



The Code of School Behaviour

Better Behaviour
Better Learning

Longreach State High School's *Responsible Behaviour Plan for Students* based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

Longreach State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during October 2017. A review of school data sets from 2013-2017 also informed the development process.

The Plan was endorsed by the Principal and the President of the Longreach State High School P & C Association.

3. Learning and behaviour statement

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

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

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Be respectful
- Be responsible

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

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

Universal Behaviour Support

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

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

| Learning Environments | Classroom | Transition between Classes | MPS/Oval/Gym | Science Lab | Cooking Areas | PAR Rooms | IDT Rooms | Art Room | Library | QDEC | Computers/ICT |
|------------------------------|---|--|---|---|---|---|---|--|--|--|---|
| Respect | <p>We respect others rights to learn and teach</p> <p>We follow teacher's directions</p> <p>We interact appropriately with all staff and peers</p> | <p>We respect personal boundaries</p> <p>We use positive and polite language</p> <p>We make room for others</p> | <p>We demonstrate good sportsmanship</p> <p>We keep our hands to ourselves</p> <p>We follow the directions of staff</p> <p>We are inclusive of others</p> | <p>We respect peoples differences and beliefs</p> | <p>We respect feedback about our learning</p> <p>We respect the working space of our colleagues</p> | <p>We are positively encouraging of all participants</p> <p>We respect diversity and difference</p> | <p>We listen and watch quietly during practical demonstrations and instruction</p> <p>We respect the work of others and ourselves</p> <p>We listen to other's ideas and value feedback</p> <p>We evaluate our work honestly</p> | <p>We are positively encouraging of all participants and respect the work produced by our peers</p> | <p>We speak to others respectfully and use our manners</p> <p>We encourage and welcome others</p> <p>We respect others desire to work quietly</p> | <p>We respect others desire to work quietly</p> | <p>We obtained permission and consent to use images and equipment at all times</p> <p>We only bring or display content appropriate for educational purposes</p> |
| Responsibility | <p>We participate positively and listen attentively</p> <p>We are prepared with all necessary equipment</p> <p>We strive to achieve our best in all class work, homework and assessment</p> <p>We complete set tasks to the best of our ability and on time</p> <p>We follow class and school expectations</p> | <p>We move quickly between classes</p> <p>We arrive on time</p> <p>We stand quietly outside the classroom to wait for teacher to arrive</p> | <p>We take care of equipment and facilities</p> <p>We are sun safe</p> <p>We demonstrate safety and report unsafe behaviour</p> <p>We are responsible with our food and rubbish</p> | <p>We are responsible for the cleanliness of our workspace</p> <p>We behave in a sensible manner, showing consideration for the safety of yourself and others</p> <p>We dispose of all materials as directed by the teacher</p> <p>We wear safety equipment for its intended purposes</p> | <p>We move sensible around the kitchen</p> <p>We take care of equipment and facilities</p> <p>We use equipment safely and for the correct purpose</p> <p>We use the PPE recommended</p> <p>We exercise hygiene and cleanliness at all times</p> <p>We clean and remove wastes as instructed</p> | <p>We use equipment and instruments in a safe and appropriate manner</p> | <p>We move quietly and safely around the workshop</p> <p>We use machines and equipment in a safe manner after obtaining training and permission</p> <p>We leave our workspace tidy for fellow students</p> | <p>We use equipment in a safe and appropriate manner</p> <p>We use specialist equipment in a safe manner after obtaining training and permission</p> <p>We leave our workspace tidy for fellow students</p> | <p>We leave our area tidy for fellow students</p> <p>We use equipment and technology in a safe and appropriate manner</p> <p>We ensure water bottles are left in a safe area</p> <p>We move sensibly around the room</p> | <p>We leave our area tidy for fellow students</p> <p>We abide by the school internet policy</p> <p>We use equipment and technology in a safe and appropriate manner</p> <p>We ensure water bottles are left in a safe area</p> | <p>We complete work at our own workstation</p> <p>We report fault or damages equipment to the teacher</p> <p>We ensure water bottles are left in a safe area</p> <p>We use equipment and technology in a safe and appropriate manner</p> <p>We leave our area tidy for fellow students</p> |

