agencies (eg. Impact, Indigenous Well-Being Centre, CYHMS, CentreCare, Phoenix House etc.)

If a student demonstrates persistent disobedient behaviour in a class or grossly disruptive behaviour that threatens the learning of other students they may be referred out of the classroom to a 'co-teacher'. This involves the classroom teacher instructing the student causing persistent disruption to leave the room to report to another pre-arranged teacher's classroom. The original teacher will then follow-up with this student at the earliest available opportunity with appropriate consequences which reflect the severity of the student's actions.

It is important to recognise that although the student may have been referred from the classroom, the primary responsibility for student behaviour in the class remains with the class teacher. Hence, follow up with appropriate consequences and/or liaison with the person to whom the student is referred, is essential to the effectiveness of this practice.

If students demonstrate more extreme classroom behaviour that is beyond the regular management practices of the classroom teacher, they should be referred to the Head of Department/Head of Special Education Services/Year Coordinator or Administration. Typical behaviours would include:
- aggressive behaviour that is not able to be settled down
- fighting or violent behaviour
- dangerous behaviour
- behaviour that seriously prevents the learning of other class members.
(Also see later section *Emergency or critical incident responses*)

Intensive behaviour support

Isis District State High School is committed to provision of learning for 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. Students identified at this level typically fail to respond to those utilised at the targeted level of support.

Students are identified as requiring such support through a systematic assessment procedure includes:
- collation of data which gives an overview of (a) problematic behaviours (b) consequences implemented (c) strategies used eg. detentions, suspensions etc
- discussion by school administration member with relevant school personnel

Higher levels of support will generally be provided to students through a 'case management' approach that involves a support team working collaboratively with the relevant member of the school Administration. This team would typically:
- develop a school *Individual Behaviour Support Plan*
- develop a Department of Education *Discipline Improvement Plan*

- work with other staff members to develop appropriate behaviour support strategies
- make adjustments as required for the student through alternate timetabling
- determine specialised support or programs necessary (eg counselling, mentoring etc.)
- ensure extensive parental communication and involvement
- monitor the impact of support through data collection
- use strategies aimed at achieving continuity and consistency, and
- consider referral to other appropriate support staff and/or agencies.

Students in need of intensive behaviour support may have alternative educational programs negotiated for a set period of time in order to support improvement in student behaviour that allows for a resumption of a regular study program.

Consequences for unacceptable behaviour

Student behaviour that does not comply with the expected standards of behaviour described in this Plan is not acceptable. When this occurs, consequences should be applied to:
- provide the opportunity for all students to learn
- ensure the safety of members of the school community
- assist students to accept responsibility and develop self-discipline
- maintain confidence in an ordered school environment where the focus is on learning.

Individual class teachers (supported by Heads of Department and Year Coordinators) will be primarily responsible for dealing with minor (Level 1) behaviours. Generally, middle management and/or the school Administration Team will be responsible for responding to students who exhibit major behaviours that are persistently unacceptable or an extreme disruption (Level 2/3). Consequences should be determined that consistently meet the following criteria:
- Supportive – Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. However, there must be an expectation that there are reasonable and consistent consequences for behaviour breaches,
- Fair – When determining consequences for serious misbehaviour it is important that the principles of natural justice will be followed and that the variety of contextual factors are taken into account.
- Logical – When possible, consequences will be seen to demonstrate a connection between the behaviour and the resulting consequence.
- Justness – When consequences are determined, they take into account the circumstances of the individual (eg. by reference to the principles of equity and social justice).

The determination of appropriate consequences for misbehaviour requires the exercise of professional judgement in carefully considering the particular context and circumstances of each incident. This may include factors such as:
- the circumstances of the incident
- a student's past, relevant, disciplinary history
- referring to individual documents, such as Behaviour Support Plan, Individual Education Plan
- the best interest of the students and the school and have regard for future learning
- being developmentally and culturally appropriate and sensitive to individual circumstances.

It is important to recognise that staff in the school, (particularly those in leadership positions) work towards ensuring responses to student problem behaviours are determined consistently, having account for the factors described above. The implication is that it is not possible to prescribe a specific misbehaviour with a specific consequence (equality), but that consequences will be professionally and collaboratively determined with alignment to the above considerations (equity).

