



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

Tully State High School

Responsible Behaviour Plan for Students **Based on *the Code of School Behaviour***

1. Purpose

Tully 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

Tully State High School developed this plan in collaboration with our school community. As part of Positive Behaviour for Learning (PBL) program, we have developed an ongoing collaborative process: we include parents, Guidance officer, administration, staff members (teaching and non-teaching) and students.

This plan will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

All areas of Tully 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 Responsible Behaviour Plan outlines our system for facilitating positive and pro-social behaviours, preventing anti-social behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are apparent to everyone, assisting Tully 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 rules to teach and promote our high standards of responsible behaviour:

- We are safe
- We are responsible
- We are respectful
- We are learners

Our school rules have been 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

This section outlines the processes for facilitating appropriate standards of behaviour. A whole school approach shapes, supports and recognises appropriate behaviours in all students.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Tully State High School we emphasise the importance of directly teaching students and modelling 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.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of **universal**, **targeted**, and **intensive** supports.

- **Universal (Tier one)**

In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted (Tier two)**

In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive (Tier three)**

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices
- explicit teaching of behaviours and learning practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development for all members of the school community
- adoption of practices that are non-violent, non-coercive and non-discriminatory
- a continuum of whole school positive preventive action for all students.

Level one - Responding to unacceptable behaviour:

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

Re-directing low-level and infrequent problem behaviour

- a) When a student exhibits low-level and infrequent problem behaviour, the first response of School staff members is to remind the student of expected School behaviour, then ask them to change their behaviour so that it aligns with our School's expectations.
- b) Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to be a better learner, act more safely, show more respect or act 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.

Level two - Targeted behaviour support:

Any behaviour that:

- Is unsafe
- Is disrespectful
- Is irresponsible
- Prevents learning

Will attract a consequence.

The following strategies may be used with students who have not responded positively to the school-wide approach.

- Inform parents/carers
- Record on One School application
- Head of School (HOS) Referral, behaviour monitoring card
- Explicit re-teaching of expectation
- Redirection (choice)
- Change to seating plan
- Withdrawal from activity
- Withdrawal from class (buddy classroom)
- Referral to year level coordinator, Deputy Principal or Principal
- Referral to Head of Engagement and Wellbeing
- Guidance Officer referral
- Suspension 1-10 days
- Suspension 11-20 days
- Cancellation of enrolment
- Recommendation to exclude

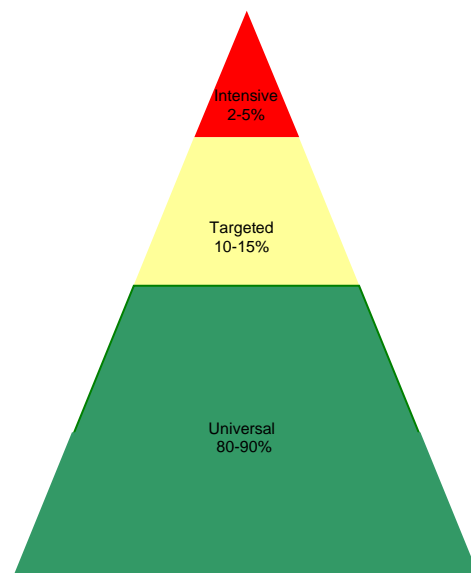
Level three - Intensive behaviour support: Behaviour Support Team

Tully 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.

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still displaying inappropriate behaviours.

The following strategies are commonly used with these students:

- Referral to the school Guidance Officer or other student support personnel
- Intervention and strategising from the student support team
- Case management by the Year Co-Ordinator or HOS
- Modified timetable or attendance
- ASDAN
- Invitation to parents/caregivers to assist with student behaviour
- Recommendation and assistance to parents to seek outside agency support