| Outside | Assemblies | Drink Taps/Tuckshop | Bike Racks/X-ing Drop Off Zone | Walkways | Toilets | Seating Areas |
|----------------|--|---|---|--|---|--|
| Respect | We respect the speaker/ performer We respect others achievements | We respect personal boundaries and wait patiently We speak in a polite manner We respect the environment | We speak in a polite manner We keep our hands to ourselves We follow the directions of staff & bus-drivers We respect personal boundaries and wait patiently We respect road-rules | We respect personal boundaries We use positive and polite language We make room for others | We respect the privacy of others | We respect the space of others We respect diversity and difference |
| Responsibility | We listen attentively We arrive on time and follow teacher direction | We line up quietly We use our own money to purchase items | We wear helmets if riding bikes We store transport safely and securely We demonstrate safety and report unsafe behaviour We abide by road-rules | We are litter-free when moving around the school We move sensibly around the school We follow teacher directions | We take care of equipment and facilities and use them for their intended purposes We are water wise We exercise hygiene and cleanliness at all times We report faulty or damaged equipment to the teacher We access the toilets at the correct times or when given permission | We use school equipment for its intended purposes We are litter-free We follow teacher instructions We move to class promptly |

| Inside Areas | Staff Rooms | Office | Sick Bay | Photocopy Room |
|----------------|--|---|---|--|
| Respect | We interact appropriately with all staff We respect others right to work We respect the privacy of others | We interact appropriately with all staff We respect others right to work We respect the privacy of others | We interact appropriately with all staff We respect others desire for silence We respect the privacy of others | We interact appropriately with all staff We respect the privacy of others |
| Responsibility | We enter staffroom only under teacher permission | We access the office at the correct times or when given permission | We access the sick-bay when given permission We use the facility for its intended purpose We follow office instructions | We enter photocopy room only under teacher permission |

| Outside of School | School Camp & Excursions | Work-Experience | School Events |
|-------------------|---|---|---|
| Respect | We respect diversity and difference We are inclusive of others We show respect, courtesy and manners to others We interact appropriately with all staff and peers We respect others personal property | We respect diversity and difference We use positive and polite language We respect the work of others and ourselves We respect feedback about our learning | We respect diversity and difference We are inclusive of others We show respect, courtesy and manners to others We interact appropriately with all staff and peers |
| Responsibility | We take care of equipment and facilities We use equipment safely and for the correct purpose We are sun safe We submit all documents by the due date We follow the instructions of teachers and leaders We participate to the best of our ability | We dress appropriately We use equipment safely and with permission We submit all documents by the due date We follow the instructions of teachers and employers We participate to the best of our ability | We use equipment safely and with permission We submit all documents by the due date We follow the instructions of teachers We participate to the best of our ability |

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Longreach State High School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

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

Reinforcing expected school behaviour

At Longreach State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Longreach State High School Positive Reinforcement

Staff members acknowledge positive behaviour each day to students when they observe them following school values in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When staff observe a student demonstrating the school values they are able to provide a positive acknowledgment stamp. When students are given a positive acknowledgment stamp it is recorded in their school diary and this record is regularly checked by school staff in Access classes and other lessons throughout the school day.

Each week, student positive stamp records are monitored and recorded. Students may then be provided with a voucher that can be redeemed for various rewards. These rewards are determined through student input and consultation and form a powerful reinforcer for Positive Behaviour for Learning. Positive acknowledgment stamps are never taken off students as a consequence for problem behaviour.