However, in order for the school community to gain an understanding of the likely types of consequences associated with various misbehaviours, a 'matrix' of consequences follows. The matrix is presented in stages based on the seriousness/persistence of the misbehaviour, which broadly align with whole school, targeted or intensive interventions previously mentioned.

Matrix of possible consequences for student misbehaviour

BEHAVIOUR LEVEL WHO IS RESPONSIBLE?		MISBEHAVIOUR	POSSIBLE CONSEQUENCES	SAMPLE DOCUMENTATION
MINOR / LEVEL 1 (Universal intervention) Teachers/All Staff	Classroom	• Initial minor offences • Non-completion of work • Failure to bring equipment • Disrupting learning in class • Missing class • Banned items (minor) • Failure to submit work • Electronic device violation • Disobedience • Insolence	• Rule reminders • Warning • Repositioning • Discussion/negotiation/agreement • Make up time • Detention • Co-teacher – time out • Confiscation • Parental contact	• OneSchool Record (Minor) • Displacement Slip • 'Working it Out' form • Subject monitoring card • Communication with parents
	General School	• Littering • Out of bounds areas • Graffiti • Out of uniform • Bullying (minor) • Offensive language • Public displays of affection • Failure to follow a direction • Banned items (minor)	• Rule reminders • School community duty • Detention • Recess withdrawal • YC/Administration. referral • Parental contact	• OneSchool Record (Minor) • Communication with parents
		If a range of strategies (including parental contact) have been used and documented and the behaviour persists or the circumstances of the incident in isolation is sufficiently serious, the student should be referred to HOD/YC/DP. Any referral needs to be accompanied by relevant information / documentation.		
MAJOR / LEVEL 2 (Targeted Interventions) YC/HOD/HOSES/Administration	Subject Specific	• Persistence of the above • Gross disruption • Formal assessment issues • Cheating • Truancy from that subject • Vandalism/Graffiti (subject impact)	• Parental contact • Counselling/Goal setting • Detention • Recess withdrawal • Guidance Officer referral • Monitoring Card • Community Service • Restitution • Subject withdrawal * • Central Withdrawal * (* consult with Administration)	• OneSchool Record • 'Working it Out' form • Subject monitoring card • Communication with parents • Incident Statement • Student Monitoring card • Welfare sheet
	General School	• Persistence of the above • Banned items/Safety concern • Graffiti • Bullying • Smoking • Truancy • Minor theft • Harassment (minor) • Continual/repeated failure to follow a direction		
MAJOR / LEVEL 3 (Intensive Interventions) Administration Team		• Failure to correct above • Out of school without permission • Persistently out of uniform • Flagrant classroom insolence • Verbal abuse of staff • Major vandalism/graffiti • Alcohol/drugs • Smoking • Drugs, illegal substances • Offensive/pornographic material • Major theft • Major harassment (e.g. sexual, racial) • Bullying/Fighting/Major assault • Serious breaches of standards • Dangerously unsafe behaviour • School related criminal offence • Incitement of other students to breach school expectations • Student misbehaviour 'out of school' impacting on good school order • Persistent refusal to follow direction • Persistent refusal to participate in school program	• Counselling • Parental contact/interview • Restitution/repair • Confiscation of items • Monitoring sheet • Recess withdrawal • School community service • Negotiated alternative program • Subject withdrawal • Central withdrawal • Discipline Improvement Plan • Referral to outside agencies • Police contact * • Behaviour Improvement Condition * • Suspension* • Exclusion * • Cancellation of enrolment (Yr 11&12) * (* consult with Principal)	• OneSchool Record (Major) • Student Behaviour Profile • Student Monitoring Card • Communication with parents • Formal written notification to students, parent • Agreement on re-entry

On occasions of persistent or serious misbehaviour, withdrawal from a regular class may occur (above) through co-teacher arrangements, subject withdrawal or central withdrawal. These may be used to de-escalate student anxiety and/or to reduce the frequency of a particular behaviour. In these situations, students:

- are under appropriate supervision at all times in a safe, alternate learning environment
- continue working on their regular curriculum learning
- have regular opportunities to re-join their class through completion and agreement of the school '*Working It Out*' proforma (see Appendix Five)
- are subject to continual monitoring of the frequency and effectiveness of this strategy.