Tully State High School

RULES MATRIX



	WALKWAYS	TUCKSHOP	MPC/ASSEMBLY	EXCURSIONS/BUSES	TO/FROM SCHOOL	ALL AREAS	IN CLASS
<div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> We Are SAFE </div> <div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> POSITIVE HEALTH </div>	Move directly to your destination via pathways Keep hands off others and their belongings Engage in only school approved activities Keep walkways/staircases clear at all times	Line up in an orderly fashion Line up in your appropriate line – Junior and Senior Keep hands off others and their belongings Follow teachers/staff instructions Play games in appropriate areas	Keep hands off others and their belongings Follow staff's instructions Engage in only school approved activities Keep walkways clear of bags Play games and use equipment appropriately	Stay within gates until instructed otherwise Keep hands off others and their belongings Follow staff's instructions before boarding Follow bus rules – wearing seat belts, stay seated, no food or drink to be consumed	Keep hands off others and their belongings Follow road safety rules/laws at all times Make healthy choices Follow bus rules – wearing seat belts, stay seated, no food or drink to be consumed	Keep hands off others and their belongings Walk Bicycles in school grounds Obtain permission to leave school grounds Dress suitably for school approved activities – including hat and shoes Play sports and games in appropriate areas	Keep hands off others and their belongings Follow staff instructions Line up, enter and exit rooms in an orderly fashion Use school equipment and resources appropriately Obtain permission to leave the classroom
	Use appropriate language and volume Use walkways at all times Respect other classes and learners Follow staff's instructions	Use appropriate verbal and nonverbal language Be polite and use manners Buy only your own food Keep hands off others and their belongings Follow staff's instructions	Silently listen to the speaker Acknowledge events appropriately Support all presenters and recipients using appropriate manners Phones stay silent and out of sight Follow staff's instructions	Be polite to host and public Take care of the environment Follow staff's instructions Wait quietly in an orderly fashion Respect driver and supervisors Be polite to passing pedestrians and vehicles	Follow the school's dress code policy Be polite to passing pedestrians and vehicles Behave appropriately in local businesses Build positive relationships with community members	Physical affection is not appropriate for school Seek help when you need Enter and exit rooms in an orderly fashion Use appropriate language Put rubbish in the bin Respect the property of the school and others	Follow staff instructions Use appropriate verbal and non-verbal language Use manners Follow the school's dress code policy S.L.A.N.T. Sit up Listen Answer Questions Nod Track
<div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> We Are RESPONSIBLE </div> <div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> POSITIVE ENGAGEMENT </div>	Walk to class quickly Keep walkways clean and tidy at all times by using bins provided	Have enough money to pay for your lunch before you line up Prepare your money before hand Put rubbish in the bin Stay in the queue in the order you arrive Don't beg for money from other students	Follow staff instructions Follow the school's dress code policy Sit appropriately in the correct area Take belongings and rubbish when you leave Enter when instructed to Be organised and punctual	Follow staff instructions Follow the school's dress code policy Hand in your money and permission note by due date to the appropriate person/s Be organised and punctual Represent the school with pride.	Wear your full school uniform proudly Keep the community clean and tidy Bring only suitable items to school Represent the school to the community with pride Be prepared to be a learner Be organised and punctual Follow sign in/sign out procedures	Follow staff instructions Take responsibility for your choices Wear your full school uniform proudly Keep your school and environment clean and tidy Ensure materials and plants stay in gardens Put rubbish in the bin.	Care for the classroom environment Look after equipment Engage in activities at correct times Bring appropriate equipment and materials for every lesson Be organised and punctual
	Move directly to class as soon as the bell rings Stay quiet when using walkways during class	Model appropriate behaviour Always follow school staff's directions Be on time	Move directly to the MPC on first bell Sit in your designated area Actively look, listen, track Support all presenters and recipients using appropriate manners	Take appropriate clothing and equipment Actively look, listen and track Always follow directions from staff and other supervisors Look for new discoveries and ways of learning	Come to school with correct books, equipment, clothes, food and money if needed Model appropriate behaviour and show that you are prepared to learn	Be prepared for learning with correct equipment Actively look, listen and track Always follow instructions Involve yourself in learning Be on time	Follow staff instructions Respect the learning of other students/classes Fully participate in learning Complete all set tasks and assessment Attend all lessons

POSITIVE BEHAVIOUR FOR LEARNING [PBL]

Students of all ages learn best when the school that they attend has a safe, supportive and disciplined environment. For this reason, Tully State High School is one of many schools in Far North Queensland that uses the School wide Positive Behaviour for Learning (SW-PBL) framework to develop a whole-school approach to student discipline.

