



The Code of School Behaviour

Better Behaviour
Better Learning

CABOOLTURE STATE HIGH SCHOOL

Responsible Behaviour Plan for Students

1. Purpose

Caboolture State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff. In this environment students have opportunities to engage in quality learning experiences, access equitable educational opportunities resulting in improved outcomes for all students. High standards of behaviour ensure learning and teaching can be achieved.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Caboolture State High School developed this plan in collaboration with our school community. Staff, students and parents/carers, through The community has identified a number of values which lie at the core of our policies and operations. A review of school data relating to attendance, unexplained absences, school disciplinary absences and behaviour incidents also informed the development process.

The plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in May 2016 and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

Caboolture State High School is a large school in an area of steady urban growth. It has diverse clientele, drawing students from a wide range of socio-economic backgrounds and from a variety of ethnic backgrounds. A number of our students face significant barriers to their successful participation in school life and therefore, achieving the best possible outcomes.

Caboolture State High School provides a wide range of teaching and learning environments that present opportunities for valuable social learning. Effective behaviour management ensures maximum success of the academic education programs.

Our Responsible Behaviour Plan outlines a system of facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are clear to all stakeholders, assisting Caboolture State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The school community has identified a number of beliefs and values which lie at the core of Learning at Caboolture and are reflected in our policies and operations. These are:



The Code of School Behaviour

Better Behaviour
Better Learning

To provide our students with a complete education that supports their academic, social, emotional and physical development preparing them for future pathways and life-long learning.

Our beliefs are:

All students have the right to a complete education

All students have the ability to learn

Learning is a life-long process

Learning involves productive partnerships with students, teachers, parents/caregivers and the wider community

Learning must prepare students for life as global citizens

Our School Values are:

Persistence

Respect

Integrity

Diligence

Excellence

These beliefs and values form the basis of a school culture where all members of the school community have clear and consistent expectations of behaviour and this is an integral part of the lives of our students and staff. This is achieved by relationships based on mutual respect enacted through our values.

The Caboolture High School community expects that all students will embrace the school's Responsible Behaviour Plan for Students and will take responsibility for their actions and consequences. The plan is aligned with the values, principles and expected standards outlined in Education Queensland's Code of Behaviour.

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

• Universal behaviour support

Caboolture State High school has a unified approach to behaviour management, embraced by members of the school community, thus ensuring all students are familiar with the expected standards. Balanced and relevant curriculum programs, quality teaching and learning practices based on the Art and Science of Teaching and supported by targeted and appropriate professional development, provide the foundation of positive behaviour.

We emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Reinforcing expected school behaviour

Positive behaviour expectations are communicated to all students. Caboolture SHS implements the following proactive and preventative processes and strategies to develop acceptable standards of behaviour:

- ⇒ Students begin to engage with the Responsible Behaviour Plan for Students at their enrolment interview where it is explained during the enrolment process;



The Code of School Behaviour

Better Behaviour
Better Learning

- ⇒ Induction of new staff;
- ⇒ The school has adopted the Art and Science of Teaching as its pedagogical Framework and all teachers are involved in extensive professional development in this framework
- ⇒ Development of the Australian Curriculum in years 7 to 10
- ⇒ Incorporating the PRIDE values in all aspects of school culture including student behaviour
- ⇒ Continued incorporation of 'Learning at Caboolture' school wide classroom rules based on Respect Yourself, Respect Others and Respect Your Environment (Appendix 1);
- ⇒ Comprehensive induction of students where staff explain and directly teach expected behaviours in the classroom and non-classroom settings at the start of the school year and follow up with consistent application and reminders throughout the year;
- ⇒ Year level co-ordinators and year level deputy principals reinforce positive behaviour and expectations when addressing school assemblies;
- ⇒ Incentives and rewards' system (e.g. eligibility for leadership positions and PRIDE excursions) for students
- ⇒ An extensive extra-curricular program which facilitates positive and worthwhile relationships between students and staff;
- ⇒ Regular communication to parents regarding our values, behaviour expectations rules through the school newsletter, school Facebook page, website, P and C Association and School council enabling parents to be actively and positively involved regarding school behaviour expectations
- ⇒ Information on school website of the school's Responsible Behaviour Plan for Students and school policies
- ⇒ Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 2)
 - Procedures for Preventing and Responding to Incidents of Bullying, including cyber bullying (Appendix 3).
 - Students with knives at school (Appendix 4)

Responding to inappropriate behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to behave at school so that all students can learn.