Progression to more senior school personnel and severe consequences reflects a continuation of behaviours and a failure to respond to a variety of strategies and consequences undertaken to modify the behaviour. This progression of behaviour pathways is represented in the flow chart in Appendix 6.

Within the matrix of consequences (above), it is indicated that the school may use a range of consequences that prevent student attendance at school (school disciplinary absence) authorised by the Department of Education. These include:

- suspension
- exclusion
- cancellation of enrolment.

These consequences are used after consideration has been given to all other responses. While it is understood that in itself such consequences may not correct the behaviour of the students involved, the measure will provide a degree of confidence and security to the school community for students engaged in learning at the school. Access to alternative programs and input from other agencies may also be necessary for students who repeatedly do not comply with expected standards of behaviour.

The following table provides a guide to the types of misbehaviour that typically lead to these disciplinary consequences.

Typical scenario of student misbehaviour	Likely Consequence
Direct abuse of a school staff member with offensive language	Suspension
Continually persistent/flagrant refusal to follow the instructions of school staff	Suspension
Gross non-compliance with school procedure/expectation	Suspension
Bullying behaviour that continues to occur despite clear instruction and support	Suspension
Fighting and/or overly aggressive or violent behaviour (eg, physical assault)	Suspension
Significant theft of another person's property	Suspension
Significant acts of vandalism to property (eg. high cost of repair or inherent value)	Suspension
Bringing illegal substances to school (for personal or shared use or trafficking)	Suspension
Bringing weapons or dangerous items to school (including knives) that have the potential to inflict or threaten injury to others	Suspension
Actions which threaten the good order and management of the school	Suspension
Actions which would normally see police involvement or potential charges	Suspension/ Exclusion

Persistence in the above breaches that does not respond to any program of school support	Exclusion
and/or	
Such extreme breach of accepted student norms that exclusion is the only consequence warranted to maintain community confidence	
Persistent refusal to participate and engage in the school program (as demonstrated by persistent absence, non-completion of classwork/ assessment, non-compliance with school procedures)	Cancellation of enrolment

When a student demonstrates behaviour at school that is inconsistent with the expectations described in this Plan, appropriate consequences (as outlined) will be applied. When students demonstrate behaviour outside of the immediate school environment/context and it has a clear and demonstrable impact on student learning at school and/or the good order and management of the school, then consequences may be imposed for that behaviour. Those consequences will be consistent with the considerations described in this section.

Re-entry Process

Re-entry is a deliberately managed, supportive process that aims to coordinate the successful re-integration of students that have been absent from school due to a suspension, exclusion or cancellation. The main reason for such a process is that it allows for a greater likelihood of students successfully re-integrating into regular schooling without re-offending.

The school re-entry process should involve the following:
at least
- the student involved in re-entry
- a relevant representative of the school
preferrably
- the student's legal care-giver
- a support person to assist the student in the school setting
- any other person that may assist the process of successful school re-integration of the student, including those agencies external to the school

The process of re-entry should require a discussion to identify needs and planning as to how they can be adequately met. This would ordinarily involve a meeting on the return of the student to the school and prior to the student resuming normal school attendance.

Emergency or critical incident responses

There is a consistent understanding of how to respond to emergency situations or critical incidents that present imminent danger or that involve severe problem behaviour causing prolonged unresolved disruption to learning. Consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Immediate referral to school Administration will see consideration given to the most appropriate response, which may include:
- lockdown
- evacuation
- following the Critical Incident Plan

- removal of the danger or disruption
- removal of school personnel from the immediate area causing concern
- seeking the assistance of appropriate external services eg Police, Ambulance etc.

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. This might include:
- aggressive behaviour that is not able to be settled down
- fighting or violent behaviour
- dangerous behaviour
- behaviour that continues to disrupt the learning/behaviour rights of other class members.

The initial response of staff members to such situations is to ensure safety for all school community members by using attempts to defuse the situation through strategies such as:

- Avoid escalating the problem behaviour (eg. avoid shouting, grabbing the student, sarcasm)
- Maintain calmness, respect and detachment (eg. model the behaviour you want student to adopt, stay calm and controlled, avoid shouting and use a measured firm tone, be matter of fact and avoid responding emotionally, choose language carefully and avoid humiliation)
- Approach the student in a non-threatening manner (eg. move slowly, speak privately, calmly and respectfully, keep a reasonable distance, be brief, acknowledge cooperation)
- Follow through (eg. reinforce appropriate behaviour, calmly identify choice and consequence)
- Debrief (eg. help the student to identify the sequence of events that led to the unacceptable behaviour and identify more appropiate decision options for future situations).