Vivo Rewards

Vivo Miles is an online rewards system which aims to motivate students to work hard at school and be recognised for their efforts; it is our whole school system for recording and acknowledging positive behaviour.

Teachers award students Vivos (electronic points) for a range of categories linked to PBL and our school values (We are Learners, We are Respectful, We are Safe, We are Responsible).

Category
Be a Learner - Academic Achievement Submitting assessment work on time; commitment to improvement; performing to the best of your ability
Be a Learner - Positive participation Contributing in class; consistent effort; volunteering
Be a Learner - Prepared for class Having all equipment; completing homework; in line on time
Be Respectful: Appropriate Conduct Classroom entry and exit routines; listening and responding politely; good etiquette
Be Respectful: Follow all directions Following teacher directions in classroom and outdoor settings
Be Respectful: Caring for the environment Proper use of equipment; putting rubbish in the bin; keeping pathways clear
Be Responsible: Display School pride Wearing school uniform; representing the school in public
Be Responsible: Leadership Showing responsibility without direction;
Be Responsible: Punctuality and Attendance Attending all classes on time
Be Safe: Look out for each other Acts of kindness; involvement in mediations; supporting others
Be Safe: Make safe choices Being sun safe; moving safely; playing fairly

Students can save and redeem their Vivos for the rewards they want from an online catalogue in the Vivo Shop.

Students can check their Vivo balance by logging on to their account through the vivoedge.com.au website or the Vivo App (for Android and iPhones).