Re-directing low-level and infrequent problem behaviour

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

All teachers have undertaken the Essential Classroom Skilling Program and use the skills from this program to correct and manage low-level, infrequent, inappropriate student behaviour.

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



The Code of School Behaviour

Better Behaviour
Better Learning

• Targeted behaviour support

Each year, students are identified through data as needing targeted behavioural support as they exhibit behaviours not consistent with the Plan and our behaviour expectations. This behaviour, although not regarded as severe, is frequent and disrupts the learning of other students. Strategies, adjustments, processes and programs to provide support in response to higher than average rates of poor behaviour include:

- ⇒ Staff directed consequences, such as reminders of classroom rules, isolating students within the classroom, detention;
- ⇒ Involvement of parents in a monitoring process;
- ⇒ Buddying system where teachers are “paired” – students can referred to a buddy teacher;
- ⇒ HOD support;
- ⇒ Formal detention room;
- ⇒ Teacher capacity building through ASOT and professional development provided by the Behaviour Support teacher
- ⇒ Support from school Student Support Team
- ⇒ Intervention programs including, but not limited to: Rock ‘n’ Water, various programs provided by our local NGOs, Intercept
- ⇒ School Rise-Up Program

Members of staff are provided with professional development to support the behaviour management strategies they need to employ to maintain a positive learning environment.

• Intensive behaviour support

Caboolture SHS 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. In the context of the secondary school setting, these include but not limited to:

- ⇒ Support of the school’s Student Support Services – Guidance Officer, Nurse, Youth Support Co-ordinator, Chaplain, Behaviour Support teacher and various external student personnel including CYMHS and DOCS;
- ⇒ Assignment of a case manager;
- ⇒ Individual Behaviour Plan;
- ⇒ Varied attendance contract outlining a process to gradually return a student to full-time attendance;
- ⇒ Behaviour Management Team and/or our school’s Behaviour Management support teacher;
- ⇒ Engagement of the services of government and non-government agencies, including: Edmund Rice Centre, YJET, Intercept

Following identification for intensive behaviour support, a case manager is appointed who will co-ordinate intervention and support. Parents and relevant staff members will be integral participants in the support program.



The Code of School Behaviour

Better Behaviour
Better Learning

5. Consequences for unacceptable behaviour

Caboolture State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. A consistent approach is adopted and the consequence is proportionate to the nature of the behaviour. A record of student behaviour is held on One School.

When responding to unacceptable behaviour a staff member first determines whether the problem behaviour is low level, medium level or high level.

Low level behaviour is managed by the teacher. It would include such things as:

- ⇒ Lateness to class;
- ⇒ Minor class disruptions;
- ⇒ Homework incomplete;
- ⇒ Failure to bring equipment;
- ⇒ Inattentive or rude behaviour;
- ⇒ Lack of classwork, or undue noise;
- ⇒ Low-level, unsafe behaviour.

A teacher would deliver a consequence and these consequences may include but are not be limited to:

- ⇒ Provide a reminder of the expected behaviour;
- ⇒ Issue a warning;
- ⇒ Re-position the student;
- ⇒ Require the student to attend a detention;
- ⇒ Refer the student to a 'buddy' teacher to complete work independently in another supervised setting;
- ⇒ Phone home to inform parent/guardian and request parent support;
- ⇒ Record the incident in OneSchool.