A Schoolwide Positive Acknowledgment Matrix on page 6 outlines our agreed expectations and positive reinforcement system in all school settings.

| | Name | Description and Criteria | When & where presented & communicated | Goal(s) | Celebrations |
|--------------------|--|--|--|---|---|
| Free and Frequent | Building positive relationships by using positive language | Greeting children at the beginning of the day Knowing your learner (ESCM) Differentiation Having an interest in your students by generally caring about them. Actively listening to them | All the time | To promote a positive culture within our school. Everyone belonging | |
| | Classroom system | Staff give high rates of verbal specific feedback, using our expectations which are Be Respectful , Be Responsible e.g. that's a great job of being respectful by walking in two lines during transitions e.g. well done to everyone for being respectful listeners. A tangible does not have to be given every time but specific feedback needs to accompany any tangible | Any staff to any student following expectation and rules in all areas Email with PBL focus outline & lesson PBL team available to inform process | At least 80% of our students to receive per fortnight | Teacher and student collaboration on celebration. See attached list of acknowledgements. Recorded on OneSchool as a positive report |
| | Brolga Bucks | Brolga stamps distributed to students who demonstrate a positive attitude to the focus for the week. | Students receive stamp each lesson when they demonstrate the weekly focus | Each student receive a minimum of 2 stamps a day | Stamps converted into Bucks. |
| Short Term | Attendance | Top form class Individual rewards • 100% attendance • Most improved – 1 from each grade | Calculated on class attendance. (percentage) Collated and communicated via office | 90%+ | Celebration for highest attendance of class, individual and most improved (week 9 data) at the end of each term 100% letter home Newsletter photo Certificate on parade 90% Summary of each form class in newsletter each week. |
| | Positive Message | At least 1 student per class per week that follow our school expectations Specialist and Teacher Aides – 1 per week overall Be Respectful. Be Responsible | Positive postcard to be addressed to student and handed into office for postage. | By the end of Semester each student will receive a Positive Postcard | |
| | Student of the Week/Month | 2 students with the highest number acknowledgment stamps for the week for each Access class will be student of the week that demonstrates our expectations To be completed Monday afternoon so parents can be contacted to attend parade on Monday | One School record to be input and certificate completed and presented on parade | 100% of students to have received a certificate by the end of the year | Certificate presented on parade Parent to be contacted Thursday afternoon (for option to attend parade) |
| Short /Medium Term | Brolga Bucks | Students diaries stamped in class when they have displayed the expectations identified that week. Max 6 stamps per day. Stamps tallied at end of the week. Stamps converted into Brolga Bucks. Bucks used by students in list of acknowledgements – identified from students in a survey. | Teachers stamp diaries when expectations are displayed. Expectations and focus of the week communicated in Access class at the start of each week. | 85% of students are demonstrating the expectations. 85% of students getting a Brolga Buck each week. | Student converts Brolga Buck into the acknowledgment of their choice. |
| Long Term | Attendance | Students have reached 95% 98% 100% | One School record to be input and a special reward | | Presented at Awards Night 95% Certificate 98% Book/Voucher 100 % Book/Voucher |

Responding to unacceptable behaviour

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

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

Our preferred way of re-directing low-level problem behaviour is redirect the student by a simple question that relates to our school values, e.g. are you being respectful? Is that being responsible? This is a quick and simple way for the student to be reminded of and redirected to our expected behaviour. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support:

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

Students identified for targeted behaviour support may continue to attend normal classes and activities or alternatively participate in alternative and flexible learning approaches. Students participating in these programs receive additional support from the school's student support team which may involve Guidance Officer, Community Pathways Officer, HOSES and Year Level Coordinators. Where required, adjustments are made to the participant's individual educational program through academic support, adult mentoring or intensive social skills training.

Targeted behaviour support programs are coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

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

3. Intensive behaviour support: Behaviour Support Team

Longreach State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Student Support Team* consists of a range of key stakeholders and their individual functions may include:

- facilitate a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Positive Behaviour for Learning Team to achieve continuity and consistency.