Tully State High School

Sequence for Managing Student Behaviour



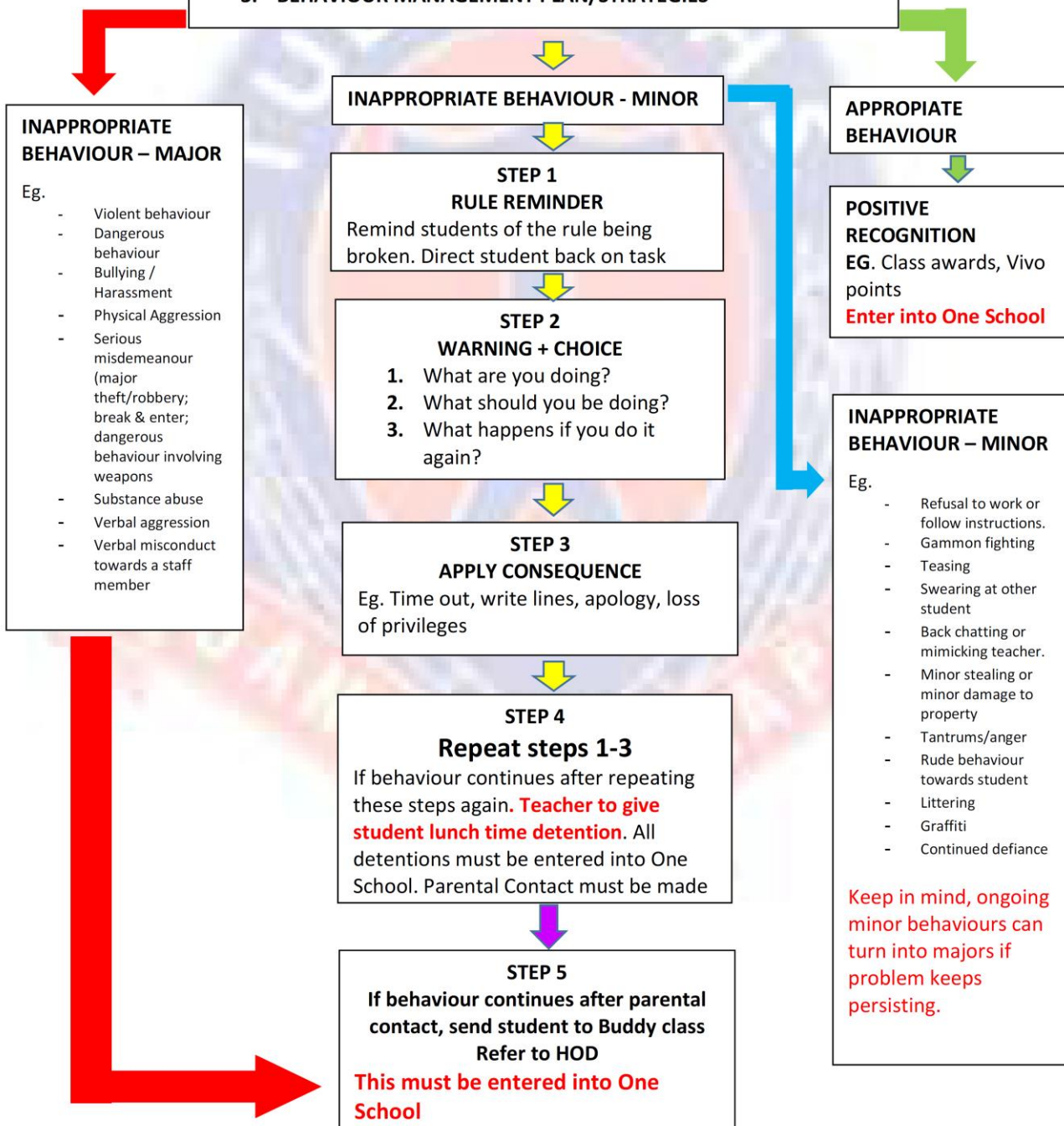
1. SCHOOL RULES

Clearly displayed and referred to often

2. NEGOTIATED CLASS RULES

Clearly displayed and referred to often. Clear consequences (negative & positive)

3. BEHAVIOUR MANAGEMENT PLAN/STRATEGIES



5. Consequences for unacceptable behaviour

Tully State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. This behaviour policy will be implemented consistently by all staff members. Students are expected to communicate respectfully with all members of the School community.

- certainty that unacceptable behaviour will be followed by consistent and predictable consequences
- consequences are designed to correct inappropriate behaviour
- where a relationship has been broken or property has been damaged or stolen whenever possible the consequence will involve restitution
- consequences reflect the nature of the unacceptable behaviour – minor incidents will be dealt with by the classroom teacher. However, the relevant School administration will become increasingly involved if the unacceptable behaviour persists.
- Minor & major problem behaviour are both needed to be recorded on One School. School protocols should be used for One School (Appendix 4).

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:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the relevant HoD, HoS or school Administration team member

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
- Do not require involvement of specialist support staff or Administration but may require support from YLC.

Minor problem behaviours may result in the following consequences:

- A minor consequence 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.
- A re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. give positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require removal from the learning environment and referral to HOS and school administration

Major behaviours result in an immediate referral to Administration or Head of School because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member enters the incident onto "One School" and refers it to the appropriate HoS, HoD or Deputy Principal. Where appropriate, the staff member escorts the student to a HOS or the Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** removal to buddy class, parent contact, alternate lunchtime activities, loss of privilege, restitution, loss of break times, community service (litter duty), warning regarding future consequence for repeated offence,
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as assault or the use or supply of drugs or weapons can expect to be recommended for exclusion from school following an immediate period of suspension.

Students who display repetitive unacceptable behaviours over a period of time, may also be considered for exclusion.