In certain situations, staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Isis District 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. It must not be used as a form of punishment or an appropriate response to minor breaches of behaviour.

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 must not be used when a less severe response can effectively resolve the situation.

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

Any instance involving the use of physical intervention must be formally reported and documented and a record held by the school.

The network of student support

Isis District State High School utilises a team approach to behaviour support and includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. This support would ordinarily be co-ordinated through school administration. Some of the various mechanisms of support available through external agencies may include, but not be limited to those listed below:

External Department of Education Support	External Agency Support	External Support Programs
• Advisory teachers • District, Regional, Central Office staff	• Youth Support Coordinator • Disability Services Qld • Child & Youth Mental Health Service • Queensland Health • Department of Child Safety • Queensland Police Service • Local government • Neighbourhood Centre • Phoenix House	• Get Set for Work program • Other government / private agancies • Alternate learning providers eg. Burnett Youth Learning Centre, Glendyne Education and Training Centre
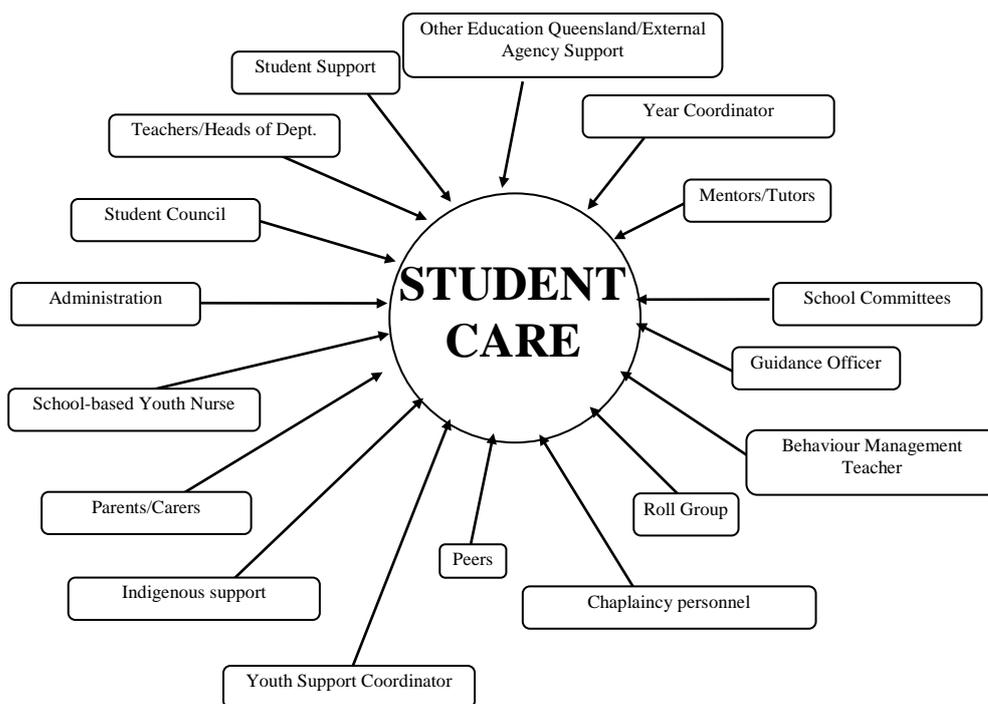
Consideration of individual circumstances

Isis District State High School considers the individual circumstances of students when applying support and consequences for inappropriate behaviour by:

• Promoting a teaching/learning environment which is responsive to the learning needs of its students
• Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code, ranging from least intrusive sanctions to most stringent.
• Recognising and taking into account situation/context, individual circumstances, student actions, previous behaviour history and existing individual plans

- Recognising the rights and needs of all students to:
  - express their opinions in an appropriate manner and at an appropriate time
  - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or impairment
  - receive adjustments appropriate to their learning and/or impairment needs.