Medium level behaviour is managed by teachers with the support of a Head of Department for faculty related issues or a Deputy Principal. It would include such things as:

- ⇒ Repeated low-level behaviours;
- ⇒ Inappropriate language;
- ⇒ Aggressive behaviour towards others;
- ⇒ Anti-social behaviour;
- ⇒ Vandalism;
- ⇒ Truancy;
- ⇒ Low level bullying and harassment
- ⇒ Unauthorised use of mobile phones and other electronic devices;
- ⇒ Unsafe behaviour that does not seriously harm self or others.

The Head of Department or Deputy Principal would issue a consequence and these consequences may include but are not be limited to:

- ⇒ A mediation session with the teacher;
- ⇒ A formal detention (eg. three lunch detentions);
- ⇒ Contact home to discuss the issues;
- ⇒ Formal parent interview;
- ⇒ Support from the Guidance Officer;
- ⇒ Withdraw the student from class with negotiated return;



The Code of School Behaviour

Better Behaviour
Better Learning

- ⇒ Alternate program;
- ⇒ Restitution for deliberate or reckless damage;
- ⇒ Record of incident in OneSchool;
- ⇒ Suspension.

High level behaviour is managed by a Deputy Principal with the support of the Principal. Such behaviour is defined as:

- ⇒ Repeated medium level behaviours where the student's behaviour is affecting the learning of others and the student is unwilling or failing to respond to other interventions.
- ⇒ Continued and repeated low level bullying and harassment;
- ⇒ High risk, unsafe behaviours
- ⇒ Consumption of alcohol or drugs at school;

The Head of Department or Deputy Principal would issue a consequence and these consequences may include but are not be limited to:

- ⇒ A formal detention (eg. three lunch detentions);
- ⇒ Contact home to discuss the issues;
- ⇒ Formal parent interview;
- ⇒ Support from the Guidance Officer;
- ⇒ Withdraw the student from class with negotiated return;
- ⇒ Alternate program;
- ⇒ Record of incident in OneSchool;
- ⇒ Suspension.

Students involved in the following behaviours could expect to be recommended for exclusion from school following an immediate period of suspension:

- ⇒ Selling and/or distribution or repeated incidences of use of drugs;
- ⇒ Violent physical assaults;
- ⇒ High level, sustained bullying and cyberbullying
- ⇒ Indecent behaviour of a sexual nature
- ⇒ Use of weapons, including knives or similar behaviours;
- ⇒ Physical assault of members of staff.

Unacceptable behaviours at any time - Caboolture State High School community has identified a number of behaviours which are totally unacceptable at any time with the consequence of suspension from school after consideration of individual circumstance. These are clearly articulated at the enrolment interview and the student body is reminded of these behaviours and consequences on regular occasions, such as assemblies and in classes. The identified behaviours are:

- ⇒ Refuse to follow a staff member's direct instruction;
- ⇒ Argue with a member of staff when given directions;
- ⇒ Swearing at a member of staff, another student or regularly using obscene language in general;
- ⇒ Physical assaults;
- ⇒ Possession of a weapon, including knives, at school
- ⇒ High level bullying and harassment, including cyberbullying;
- ⇒ Repeat incidences of smoking cigarettes:
- ⇒ Drinking alcohol
- ⇒ Possession of pornographic images, including on ICT devices;



The Code of School Behaviour

Better Behaviour
Better Learning

- ⇒ High level dangerous behaviour which could injure self or others, such as throwing objects.

Personal Mobile Phones and Electronic Devices

Personal mobile phones can only be used in class for the purposes of learning under the direct instruction of the teacher or with teacher permission in extenuating circumstances.

They must be switched off at other times during scheduled class time. This includes when students may be out of class during class time, such as moving between classes or venues, waiting at the office, etc.

In circumstances where students do not meet these guidelines, personal mobile phones and electronic devices will be confiscated by the teacher and logged at the office for collection by a parent/carer. All personal items will be securely stored until collection.