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

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	<ul style="list-style-type: none"> • Disruption of other classes
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons (eg knives) • Ongoing inappropriate play, despite redirection
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact 	<ul style="list-style-type: none"> • Physical assault • Fighting • Sexual contact
	Dress Code	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing appropriate footwear • Not wearing full school uniform • Wearing inappropriate jewellery 	
	Other	<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Possession or selling of drugs • Smoking • Substance abuse
Being Responsible	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non-compliance • Unco-operative behaviour 	<ul style="list-style-type: none"> • Direct refusal to follow instructions
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone used in class without permission. 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging, or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / theft • Wilful property damage • Major Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor bullying (first instance) 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance
Being a Learner	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Assessment	<ul style="list-style-type: none"> • Failure to submit assessment by due date 	<ul style="list-style-type: none"> • Academic dishonesty (cheating/ plagiarism)

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

Students also interact with the PBL process that teaches students about how to respond 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

In the event of a critical incident eg evacuation, lockdown, medical emergency, students are expected to explicitly follow staff instructions and School protocols.

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

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).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

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

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student

continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(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
- posing an immediate danger to him/her or to others

Appropriate physical intervention may be used to ensure that Tully 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
- 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
- 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 following records must be maintained:

- incident report via "One School"
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5)

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Community Education Councillor
- Senior Guidance Officer
- School Chaplain
- Local Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Year Level Coordinator

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.
- Tully Support Centre
- Mamu

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.

Tully 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 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](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement



Mr Richard Graham
Principal



Wendy Finlayson
P&C President

Effective Date: 02/2018

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices

If students choose to bring valuable personal technology devices like mobile phones, laptops, digital video cameras or MP3 players/iPods to school there is a risk of damage or theft. The school accepts no responsibility for these items.

Confiscation

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

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

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 must be turned off and out of sight during assemblies or classes.

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 Tully State High School. Students must not use personal technology devices to record others without consent, record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) or disseminate such recordings by any means (including distribution by phone or internet posting). Such behaviour builds a culture of distrust and disharmony and will not be tolerated.

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 or conversations with teachers 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 will be deemed to have breached the policy

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

Bullying can be defined as conscious, wilful, deliberate, hostile and repeated behaviour by one or more people that is intended to harm other (www.bullying.org)

Bullying involves:

- (1) the DESIRE to hurt + a hurtful ACTION
- (2) a pattern (REPETITION) of the hurtful action
- (3) a POWER IMBALANCE and an unjust USE of POWER

Purpose

1. Tully 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 Tully 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 Tully State High School include:
 - name-calling, verbal taunts
 - physical violence & attacks
 - name calling and put downs, mocking
 - making offensive comments,
 - threats & intimidation
 - kicking,
 - extortion
 - stealing money or possessions
 - 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

Cyber bullying also includes the use of ICTs such as email, mobile phones, instant messaging, chat rooms and websites to harm others.

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 Tully 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

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 Tully State High School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide 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. The anti-bullying process at Tully 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'.

Appendix 3

Appropriate use of social media

Tully Sate 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.

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

No student of Tully Sate 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 Tully Sate High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Tully Sate High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Tully Sate 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 Tully Sate 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 Tully Sate 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.

Tully Sate 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".

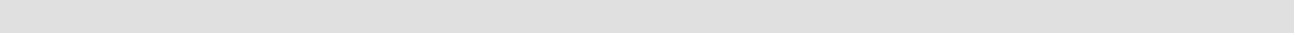
The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- 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.

Tully 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, Tully State High School expects its students to engage in positive online behaviours.



Recording Incidents on OneSchool**Incident Details**

Student/s (refer those who have demonstrated negative behaviour) others can be entered as a witnesses.

Staff member, date, period, and location are mandatory

Restricted to – class teacher and above. High restrictions if you feel information is of a sensitive nature.

Incident type

Minor/ Major: see above flowchart

Incident Details

Short and factual. Refer to guidelines on page 15.