The *Student Support Team* will refer students to Department of Education staff through OneSchool and any external agencies that may be involved will be referred through their appropriate referral/request forms. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and the Senior Guidance Officer.

5. Consequences for unacceptable behaviour

Longreach 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. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All major problem behaviour referrals are recorded in OneSchool and electronically referred to a member of the administration team.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding: (See Appendix 4)

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. As soon as practical the staff member then completes a OneSchool referral to the relevant school administration staff member for action and follow-up.

All Major problem behaviours will involve parent contact and may result in the following consequences:

- **Level One:** Temporary removal or withdrawal from setting or activity, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to a member of the student support team, internal suspension, suspension from school for 1-5 days.
- **Level Two:** Referral to Guidance Officer, referral to Student Support Team, suspension from school for 5 – 10 days: and/or

- **Level Three:** Referral to Guidance Officer, Senior Guidance Officer and outside agencies, suspension for 10-20 days, students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

| | Minor | Major |
|---|---|---|
| Bullying/harassment <i>Definition: Repeated of serious verbal, physical, social or physiological misbehaviour that is harmful and involves misuse of power by an individual or group</i> | <ul style="list-style-type: none"> • No minor issues of bullying – all bullying to be treated as major as Longreach State High School has zero tolerance for bullying. | <ul style="list-style-type: none"> • Sustained or intense disrespectful messages (e.g. based upon cultural identity, religion, sexual identity, age) directed to a student • Includes threats and/or intimidation • Can be verbal, written, gestural or cyber |
| Defiant/threat/s to adults | <ul style="list-style-type: none"> • Talking back | <ul style="list-style-type: none"> • Verbal, written or physical threat, including use of proximity, directed at a staff member or other adult |
| Disruptive | <ul style="list-style-type: none"> • Short interruptions (e.g. talking, yelling, noise with materials) | <ul style="list-style-type: none"> • Sustained interruption to teaching and learning |
| Dress code | <ul style="list-style-type: none"> • Wearing of clothing or accessories not included in the dress code guidelines without a note to explain (or uniform pass) <p><i>See LSHS Uniform Policy for detail</i></p> | <ul style="list-style-type: none"> • Continued wearing of clothing or accessories not included in the dress code guidelines without a note to explain (or uniform pass) • Home contact and support already provided <p><i>See LSHS Uniform Policy for detail</i></p> |
| IT misconduct | <ul style="list-style-type: none"> • Inappropriate use of school technology • Mobile phone evident or being used <p><i>See LSHS Mobile Phone Policy for detail</i></p> | <ul style="list-style-type: none"> • Repeated inappropriate use of school technology • Mobile phone evident or being used on multiple occasions <p><i>See LSHS Mobile Phone Policy for detail</i></p> |
| Late | <ul style="list-style-type: none"> • Late to class without a note and/or a valid reason • Late to school without a note <p><i>See LSHS Attendance Policy for detail</i></p> | <ul style="list-style-type: none"> • Late to class without a note and/or a valid reason • Late to school without a note <p><i>See LSHS Attendance Policy for detail</i></p> |
| Lying/Cheating | <ul style="list-style-type: none"> • In-class copying of other's work • Non-threatening untrue message | <ul style="list-style-type: none"> • Plagiarism of work for assessment <p><i>See LSHS Assessment Policy for detail</i></p> |
| Misconduct involving object | <ul style="list-style-type: none"> • Actions using an object (e.g. stick, school equipment) which distracts or interrupts | <ul style="list-style-type: none"> • Actions using an object (e.g. stick, school equipment) which causes harm or has the potential to harm self or others |
| Non compliant with routine | <ul style="list-style-type: none"> • Failure to respond to staff requests in relation to school rules and routine • Failure to attend detention | <ul style="list-style-type: none"> • Repeated failure to respond to staff requests in relation to school rules and routine • Repeated failure to attend detention |
| Other conduct prejudicial to the good order and management of school | Do not use this category as it does not provide information to support any intervention strategies. | |
| Physical misconduct | <ul style="list-style-type: none"> • Actions involving physical contact where unintentional injury may occur (e.g. rough play, running where they shouldn't) | <ul style="list-style-type: none"> • Serious physical contact where injury may occur (e.g. hitting, punching etc) |
| Possess prohibited items | <ul style="list-style-type: none"> • Possession of items not allowed at school e.g. chewing gum | <ul style="list-style-type: none"> • Possession of prohibited items that have the potential to damage e.g. matches, lighters, petrol |
| Prohibited items | <ul style="list-style-type: none"> • Accessory to possession of prohibited item not allowed at school | <ul style="list-style-type: none"> • Accessory to possession of prohibited item that have the potential to damage |
| Property misconduct | <ul style="list-style-type: none"> • Intentional actions that result in minor damage to property that is repairable or cleanable | <ul style="list-style-type: none"> • Intentional actions that result in destruction or damage of property that is not repairable |
| Refusal to participate in program of instruction | <ul style="list-style-type: none"> • Refusal to participate in an activity that forms part of the school curriculum where the activity | <ul style="list-style-type: none"> • Continual and persistent refusal to participate in an activity that forms part of the school |