Cyberbullying is one of the “Unacceptable behaviours at any time” (see above) that will result in a suspension from the school. Cyberbullying includes bullying and harassment by:

- ⇒ Text messaging;
- ⇒ Social networking sites;
- ⇒ Chat rooms;
- ⇒ Posting photos and or videos on internet sites.

On enrolment, students sign a School Internet and Network Access Agreement outlining our expectations of computer use at school and consequences for misuse. The agreement clearly outlines that students will be denied access to the network and the internet on their return from a suspension for cyberbullying.

Behaviour Outside of School

Student behaviour outside of school that affects the good order and management of the school will be dealt with in line with the schools policy and consequences will be applied in line with the level of the behaviour. Consequences may range from issuing a warning, mediation with the teacher or student to suspension or exclusion. Examples of such behaviours may include but are not limited to:

- ⇒ Bullying/cyberbullying/assault of another student out of school hours
- ⇒ Harassment/abuse of a teacher from the school out of school hours
- ⇒ Destruction/theft of school property out of school hours

School Disciplinary Absences

Unless otherwise stated in this Plan, suspension from school is used after consideration has been given to all other responses. In the case of students of non-compulsory school age, cancellation of enrolment would be used as a last resort for students who refuse to participate in the program of instruction in line with legislation and Education Queensland policies.

6. Emergency responses or critical incidents

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

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



The Code of School Behaviour

Better Behaviour
Better Learning

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

Basic defusing strategies

- Avoid escalating the problem behaviour;
- Maintain calmness, respect and detachment;
- Approach the student in a non-threatening manner
- Follow through;
- Debrief.

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 himself/herself or to others.

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

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

All staff understand that:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation.

Physical intervention is not to be used as a response to:

- Property destruction;
- School disruption;
- Refusal to comply with instructions;
- Verbal threats;
- Leaving a classroom or the school grounds, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record Keeping

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

- incident report (Appendix 5)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 6).



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7. Network of student support

Students at Caboolture SHS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Heads of Department
- Administration Staff
- Guidance Officers
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator.

Support is available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre
- And many other non-government organisations.
- In promoting a supportive school environment, Caboolture State High School provides programs which support and encourage students in both personal growth and academic achievements.

In promoting a supportive school environment, Caboolture State High School also provides programs which support and encourage students in both personal growth and academic achievements. The Access program which is tailored to the needs of each year level. The program embraces areas of personal development, human relationships, religious education, health and safety issues and transition in to and out of high school.

The school run RiseUp program offers students who are struggling with engagement at school an alternative educational experience supported by a full-time teacher and input from a range of locally based non-government agencies.

8. Consideration of individual circumstances

The Caboolture High School community recognises the diverse needs of students enrolled at the school. 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.

The 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



The Code of School Behaviour

Better Behaviour
Better Learning

- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - o express opinions in an appropriate manner and at the appropriate time
 - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - o receive adjustments appropriate to their learning and/or impairment needs,

Importantly, students attached to the Special Education Unit, students in care and Aboriginal and Torres Strait Island students, have particular situations and contexts which are taken into account when responding to inappropriate behaviour. These responses take into account the greater school community and the rights of all students to access education in a supportive school environment.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. 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

Endorsement

Principal

P&C President

School Council Chair

Date effective: January 2013 to December 2015

APPENDIX 1

'Learning at Caboolture' Respect Rules



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RESPECT YOURSELF

- 1 Be responsible for your learning
- 2 Be on task
- 3 Always be prepared with correct and necessary equipment
- 4 Believe in yourself – try your hardest
- 5 Complete all classwork and homework
- 6 Complete and hand in all pieces of assessment on time

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RESPECT OTHERS

- 1 Follow all teachers' instructions immediately
- 2 Be well-mannered and listen to others
- 3 Put your hand up before speaking
- 4 Respect the right of others to learn
- 5 Hands off others and their belongings
- 6 Mobile phones and all electronic devices switched off and out of sight
- 7 Obtain permission to move around and leave the classroom

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RESPECT YOUR ENVIRONMENT

- 1 Take care of all equipment
- 2 Use computers and equipment appropriately
- 3 Ensure all furniture is treated with respect and returned to correct position when leaving
- 4 Follow workplace, health and safety regulations
- 5 Leave the classroom in a tidy condition

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CABOOLTURE STATE HIGH SCHOOL



The Code of School Behaviour

Better Behaviour
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Use of Personal Technology Devices at School

The school policy reflects the importance the school places on students displaying the school values; Persistence, Respect, Integrity, Diligence and Excellence whenever they are using personal technology devices.