Record Incident (Single Student)

Student Involved *

Student * Family name: _____ Given names: _____

Staff member * Jason Day (DAYJA)

Date of Incident * 09-Jun-2016

Incident Type * [Dropdown]

Period * [Dropdown]

Location Category * [Dropdown]

Subject [Dropdown]

Restricted to * [Dropdown]

Witnesses [Select Witnesses](#)

Incident Details *

- Location
- Staff and students present
- Lesson or event
- Observed behaviour of the student
- Who or what the behaviour was directed toward
- Action taken to de-escalate the behaviour

Behaviour Strategies

Categories *	Strategies
<input type="checkbox"/> Bullying/harassment	<input type="checkbox"/> Faculty Letter
<input type="checkbox"/> Defiant/threats to adults	<input type="checkbox"/> Refer to HOD
<input type="checkbox"/> Disruptive	<input type="checkbox"/> Referral to DP
<input type="checkbox"/> Dress code	<input type="checkbox"/> Referral to Principal
<input type="checkbox"/> IT misconduct	<input type="checkbox"/> Referral to HOS

Record of contact

Edit	Date of Contact	Contact Type	Contact Details
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Attachments

Motivation for Behaviour

Referrals

[Select Staff](#)

In accordance with the Information Privacy Act 2009 and the Right to Information Act 2009, all school-based employees need to be diligent in the way personal information (of staff and students) is collected, stored, accessed, amended, used and disclosed.

Please remember that any information you record here may be released to the student and their family, and may be used to inform future decisions regarding the student's education.

Category: Primary Behaviour (**only one**) Identify the worst negative behaviour category

Strategies: (**only one**) Strategy list is in order. Select the strategy which you used.

Contact: used to record contact with parents/guardians.

Contact must be made before any referral made with persistent minor behaviours and buddy classes.

Motivation

Always select "Don't Know" as there is no definitive way of knowing the motivation of the student behaviour.

Referrals:

Only refer on **persistent minor behaviours** (when contact home has been made). Refer to p.15 for behaviour strategy referrals.

Appendix 5

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 by you?
- 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.

Appendix 6



Classroom Expectations



It is vital that we maintain clear expectations that have been established in the Junior Secondary classes throughout the school.

At Tully State High School all classes will be expected to meet the following in all classes:

Class expectations:

- ✓ On time to every lesson
- ✓ Prepared for every lesson with essentials- including ruler, red, black and blue pen, lead pencil and eraser, calculator, USB and separate exercise book for each subject.
- ✓ Lined up outside classrooms waiting quietly, then welcomed into the room
- ✓ Correct bookwork in exercise books- margin (middle of the page for maths), date, headings underlined and zero graffiti or scribbling in any books
- ✓ Students are not to have earphones/headphones visible (hanging out of shirts) in any class or between classes. They are only permitted to use iPods/phones during breaks or in a curriculum-based activity (computer use for media etc). If students are seen to have these in class they are to follow the same procedure as phones - confiscate and hand to DP with correct labelling.
- ✓ Junior classes must have a seating plan for every class that has been set by the teacher in charge. This should be left/attached when absent for supervisions as well.

Junior Precinct room/building expectations:

- ✓ Any senior classes who use JP rooms (especially upstairs in year 7 rooms) must not move, disrupt or change desk arrangements. In the event these rooms needed to be altered, they must be rearranged back to their normal state promptly.
- ✓ All classes lined up beside the room and not to be sitting on bag racks
- ✓ No students to be in upstairs level or on stairways during breaks
- ✓ Classes in upstairs JP 11&12 should be using the western staircase, JP10, 9, 8 are to use the eastern staircase. This needs to be explained to classes and monitored closely to avoid congestion, disruption and to support an effective evacuation if necessary
- ✓ No bags to be in classes at any time, they must be placed on bag racks and easily accessible to students

Senior Precinct room/building expectations:

- ✓ While senior students may not be expected to line up, they are not to enter classrooms before being welcomed in by the teacher
- ✓ No bags to be in classes at any time, they must be placed on bag racks and easily accessible to students
- ✓ Senior Precinct to be kept clean and tidy or students to be removed from the area at lunchtimes

It is imperative that these expectations are maintained throughout the school. Your consistency throughout the year will assist in lifting and maintaining standards throughout the school. Be persistent and follow up with classes and students if expectations are not being met. Teachers are expected to make phone calls to parents/guardians should class requirements/expectations be ignored or challenged, followed by the normal school process if these behaviours become persistent.