| | | |
|---|---|--|
| | is at an appropriate level and support has been provided | curriculum where the activity is at an appropriate level and support has been provided |
| Substance misconduct involving illicit substance | | <ul style="list-style-type: none"> • Possession or use of illegal drugs/ substances (including synthetic imitations) and alcohol |
| Substance misconduct involving tobacco and other legal substances | <ul style="list-style-type: none"> • In the company of others who were using tobacco, alcohol, or other illicit substances | <ul style="list-style-type: none"> • Using/possessing tobacco or related products on the school grounds • Using/possessing tobacco or related products off the school grounds when in school uniform |
| Third minor referral | This category should not be used. It is used in school where teachers do not use OneSchool until they can demonstrate they have applied multiple, varied and consistent interventions including multiple contacts home. If they have not had success in changing student behaviour they then record this as a Minor Behaviour. A member of the school support team would then determine when to include this as a major | |
| Threat/s to others | | <ul style="list-style-type: none"> • Verbal, written or physical threat, including proximity directed at another student |
| Truant/skip class | <ul style="list-style-type: none"> • Leaving class without permission • Missing class without permission <i>See LSHS Attendance Policy for detail</i> | <ul style="list-style-type: none"> • Missing from the school grounds during school time without permission <i>See LSHS Attendance Policy for detail</i> |
| Verbal misconduct | <ul style="list-style-type: none"> • Non directed swearing when given directions • Inappropriate language e.g. calling a teacher racist/sexist | <ul style="list-style-type: none"> • Swearing directed at a person |
| Other | Do not use this category if the behaviour potentially fits within another category | |

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe 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.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

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

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

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

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

8. Consideration of individual circumstances

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

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)

- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

11. Some related resources

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

Endorsement



Principal



P&C Association President

Effective Date: 30 March 2018 – 30 March 2019

Appendix 1

The use of personal technology devices at school

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, 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.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players 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 discipline.

Confiscation

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

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

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they should be handed into the school office for safekeeping and collection at the end of the school day. As a last resort personal technology devices must be turned off and out of sight during assemblies or classes. Personal technology devices may only be used at morning tea and lunch breaks and before and after school under the supervision of a staff member in the administration office area.

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

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

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

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special circumstances arrangement

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

Appendix 2

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

Purpose

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

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

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

Bullying behaviours that will not be tolerated at Longreach 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Longreach 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.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. 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.

The anti-bullying procedures at Longreach State High School are an addition to our Positive Behaviour for Learning support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

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

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 2 school values and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process 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.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Longreach 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'.

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

Appendix 3

Appropriate use of social media

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

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

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

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

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

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

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

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

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

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

Appendix 4

Responding to problem behaviour in the classroom

