InnisfailState College

Responsible Behaviour Plan for Students

1. Purpose

Innisfail State College 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 informed by the School Wide Positive Behaviour Support Program (SWPBS) and is designed to facilitate high standards of behaviour so that the learning and teaching in our college can be effective and students can participate positively within our college community.

2. Consultation and data review

Innisfail State College developed this plan in collaboration with our college community. As part of SWPBS we have developed an ongoing collaborative process where we include parents, Guidance officer, college administration, teaching staff and members of the student body.

This plan will be will be reviewed in 2012 as required in legislation.

The Code of School Behaviour

Better Behaviour Better Learning

3. Learning and behaviour statement

All areas of Innisfail State College 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 behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our college plan shared expectations for student behaviour are plain to everyone,assisting Innisfail State College to create and maintain a positive and productive learning and teaching environment, where allcollege community membershave clear and consistent expectations and understandings of their role in the educational process.

Our guiding philosophy is based on the system of positive behaviour support with the underlying premise that all staff and students have the right to work productively in a safe, respectful learning environment. Our behaviour plan recognises that behaviour is:

- Chosen
- Contextual
- Learned
- Purposeful

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

- We are learners
- We are safe

- We show respect
- We take responsibility

Our college rules have been agreed upon and endorsed by all staff and our College 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

In this section schools outline their processes for facilitating appropriate standards of behaviour. A whole school approach shapes, supports and recognises appropriate behaviours in all students.

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.

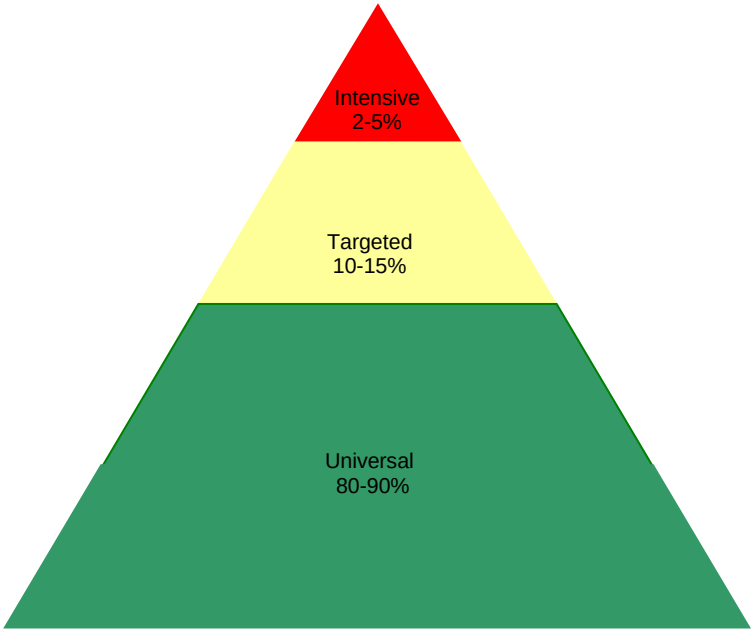
- **Universal**
  In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**
  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**
  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
- 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.



The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Innisfail State College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at the college. 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.

A set of behavioural expectations in specific settings has been attached to each of our four college rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all college settings and includes travelling to and from the College.

	All Settings	Class Rooms	Playground	Canteen	Parade	Bus Stop
We Show Respect	• Gum free zone • Look, Listen and Follow teacher directions • Use non offensive language • Be polite to all staff and students • Treat others how you want to be treated	• Food and Drink free Zone • Be considerate to others	• Clean grounds	• Stand in a single line • Canteen etiquette	• Clap appropriately • Sit in form line • Active listening • Hats off • Keep hands and feet to yourself	• Be aware of the bus companies bus conduct
We Take Responsibility	• Technology conduct • Be on time • Litter free zone	• Line up outside the classroom quietly with all equipment needed	• Stay inbounds • Walk on pathways • Canteen etiquette	• Wait patiently • Bags outside	• Sit in your form class area in 2 straight lines • Enter and leave in orderly manner	• Queue in a single file for bays I and 2 • Be prepared to show Bus ID or have money ready
We are Safe	• Keep hands and feet to yourself • Keep valuables on you, out of sight • Follow teacher directions	• Follow safety procedures when using equipment	• Slip, Slop, Slap • Play right sport in right place • Hygiene	• Be hygienic • Use correct entrance and exit	• Keep walkways clear	• Students to wait behind yellow line until the bus doors open • Walk in an orderly fashion to waiting bays • Only use walkways to access buses and buildings
We are Learners	• Actively listen	• One person speaks at a time • Have a go • Ask for help • Take initiative		• Have correct change	• Take opportunities to participate in school activities	• Be courteous to bus driver and members of staff