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student, and the needs and rights of school community members will be considered.
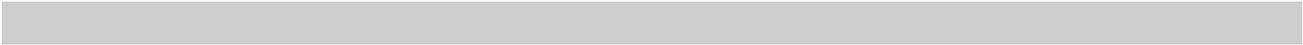
Related legislation

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

Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Some related resources

- National Safe Schools Framework (**ncab.nssfbestpractice.org.au/resources/resources.shtml**)
- National Framework for Values Education in Australian Schools – Queensland (**www.education.qld.gov.au/curriculum/values/**)
- Bullying. No Way! (**www.bullyingnoway.com.au**)
- MindMatters (**www.curriculum.edu.au/mindmatters**)
- School Wide Positive Behaviour Support (**education.qld.gov.au/studentservices/behaviour/swpbs/index.html**)

Endorsed by:

Mr Allan Cook
Principal

10/05/2016
Date

Mrs Sandra Webb
P&C Association President

10/5/2016
Date

SCHOOL PROCEDURES AND RULES

ATTENDANCE:
Regular attendance is required of all students.

Lesson & recess times

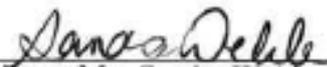|		
Preparation Bell	:	8.40 am
Roll Group/Assembly	:	8.45 am – 8.50 am
Lesson One	:	8.55 am – 10.05 am
Lesson Two	:	10.10 am – 11.20 am
Recess One	:	11.20 am – 12.00 pm
Lesson Three	:	12.00 pm – 1.10 pm
Recess Two	:	1.10 pm – 1.40 pm
Lesson Four	:	1.40 pm – 2.50 pm

Leaving school for a period of time
Students who need to leave school during the day should advise the school by way of a letter from their parents/guardians. Students are to report to the office to sign out prior to their departure, and to sign in on their return back to school. This includes students who need to leave school prior to the commencement of lesson instruction in the morning (as when students arrive at school in the morning, they are officially at school), as well as at Recess. Recess absences are intended for those students with a specific purpose and will not be authorised by the Principal otherwise. Students will only be allowed to leave for recess absence at Recess One. All contact with students during class times should be made through the school office.

Absences
It would be appreciated that, where possible, advance notice is given to the school, when students are to be absent for more than two days.

If students have been absent from school, they are required to provide reasons for the absence. Parents/carers are able to phone a school absence telephone number (**4192 1260**) and leave a message or they may send an appropriate explanatory note giving reasons for the absence. All messages/notes are retained on the student's file. If students are absent for more than three continuous days and an explanatory letter is not forthcoming, the school will request a letter from the parent/carer. If this does not occur the student's absence cannot be authorised by the Principal and may affect the payments of those students receiving Youth Allowance.

Late arrivals

Students arriving late to school must register at the student window of the administration**.**

PROPERTY
Students must respect their own and other people's property. All items of clothing and equipment should be clearly marked with the student's name. In normal circumstances valuables, particularly money, should not be brought to school. However, when they are required they should be left at the school office in the morning and collected in the afternoon on leaving.

PERSONAL TECHNOLOGY DEVICES
Students are permitted to bring their own personal technology devices to school for use under the supervision of a teacher for educational purposes and incorporated into the learning program. However, when unmonitored or used inappropriately, they can cause significant disruption to learning and the well-being of other students. Personal devices brought to and used at school are done so at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. Student use of personal devices must comply with the requirements of the *School Policy on the Use of Personal Technology Devices at School*.

TUCKSHOP
The Parents and Citizens' Association operates a tuckshop each school day. Voluntary assistance from parents is always welcome.

NEWSLETTER
Regular school-home communication occurs each fortnight by means of a school newsletter distributed on every second Friday. It is the responsibility of students to share these with parents so all are informed of school activities. The Newsletter is also posted on the school website.

LITTER
Litter should always be placed in the bins provided. If each and every student met his/her responsibility litter would not be a problem.

PRESENCE IN ROOMS
Students are not to be in classrooms at any time unless they have the permission of or are under the supervision of a teacher. At the start of the lessons students are to wait quietly outside the classroom until their teacher arrives unless special arrangements have been made with their teacher. Students are not to enter teachers' staffrooms **at any time**.

BIKES
Bikes are to be parked in the racks provided. The appropriate safety helmet is to be worn and bikes, roller blades and skateboards are not to be ridden in the school grounds **at any time**.