Mobile phones and other electronic music devices

The school also recognizes that mobile phones and other electronic music devices, including ipods, are now part of teenage culture and that parents wish students to have mobile phones as a means of security and safety.

Mobile phones and other electronic music devices can, however, be a disruption to a school's learning environment for they can adversely affect classroom operations, be used in our school in a way that is prejudicial to the good order and management of the school, be a means of bullying and be an invasion of privacy for other students and teachers.

The school policy for mobile phone and other electronic music device use on school grounds is that students are allowed to bring them to school or to school events and that

- 1) They are to be turned off during all instruction and assembly time, including House meeting time. They are not to be used in class or during the instructional periods of the school day either inside or outside the classroom unless under the direct instruction of the class teacher for educational purposes
- 2) Students who use mobile phones and electronic devices in an inappropriate manner as outlined in 1 above will be asked to hand their devices to the teacher. The teacher then gives the devices to the school office where they can be claimed by the parent/carer of the owner after school.
- 3) 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.
- 4) Refusal to follow 2 will be considered refusal to follow teacher instructions and consequences as outlined in the school's Responsible Behaviour Plan for Students will be applied
- 5) Security of mobile phones and other electronic devices is the responsibility of the owner. If parents/caregivers need to contact their child during school time this can be done by contacting school office.
- 6) Unauthorised use at school of audio and video recording devices , and cameras including such devices on mobile phones is not allowed and consequences applied as outlined in the school's Responsible Behaviour Plan for Students

Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras or digital video cameras to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in consequences being applied as outlined in the school's Responsible Behaviour Plan for Students



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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ 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

breach this policy and may be subject to consequences being applied as outlined in the school's 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 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 consequences being applied as outlined in the school's Responsible Behaviour Plan for Students and possible referral to QPS. Students

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



The Code of School Behaviour

Better Behaviour
Better Learning

receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

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

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under 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.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*



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APPENDIX 3

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

Purpose

1. Caboolture State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Caboolture State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Caboolture State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Caboolture State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore 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 the school community.



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Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Caboolture State High School are an addition to our Behaviour support processes (Learning at Caboolture). This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so, including the PRIDE Rewards program. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the Learning at Caboolture school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, re-entering their classrooms to relating respectfully to others
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school and acknowledgement through the school's rewards program
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process, including cyberbullying, consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming.



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The anti-bullying process at Caboolture State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

11. The school uses mediation to settle disputes and overcome and move forward from the damage caused to relationships following incidences of bullying. This can take the form on one to one mediation, group mediation and whole class conferencing.
12. Caboolture State High School uses behavioural data for decision-making. This data is entered into OneSchool on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Personal technology devices policy

13. To reduce the incidences of bullying involving the use of mobile phones and other electronic devices the school has a personal technology device use policy. (refer appendix 2)



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APPENDIX 4

Students with Knives at School

WORKING TOGETHER TO KEEP CABOOLTURE STATE HIGH SCHOOL SAFE

The Caboolture State High School community works together to keep knives out of school. At Caboolture State High School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

All types of knives are banned.

Students are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If students need a knife or tools for school subjects, school staff will provide them and supervise their use.