AREA	RESPONSIBILITIES	EXPECTED PRACTICE
LEARNING	Students will participated actively in all College programs. Students will be responsive to teacher directions. Students will be organised in their own learning and for class each day. Students will be punctual to all lessons and to the College.	Students will submit all assessment items by the due date and meet any set dates (eg drafts).
		Students will complete all required exams.
		• Students will be settled and orderly before entering the classroom. • Students will co-operate and engage in all class / homework activities. • Students will stay on task in class.
		Students will be prepared for lessons with all texts and equipment (including diary) being brought to class each day.
		Students will participate actively and appropriately in the College and representative sport where applicable.
		Students will attend all classes, assemblies and activities deemed necessary by the Principal.
		Students will be at the college by 8.30am each morning. If late a parent note is to accompany student. If late student to report to the office.
		Students will move directly from one class to another and are on time.
	Students will display acceptable behaviour when representing the college.	Maintain the code of behaviour outside the college
	Students will use computers and the internet in an appropriate way.	Students will follow teachers instructions regarding computer use and access only appropriate websites
	Students will engage in practices that do not disrupt their learning or the learning of others.	Behave in class in a way that does not hinder the progress of your fellow students.
		Students will not talk while the teacher is talking
		Students will demonstrate 'on task' behaviour at all times.
	Offensive, racist, dangerous or illegal materials are not permitted in the college.	All materials accessed at the college, brought to the college or obtained at the college will be legal, non-offensive, not racist or dangerous. Examples of these items include matches, cigarette lighters, laser pointers
RELATIONSHIPS AND COMMUNICATION	The college will be kept informed about student absence	Explanatory notes will be submitted following an absence or when students have to leave the college grounds.
	Students will treat others with courtesy and respect	Students will be polite and considerate to other students, staff and visitors.
		Students will use language that is non-racist, non-sexist, and without 'put-downs'. Students will not swear or use offensive gestures.
		Students will not use electronic devices to record/photograph other students or staff without permission. Cyberbullying and bringing the college and /or College staff into disrepute using such images is treated very seriously.
WORKPLACE HEALTH AND SAFETY	Students won't engage in behaviours that incite or assist in the creation of violence.	Students will not touch each other. Students will not be observers or inciters of physical violence.
	College students should be proud of their uniform and wear it with pride and through the wearing of the uniform be easily identifiable.	Students to wear appropriate uniform • Shirt • Shorts • Socks • Hat
		Students will not expose their underwear eg boxer shorts through wearing their uniform incorrectly.
	Students will wear minimal and easily broken jewellery.	Students limited to • 1 easily broken necklace • 1 flat ring • 1 watch • one pair of sleepers or studs

	Students are to wear closed in shoes (joggers) at all times while engaged in all college activities.	Students to wear covered shoes. No thongs or open shoes.
	Students will assist in maintaining an attractive safe and healthy environment. Students will show respect for their environment. Students will demonstrate respect for self and others property	Students will not engage in • Smoking • Use of drugs / inhalants • Use of aerosols – roll-on deodorants should be used • Graffiti • Vandalism • Computer vandalism/damage • Littering • Chewing gum • Eating in classrooms
		Students will not bring to the college: • Steel rulers • Liquid whiteout • Niko pens/whiteboard markers
	Students are not to be in a classroom without teacher supervision.	Students will wait until the teacher arrives before entering the classroom
	Students will move in a safe manner at all times.	Students are to **walk** in and around buildings. No running on cement.
	Students will dress appropriately in non-uniform days.	Wear appropriate clothes on specified non-uniform days as per policy.
	Students will engage only in safe behaviours	• No water fights No throwing of items No throwing of footballs/hard balls around buildings
	Students will wear clothing that provides sun protection	Students will wear a hat and a shirt with sleeves and collar when exposed to the sun.