DANGEROUS BEHAVIOUR
The following behaviours are either potentially physically dangerous or unhealthy and are therefore expressly forbidden:
- Sitting on port racks/steps.
- Running close to buildings or on concrete areas
- Throwing sticks, stones, water, seed pods etc
- Pushing, tripping and other forms of "horseplay", particularly near windows and doors
- Playing ball games in restricted areas
- Physical scuffling, fighting or assault.

Involvement or participation in drug abuse is a criminal offence and such matters occurring on school premises will be referred to the Police. Suspension or exclusions from school are usual consequences.

BANNED ITEMS
The following items are not to be brought into the school:
(Minor) aerosol deodorant cans, chewing gum/bubble gum; marker pens; (Major) matches/lighters; cigarettes; alcohol or drugs; shanghais; knives or other types of weapons; steel rulers; offensive material; other items which the Principal determines may endanger the safety or well-being of students or staff members.

OUT OF BOUNDS AREAS
- Grassed area in front of B Block, except at afternoon bus times;
- Front of school including driveways and walkway/ramp to C Block;
- Concreted area between Administration and courts unless moving to or from Administration;
- Manual Arts driveway and grassed area/rose garden on showgrounds side;
- Behind Manual Arts block and the Construction Workshop, steps and walkway between courts and E Block;
- Agricultural plot including Ag Shed and behind Science block;
- All classrooms unless under direct teacher supervision;
- Bike racks unless leaving from or returning to school grounds;
- All designated teacher car parking areas;
- Bottom oval unless playing sport, eating lunch on main campus boundary or moving to or from Stadium/Annexe; and
- Major 'traffic areas' or congregating on verandahs unless lining up for classes.

EMERGENCY EVACUATION PROCEDURES FOR EARLY DEPARTURE FROM SCHOOL SITE
For students who travel to school by bus special circumstances may arise where a bus company, due to imminent flooding or notification by the police of an extended road closure following an accident, chooses to collect students early from school and get them safely home before they are trapped.

Following a request from a bus company to collect students early, the school will:
- Immediately accede to this request, gathering all students present who travel on that bus;
- Mark a roll to identify all students on board;
- Have students with mobile phones contact home;
- Identify students who cannot contact their parent/carer and make every effort to contact the parent/carer or the emergency contact number held on the student's files.

Please Note: An emergency evacuation to avoid rising flood waters must be accomplished quickly. Students will board the bus as quickly as possible. Contact with parent/carer or emergency contact person, by staff, may well occur once the bus and its passengers are in transit. It is also possible that, despite the school's best efforts, no contact can be made at all. In preparation for these unusual circumstances, please discuss any home destination arrangements with your student and contact the school if the school should know about these or other arrangements.

Appendix 2

Isis District State High School

School Policy on the Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying consideration for others and respect for teaching and learning.

Personal technology devices are those that can make phone calls, send text messages, record and store still or video images, access email and internet (websites), store and play audio (music) and store and run apps/software. They may include mobile phones, smart phones, tablets, MP3/4 players (including Ipods), digital cameras and game consoles.

Personal devices used in a school setting under the supervision of a teacher, can be well-utilised for legitimate educational purposes and incorporated into a learning program. However, when unmonitored or used inappropriately, they can cause significant disruption to learning and the well-being of other students. This policy aims to restrict the use of these devices in school activities, except when used appropriately and under teacher supervision.

Furthermore, if the Principal is made aware that these devices have been used to capture and/or distribute and/or upload to a website, violent or other inappropriate images, appropriate disciplinary actions will be taken. Additionally, steps should be taken to seek removal of the recorded material and any distribution.

Personal devices brought to and used at school are done so at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. (The school may consider cases when it can be clearly established beyond doubt, that damage resulted from deliberate negligence by Department of Education personnel).

Appropriate use of personal devices under teacher supervision may include such activities as software use (eg word processing), researching on line, recording and sharing aspects of the learning program, listening to audio/music when working independently etc.

While involved in such school activities, students should be accessing the 'on-line' services through the Department's internet access, as this provides a secure, safe and filtered internet access at no cost to the student. The school discourages 'private' internet access when at school (eg. 4G), as this is unmonitored and the school can take no responsibility for the security of sites visited or cost for access.

When devices are not being used in this context, they should be switched off and 'out of sight'.