Consequences of bringing a knife to school

- If a student has a knife at school, the principal may call the police.
- Police can search the student's and his/her property at school if they think the student has a knife.
- If the student has a knife at school, the student may have consequences applied as outlined in the school's Responsible Behaviour Plan for Students.
- The student may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property, such as desks or lockers can be searched if the principal suspects that a student has a knife on or in school property.
- If the principal thinks the student has a knife in his/her bag, the bag can be confiscated until police arrive.
- If the student has a knife at school, it can be confiscated by the principal and given to the police.
- The student may face serious disciplinary consequences as outlined in the school's Responsible Plan for Students

Keep Caboolture State High School safe.

- All students and parents need to make sure that they know the laws and rules about knives.
- Students contact a teacher if they are being bullied or threatened at school.
- Students immediately tell a member of staff if they think someone has a knife at school, or if they say they will bring a knife to school.
- Students immediately tell a member of staff if a student is threatening anyone with an object that could injure them.



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Appendix 5

Incident Report – Restraint of Student

Student Name:

Date:

Person Completing Form:

Date of incident	Time of incident started
Location of incident	
Teacher/s involved in restraint:	
Nature of restraint	
Description of incident	
Other teachers present	
Other students present	
Circumstances that led to incident:	
Actions of the student did during the incident.	
Describe the level of severity of the incident. (e.g. damage, injury to self/others)	
Describe who or what the incident was directed at.	
Briefly give your impression of why the student engaged in the incident	

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- 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.



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APPENDIX 7

CABOOLTURE STATE HIGH SCHOOL
Behaviour Expectations for Caboolture SHS Students

	Respect Yourself	Respect Others	Respect the Environment
School Settings – Outside the Classroom	<ul style="list-style-type: none"> • Act in a manner that reflects the school’s values • Use appropriate language in an appropriate tone • Act in a safe manner at all times • Maintain sun safety guidelines • Follow the school Dress Code 	<ul style="list-style-type: none"> • Listen carefully and follow all staff instructions immediately • Use appropriate language in an appropriate tone • Keep your hands off others, their equipment and their belongings • Treat all members of the school community with respect and tolerance • Respect the privacy of others (particularly with mobile phones and cameras) • Maintain common courtesies and manners 	<ul style="list-style-type: none"> • Maintain a clean and safe environment • Use and treat all property in an appropriate manner • Report any damage or problems • Treat school environment with respect
Learning in all Classrooms	<ul style="list-style-type: none"> • Be responsible for your learning • Be on task • Always be prepared with correct and only necessary equipment • Believe in yourself – try your hardest • Complete all classwork and homework • Complete and hand in all pieces of assessment on time 	<ul style="list-style-type: none"> • Listen carefully and follow all staff instructions immediately • Be well-mannered and listen to others • Put your hand up before speaking • Respect the right of others to learn • Hands off others, their equipment and their belongings • Mobile phones and all electronic devices only used at the direction of the teacher • Obtain permission to move around and leave the classroom 	<ul style="list-style-type: none"> • Take care of equipment • Use computers and equipment appropriately • Ensure all furniture is treated with respect and returned to correct position when leaving • Follow workplace, health and safety regulations • Leave the classroom in a tidy condition
Moving to Class	<ul style="list-style-type: none"> • Know your timetable and move quickly to class • Move on first bell, arrive before second bell • Attend all classes punctually • Allow adequate time to get a drink and go to the toilet 	<ul style="list-style-type: none"> • Move quietly and quickly without running or loitering • Keep stairwells, verandas and pathways clear • Wait quietly outside classrooms for teachers then enter safely in an orderly fashion 	<ul style="list-style-type: none"> • Place all rubbish in bins • Walk on designated walkways • Treat the school environment with respect • Treat school environment with respect



<p>Outside the school grounds</p>	<ul style="list-style-type: none"> • Act in a manner that reflects the values of the school • Wear appropriate uniform at all times • Act in a safe manner at all times 	<ul style="list-style-type: none"> • Treat all members of the community with respect and tolerance • Act responsibly, respecting all community rules and expectations • Listen carefully and follow all staff instructions immediately • Relate positively with all members of the community 	<ul style="list-style-type: none"> • Treat all property and facilities in a respectful and appropriate manner
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold;">Behaviour</div> <div style="font-size: 48px; color: #4F81BD;">➔</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold;">Response</div> <div style="font-size: 48px; color: #4F81BD;">➔</div> <div style="border: 1px solid black; padding: 10px; font-size: 24px; font-weight: bold;">Consequence</div> </div>			
<p>Low Level Behaviour</p>	<p>Teacher Response</p>		<p>Possible Consequences</p>
<ul style="list-style-type: none"> • Lateness to class; • Minor class disruptions; • Homework incomplete; • Failure to bring equipment; • Inattentive or rude behaviour; • Lack of classwork, or undue noise. • Failure to follow classroom routines 	<p>Establish classroom behaviour rules, engagement and behaviour expectations Apply Essential Skills for Classroom Management Refer students to classroom rules as outlined in ‘Learning at Caboolture’ Enforce classroom management structure and behaviour routines One School referral</p>		<p>Issue a warning; Re-position the student; Require the student to attend a detention: Refer the student to a ‘buddy’ teacher to complete work independently in another supervised setting; Phone home to inform parent/guardian and request parent support</p>



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Behaviour
Learning

Medium Level Behaviour	Teacher Response	Possible Consequences
<ul style="list-style-type: none"> • Repeated low-level behaviours; • Inappropriate language; • Aggressive behaviour towards others; • Anti-social behaviour; • Minor property damage • Truancing; • Unauthorised use of mobile phones and other electronic devices. • Low level bullying and harassment; • Low level unsafe behaviours • First incidence of smoking 	<p>Establish classroom behaviour rules and engagement and behaviour expectations Apply Essential Skills for Classroom Management Refer students to classroom rules as outlined in ‘Learning at Caboolture’ Establish and enforce classroom management structure and behaviour routines Referral to Student Support Team Referral to Head of Department/HOSES Referral to a member of Administration Team One School referral</p>	<p>A mediation session with the teacher; A formal detention (three lunch detentions in the detention room); Contact home to discuss the issues; Formal parent interview; Support from the Guidance Officer; Withdraw the student from class with negotiated return; Restitution for deliberate or reckless damage; Suspension.</p>
High Level Behaviour	Teacher Response	Possible Consequences
<ul style="list-style-type: none"> • Repeated medium level behaviours where the student’s behaviour is affecting the learning of others and the student is unwilling or failing to respond to other interventions. • Vandalism; • Refuse to follow a staff member’s direct instruction; • Argue with a member of staff when given directions; • Swearing at a member of staff, another student or regularly using obscene language in general; • Fighting or encouraging others to fight 	<p>Referral to Student Support Team Referral to Head of Department/HOSES Referral to a member of Administration Team One School referral</p>	<p>A formal detention (three lunch detentions in the detention room); Contact home to discuss the issues; Formal parent interview; Support from the Guidance Officer; Withdraw the student from class with negotiated return; Alternate program through a Flexible Arrangement; Police referral; Suspension.</p>



<ul style="list-style-type: none"> • Repeated incidences of smoking cigarettes • High level dangerous behaviour which could injure self or others, such as throwing objects and climbing structures. • Drinking alcohol • Possession of drugs • Possession of a weapon, including knives, at school • Possession of pornographic images, including on ICT devices • High level bullying and harassment • Unauthorised photographing/videoing of incidents at school or on school activities • Posting or publishing unauthorised images taken at school or on school activities 		
<p>Unacceptable behaviours at any time</p>	<p>Teacher Response</p>	<p>Possible Consequences</p>
<ul style="list-style-type: none"> • Selling and/or distribution of drugs; • Repeated incidences of possession of drugs • Violent physical assaults; • Indecent behaviour of a sexual nature • Physical assault of members of staff. • Continued high level bullying and harassment, including cyberbullying • Use of a weapon, including knives, at school 	<p>Refer to member of school administration</p>	<p>Suspension with possible exclusion Police referral</p>