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

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

Innisfail State Collegeimplements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the college newsletter, enabling parents to be actively and positively involved in college behaviour expectations.
- College Behaviour Leadership team members'regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in theInnisfail State CollegeResponsible 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at the College(Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected College behaviour

AtInnisfail State Collegecommunication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected Collegebehaviour.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.

Innisfail State College formal recognition scheme

A program for acknowledging positive behaviour at the College is being developed.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

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 College behaviour, and plan how their behaviour could be modified so as to align with the expectations of our College community.

Targeted behaviour support:

Any behaviour that:

- Is unsafe
- Is disrespectful
- Is irresponsible
- Disrupts the learning environment

Will attract a consequence.

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

- Inform parents/carers
- Record on One School application
- HOD referral
- Explicit 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
- Guidance Officer referral
- Suspension 1-6 days
- Suspension 6-20 days
- Recommendation to exclude

Intensive behaviour support: Behaviour Support Team
Innisfail State Collegeis 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 College guidance officer or other student support personnel
- Case management by the Year Co-Ordinator
- Modified timetable or attendance
- One-on one supervision
- Invitation to parents/caregivers to assist with student behaviour
- Recommendation to parents to seek outside agency support

5. Emergency responses or critical incidents

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

6. Consequences for unacceptable behaviour

This behaviour policy will be implemented consistently by all staff members. Students are expected to communicate respectfully with all members of the College community.
- certainty that unacceptable behaviour will be followed by consistent 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 HOD or the College administration will become increasing involved if the unacceptable behaviour persists.
- Minor & major problem behaviour are both needed to be recorded on One School. College protocols should be used for One School (Appendix 3).

<u>Minor and major behaviours</u>
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 can be referred directly to the relevant HOD or College Administration team

Minor behaviours are those that:
- are minor breeches of the College 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, HOD or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequencelogically 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.
- Parent Contact to ensure they are kept informed at all times. Suggestions on how to successfully conduct phone interviews and hold parent interviews are available for staff (Appendices 4 & 5).
- 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 College behaviour,
    3. states and explains expected College behaviour if necessary
    4. givespositive verbal acknowledgement for expected College behaviour.
- Seeking HOD support.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- requirethe involvementof College HOD's or Administration.

Major behaviours result in an immediate referral to the HOD or Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected College behaviour. The staff member completes escorts the student to a HOD or the Administration. A One School report is completed as soon as practical.

Major problem behaviours may result in the following consequences:

- **Minor:** Time in office, removal to buddy room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, modified timetable, detention (both during or after school).