Inappropriate use of personal devices may include using devices without the approval of the teacher, use which disrupts the class learning program and/or effective operation of class procedures, recording images, video or audio of others without permission, recording inappropriate images, video or audio, illegitimately accessing and/or tampering with unapproved areas of the school network and cyber-bullying (menacing, harassing, intimidating or threatening others or inciting this behaviour).

Students must not use personal technology devices to record inappropriate behaviours or incidents (such as fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school. Students must not record images anywhere, unless express consent is provided by a teacher.

Key messages are:
- Devices can be used appropriately in a learning program with teacher permission, but if unmonitored can become disruptive.
- Use outside educational programs at school (activities) of personal devices should be restricted.
- Inappropriate uploaded content should be removed and distribution halted.
- Schools accept no liability for theft or damage.

Where personal technology devices are used outside these guidelines, **the following are school consequences**:
- When teachers have responsibility for a student (eg. in class) with a personal technology device that breaches these requirements, the teacher will instruct the student to cease that action, de-activate the device and remove it from sight/access.
- When the above instruction is not complied with, the teacher can ask for the device, retain it for the duration of that lesson and then return it at the end of that lesson. On occasions of persistent, non-compliance by the student, the teacher may deliver it to the school office at the earliest reasonable opportunity, where it can be collected by the student at the end of the school day.
- When there are continuing breaches of this requirement, a school administrator will speak with the student to emphasise the school policy and reinforce continual non-compliance must necessarily become subject to the disobedience provisions of the *Responsible Behaviour Plan for Students.* Parents/carers may also be informed.
- Where breaches of this *School Use of Personal Technology Device Policy* continues to occur beyond these levels, consequences for persistent disobedience as described in the *Responsible Behaviour Plan for Students* may occur (including consideration of suspension from school).

Other aspects of relevance to electronic devices

Confiscation
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.

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 Isis District State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school (eg. distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere, unless express consent is provided by the teacher. In particular, no recording must occur that would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

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

will be considered as having breached this policy and may be subject to consequences consistent with those described in the *Responsible Behaviour Plan for Students* (including suspension and exclusion).

Students should note that the recording or dissemination of images that are considered indecent (eg. 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 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 the school office.

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

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

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

Isis District State High School

**Procedures for Preventing and Responding to
Incidents of Bullying (including Cyberbullying and Sexual Harassment)**

Purpose

Isis District State High School strives to create positive, supportive environments for all members of the school community. Such an environment 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.

Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group/s of persons.

<u>There is no place for bullying or sexual harassment at Isis District State High School.</u> Research indicates that both those being bullied and those who bully are at risk of ongoing behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Isis District State High School include (but are not limited to) 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.

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.

Sexual harassment is any unwelcome sexual attention that is offensive, humiliating or intimidating and will not be tolerated in this school. Sexual Harassment may involve:

- teasing, calling names or making rude signs;
- telling smutty jokes or making suggestive comments;
- displaying offensive picture, posters or graffiti;
- staring or ogling;
- following someone home from school;
- patting, pinching or touching another person;
- pestering someone to go out or asking for sexual favours;
- sending offensive messages in writing or by telephone;
- spreading rumours about someone's sexuality;
- making belittling comments;
- ridiculing, leering or wolf-whistling at, or making sexual comments about a person or group of people.

When considering whether or not bullying or sexual harassment has occurred, the school 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, whether it occurs once or several times, 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 this school community.

Rationale

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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention

Our universal behaviour support processes described in the *Responsible Behaviour Plan for Students* remains the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.

A student curriculum anti-bullying lesson is taught to all students in classrooms to a schoolwide schedule of instruction. Simultaneous instruction will maintain consistency of skill acquisition across the school. Aspects of this lesson will be reinforced regularly during the year.

Where students consider they are being bullied or sexually harassed, the primary mechanism for remediation should be disclosure by the student to someone who has the authority to do something about it. In the first instance, this is a staff member at the school, though it may be a peer or parent/carer who can assist in supporting the student in reporting it to a staff member.

If the staff member decides to try and resolve the problem him or herself they should monitor the situation and where it does not stop, the student should ensure the matter is reported to the school administration without delay.

The school does not condone a student being bullied demonstrating the same behaviour in retaliation. This action, rather than stopping the bullying, usually escalates the negative interaction.

Consequences

Where a student has been found to be bullying there may be a range of consequences depending on the circumstances. They include:
- discussion and warning
- counselling
- parent involvement
- completion of school Bullying Booklet
- detention / withdrawal
- school disciplinary absence (suspension)

In matters of bullying and or harassment that may constitute a police matter (particularly cyberbullying that may contain obscene language and/or threats of violence) there will be possible referral to the Queensland Police Service. In some cases, Departmental policies dictate mandatory external reporting obligations upon the school Principal.

The school will use behavioural data for decision-making. This data is entered into the OneSchool database 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 4

Isis District State High School

Procedures for Maintaining a Safe School Environment
(Working Together to Keep our School Safe)

Isis District State High School will always strive to ensure the school environment is a safe one for all members of the school community. Every person at our school has the right to feel safe and be safe at school.

Consequently, students must not bring to school any weapons or dangerous items that may endanger the safety of others. There is no reason for a student to have such items at school.

Knives of any type must not be brought to school. This includes flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives. Item that can be used as a knife-like weapon, for example, a chisel must also not be brought to school. If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

If it is suspected that a student has a dangerous weapon (including knives) at school, a member of the school administration may search the student's property, including their school bag.

The school may take a range of actions depending on the circumstances if students bring dangerous weapons (including knives) to school. They will be consistent with consequences described in the Responsible Behaviour Plan for Students and can include:

● an appropriate school consequence
● a serious disciplinary consequence such as suspension from school
● the Queensland Police Service may be called
● the dangerous weapon (including knife) and/or bag may be confiscated until Police arrive
● if Police are called, they will take action they consider necessary, that can include being charged with a criminal offence.

Students must not bring dangerous weapons (including knives) to school. If you become aware that another student has a dangerous weapon (including knife) at school, a staff member should be immediately informed. Staff members should also be told if a student says they are going to bring a dangerous weapon (including knife) to school. A student who is being threatened with harm by another student with a dangerous weapon (including a knife) should tell a staff member as soon as it safe to do so.

Appendix 5

ISIS DISTRICT
STATE HIGH SCHOOL

WORKING IT OUT

Name: .... Date: ....

Teacher: ....

Write down what has occurred which has resulted in your being here:

....
....
....
....

My involvement/misbehaviour was in the problem was:

....
....
....
....

What I could have done differently:

....
....
....

This problem can be overcome by:

_____
....
....
....
....

In future I will:

....
....
....

I will meet with .... on .... at .... to discuss the outcome.
                (teacher)   (date)   (time)

Student signed: _____   Admin/HOD/Teacher signed: _____

Isis District State High School
Overview of process of pathways for managing student behaviour
To be read in conjunction with the Responsible Behaviour Plan and RPBS Staff Handbook

STUDENT BODY

| Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 |

Minor Behaviour – Level 1 (Teachers)
A. Delivery of 'focussed lessons' using effective learning and teaching strategies
B. Implementation of effective behaviour strategies and early identification of possible student concerns and support to minimise their effect eg. classroom rules, student discussion, seating plan, recess detentions, parent contact, subject monitoring card etc.
C. Aim to provide support to students in taking responsibility for their behaviour.
D. Document concerns and strategies implemented.

Student fails to respond after implementation of a variety of strategies.

Continuing breaches of the behaviour plan requiring support eg. persistent disobedience, failure to complete work, swearing,

Feedback & support to teacher on appropriate classroom/teaching strategies implemented.

Major Behaviour – Level 2 (Subject HOD / HOSES)
as support for teachers of students who persistently breach class/school requirements.
ervene to support teachers in developing and applying strategies/consequences
nt of reference for teachers to update HOD on strategies implemented and progress achieved.

Feedback to teachers about identified behaviours, consequences implemented and ongoing student management

Serious breaches of the behaviour plan requiring immediate support eg. fighting, verbal abuse towards teacher, .assault of teacher.

Major Behaviour – Level 2 (HOD – SS, Year Coordinator / Year HOD)
lation of individual student behaviours and negotiation with the appropriate Year Coordinator/ Year HOD
vide support regarding strategies and plans (eg. student monitoring, referral to specialist support, parent act)
ison with relevant stakeholders (eg administration, parents, specialists, teachers etc.)

Major Behaviour – Level 3 (School Administration Team)

| Yr 7/8/9 Deputy Principal / Principal | Yr 10/11/12 Deputy Principal / Principal |