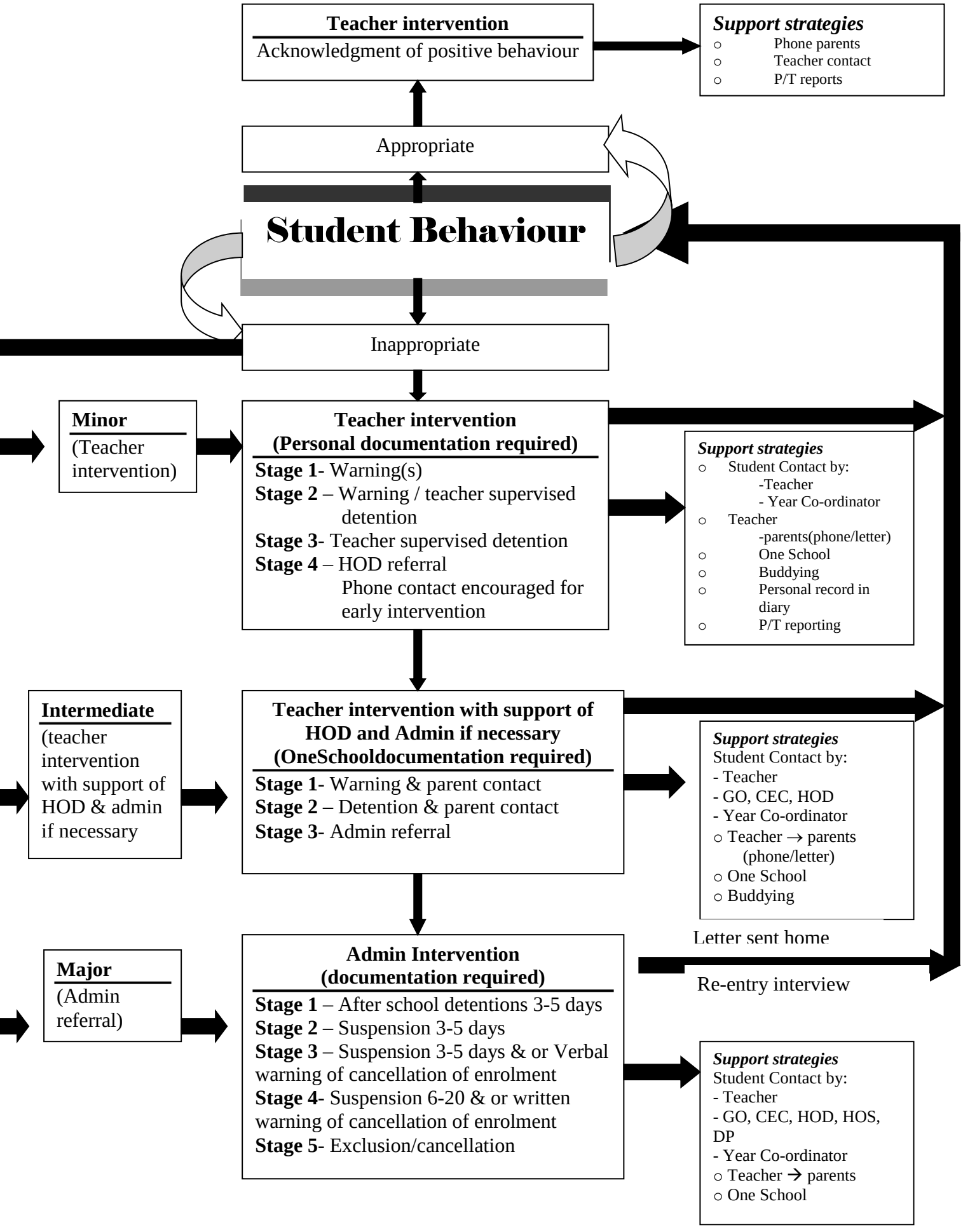
AND/OR

- **Intermediate:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from the College

- **Major:** 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 the College following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours and flowchart for applying consequences.

Flow chart for managing student behaviour



	Examples (including but not limited to):	*Possible consequences*
Acknowledgement of positive student behaviour (Teacher intervention)	○ Following school rules ○ High attendance ○ Good academic results ○ Good effort ○ Improvement in behaviour/attendance/results ○ Contribution to school/class	○ Contact parents, ***One school reporting*** and referred to YLC and HOD for information only
Minor (Teacher intervention→ documentation required)	○ No homework ○ Late to class ○ Talking/being disruptive ○ No class work ○ No books or equipment ○ Failure to follow teacher direction ○ Failure to follow department rules ○ Gum	○ Contact parents, One school reporting and referred to YLC and HOD for information only ○ ***5 w's re-entry process***
Intermediate (teacher intervention → documentation required)	○ Repeated minor offences ○ No homework ○ Leaving school without permission ○ Failure to follow teacher directions ○ Lack of co-operation ○ Low level harassment ○ Minor Safety breaches ○ Failure to follow department rules ○ Graffiti	○ Detention/multiple detentions ○ Year Co-ordinator gathers data ○ Parent interview ○ Progress reports ○ HODs monitoring system ○ Contact with parents/warning ○ Contact with GO/ HOD/DP ○ ***A&B re-entry process and letter sent home***
Major (or chronic minor behaviour events: Admin referral)	○ Repeated Intermediate offences ○ Rudeness/swearing/inappropriate language ○ Continual disruption ○ Sexual harassment ○ Harassment, bullying, teasing ○ Repeated leaving school without permission ○ Truancy – continued absence ○ Drug or substance abuse ○ Verbal abuse of staff ○ Fighting/physical aggression ○ Weapons ○ Major Safety breaches	○ Yellow card ○ Red card, ○ suspension, ○ Counselling ○ Cancellation of enrolment ○ Parents contacted / warning given ○ ***Re-entry interview***

Relate problem behaviours to expected Collegebehaviours

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

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

Should aproblem 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.

7. 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

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 calmlyandrespectfully, 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 College 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/herself or to others.

Appropriate physical intervention may be used to ensure that Innisfail State College'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
- college disruption
- refusal to comply
- verbal threats
- leaving a classroom or the college, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances ofthe 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:

- One School report
- Health and Safety incident record(link)
- debriefing (to be conducted by the Guidance Officer) for both staff and student(s) involved

8. Network of student support

Students at Innisfail State Collegeare 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
- Advisory Visiting Teachers
- Year Co-ordinators
- Senior Guidance Officer
- College Chaplain
- College Based Youth Health Nurse
- Youth Support 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
- Mamu Health Service

9. 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 the College community members are considered at all times.

Innisfail State College 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,

10. 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
- Rightto Information Act 2009
- Information Privacy (IP) Act 2009

11. 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

12. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal	**P&C President or Chair, College Council**	**Regional Executive Director or Executive Director (Schools)**

Effective Date: 1 January 2010 – 31 December 2013

Appendix 1

The Use of Personal Technology Devices* at the College

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

Certain Personal Technology Devices Banned From the College
Students must not bring valuable personal technology devices like cameras, digital video cameras orMP3 players to the College as there is a risk of damage or theft. Such devices will be confiscated by College staff and may be collected at the end of the day from the College office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on College premises will be confiscated by College staff. They will be made available for collection from the College office at the end of the College 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 the College for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to the College is not encouraged by the College because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to the College, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after College.

Recording voice and Images
Every member of the College community should feel confident about participating fully and frankly in all aspects of College 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 Innisfail State College. 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 College, 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, toiletsor any other place where a reasonable person would expect to beafforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the College will not tolerate images or sound captured by personal technology devices on the College premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the College, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach 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 College 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 the College, should ensure they keep the message as evidence and bring the matter to the attention of the College 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 College community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement

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

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

---

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

Appendix 2

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

Purpose

1. Innisfail State Collegestrives 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 College 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 College community.

2. There is no place for bullying in Innisfail State College. 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 College community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Innisfail State Collegeinclude name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
    - race, religion or culture
    - disability
    - appearance or health conditions
    - sexual orientation
    - sexist or sexual language
    - young carers or children in care.

5. At Innisfail State Collegethere 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 College 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 College would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire College a setof 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 Innisfail State Collegeare an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected College 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

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our College 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 4College rules and have been taught the expected behaviours attached to each rule in all areas of the College
    - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the College 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 thenonclassroom areas of the College.
    - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. 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 College.

10. 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.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the College 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.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in thefrequency 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 Innisfail State Collegetakes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Innisfail State Collegeuses 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 College 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

One School Protocols

1. **Significant or Ongoing Incidents** are to be entered into OneSchool for the following situations only after:
   - A parent has been contacted or
   - A student has been referred to or discussed with other school support personnel or
   - A student has been referred to the HOD, Deputy Principal, Principal, Year Coordinator or
   - A student is on a behavioural process eg. Cancellation, monitoring card
2. **Incidents** to be referred on to other support personnel should use the following guidelines.

Referral to the Year Coordinator when:

- The student has been identified as one to monitor
- A student may benefit from Year Coordinator support/counselling (such as bullying).

Referral to the Head of Department when:

- A student is not responding to teacher strategies used in the classroom and this may involve classroom disobedience, misuse of equipment, lack of participation or disruption.

Referral to the Deputy Principal/Principal when:

- Serious offences such as violence, theft or abusive language
- Incidents of truancy from classes
- Further action requested from HODs/Year Coordinator

Referral to the Guidance Officer when:

- A student may require emotional/career/academic support

3. **Multiple referrals** should be used sparingly to ensure services are not duplicated.
4. **All referrals** are to be followed up with a personal discussion with the person to whom the incident was referred.

Language Expectations: (Professional Speak)

The OneSchool platform enables behaviour records to “travel” with the student from one school to another. It is essential that the language used to describe incidents is both non-judgemental and factual. The use of other student names in descriptions should be used sparingly. Staff should always be cognisant of their own emotionality at the time of writing report and be conscious of confidentiality. Issues of a serious nature should be peer read to ensure professional language is used at all times.

Appendix 4

Phone contact with parents process - script

In any phone interview the major steps taken should include:

1. Naming the issue
   "Mrs……., I am concerned about Johnny not handing in his assignment".
   "Mr……., I am calling about some recent behaviour Jacqui has been involved in recent classes".
   "Is this an okay time to talk to you about this or should I call back at a more convenient time"

2. Describe the specific indicent/problem
   "Johnny has not completed his poetry assignment which was due on ……".
   "Jacqui has been arriving late to many of her Mathematics classes and often without her correct equipment".

3. Clarify what is at stake
   "By not completing his poetry assignment, Johnny's English result will be badly affected".
   "Jacqui is missing out on important subject matter due to her lateness as well often not being able to complete work without her correct gear".
   "I believe Johnny is very capable of doing his assignments and don't want a similar episode with his next assignment due at the end of the term".
   "I want to ensure both Jacqui's and her classmates' learning is not interrupted by her lateness so that they can all achieve to their best".

5. Invite the parent to respond
   "Were you aware of this issue occurring in my class or others?"
   "Has this been an issue in the past?"

6. Discuss solutions
   Possible responses may include –
   - "This is not a major problem and we should continue to monitor it".
   - "Please discuss this with ……and I will reinforce this at school".

   Finish with: Thanks for taking the time to discuss the issue and invite them to contact the school and ask permission to continue to keep the contact lines open."

Some General Hints

1. Don't call as a last resort.
2. Don't forget to call about positive things.
3. Have your points written out prior to calling. Take notes during the call.
   One School has a reporting feature for any phone calls or parent contact and should be used.
4. Think about your outcomes:
   - What would you like for the parent
   - What would you expect for the student
   - What are you prepared to do.
5. Be Calm and Confident
   - Don't respond aggressively
   - If you need to end the phone call, do it assertively but politely:
     "I think we need to end this conversation now. I am happy to give you a Call another time so we can discuss this issue further".
6. Acknowledge the person's anger
   "I can hear that you are frustrated/angry/upset. Let's see what we can do to solve this problem".
7. Listen to what the person has to say.
   Too often we want to make our comments
   Paraphrasing helps the parent feel as though they are being heard.
   "So what you are saying……."
   'Check in' at a later date to see about the child's progress – this also gives the feeling of a team approach
8. Ensure that you emphasise inappropriate behaviour rather than the person. Eg:
   The behaviour is bad, not the student

Appendix 5

PARENT-TEACHER INTERVIEWS

The following points are merely guidelines to what you may consider when conducting a parent-teacher interview.

THE INTERVIEW

- Have samples of student work with you - whether it be folios, bookwork, exams or assignments.
- Be sure to have your mark book. This resource gives a good indication of the 'overall picture' ofthe student.
- If possible align your seating near your HOD.
- Many parents/guardians will have their son/daughter's report with them. Take care with what is said with reference to other comments.
- Introduce yourself - welcome the parent.
- Speak the language of the parent/guardian and forget the pedagogy.
- Have a positive beginning - give praise for good work.
- Stay on the topic - your subject - their child.
- Show the parent/guardian work their child has done.
- Adhere to professional ethics
  - Do not blame your colleagues for the student's shortcomings.
  - Do not allow parents/guardians to demean your colleagues.
  - Be honest with parents/guardians and be accurate in regard to their son/daughter's problems. Do not divulge confidential information to a parent/guardian.
- Try not to do all the talking - encourage parents/guardians to talk.
- Allow the parent/guardian to ask questions.
- Listen carefully to what the parent/guardian has to say even if you tend to disagree.
- Develop the attitude of mutual co-operation and concern for the student's welfare and future.
- Try not to argue or interrupt - be tactful, use diplomacy.
- Indicate ways and means by which their child may improve with their assistance and guidance at home.
- The interview should conclude with a brief summary of the points made by yourself.
- Always end the interview on a positive note.
- Remember the parent/guardian and the teacher should both have the feeling at the end of the interview that "that was worthwhile" not "it's over and done with".
- Discussion on school policy or the school system should be referred on to a member of the administration.

- Do not be afraid to refer the parent/guardian to either the administration or the guidance officer to deal with matters outside your curriculum area or for further assistance.

- Should your discussion get heated, politely terminate the interview and inform someone in administration of the cause for concern.

STUDENT'S NAME: _____

SUBJECT: _____

ATTENDANCE: _____

MARKS/GRADES:

REPORT COMMENTS:

POSITIVES:

CONCERNS:

ACTION: