Responsible Behaviour Plan for Students
Responsible Behaviour Plan for Students

1. Purpose

Caloundra State High School is committed to providing a supportive school environment where all members feel safe and are valued, where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation, where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

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

Caloundra State High School developed this plan in collaboration with our school community and aligned with Education Queensland’s Code of School Behaviour.

Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, both positive and negative, from 2014-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C Term 4 2015. The plan will be reviewed as required, and in 2018 as mandated by legislation.

3. Learning and behaviour statement

All areas of Caloundra 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. We are implementing the research validated, “Schoolwide Positive Behaviour Support/Positive Behaviour for Learning” (SWPBS/PBL) framework to achieve our identified social behaviour and academic outcomes reflecting the core elements of the school's learning approach to behaviour.

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Our Schoolwide Positive Behaviour Learning Expectations Matrix outlines the school’s shared expectations for student behaviour, assisting Caloundra State High School to create and maintain a safe, supportive and disciplined environment. All school community members have a responsibility to demonstrate their commitment to these clear expectations.

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

- Respectful
- Responsible
- Prepared
### Schoolwide Positive Behaviour Learning Expectations Matrix

**The Caloundra State High School Community are:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td>• Respect the personal space and privacy of others</td>
<td>• Be honest and take responsibility for your words and actions</td>
<td>• Always have correct equipment</td>
</tr>
<tr>
<td></td>
<td>• Follow staff directions</td>
<td>• Allow others to learn and participate without interruption</td>
<td>• Be on time to all activities</td>
</tr>
<tr>
<td></td>
<td>• Show respect through your words and actions to all</td>
<td>• Follow uniform/dress code</td>
<td>• Complete and fulfill all requirements</td>
</tr>
<tr>
<td></td>
<td>• Put rubbish in the bin</td>
<td>• Use equipment and materials correctly and report any damage</td>
<td>• Always have your ID card</td>
</tr>
<tr>
<td></td>
<td>• Keep stairways and pathways clear</td>
<td>• Follow sign in and out procedures through the office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Show respect to visitors to the school community</td>
<td>• Keep to in-bounds areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Treat all property with care</td>
<td>• Keep dangerous or banned items out of school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make safe choices</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follow the ICT Responsible Use Procedure</td>
<td></td>
</tr>
<tr>
<td>Before and after school</td>
<td>• Follow Bus Code of Conduct</td>
<td>• Follow crossing supervisors’ directions</td>
<td></td>
</tr>
<tr>
<td>areas - entering and leaving</td>
<td>• Once arrived stay inside the grounds</td>
<td>• Follow Bus Code of Conduct</td>
<td></td>
</tr>
<tr>
<td>school (including at bus</td>
<td>• Respect other road/footpath users</td>
<td>• Store bikes in correct location</td>
<td></td>
</tr>
<tr>
<td>stop)</td>
<td></td>
<td>• Follow road rules and make safe choices</td>
<td></td>
</tr>
<tr>
<td>Offices and D13/14</td>
<td>• Be aware of others and display courtesy and manners</td>
<td>• Use appropriate language at all times</td>
<td>• Put all electronic devices away</td>
</tr>
<tr>
<td>(Uniform Change and textbook</td>
<td>• Remove hat and sunglasses</td>
<td>• Food and drink away and in bags</td>
<td>• Present ID card if needed</td>
</tr>
<tr>
<td>Room)</td>
<td>• Put all electronic devices away</td>
<td>• Follow uniform/dress code</td>
<td>• Have all necessary paperwork</td>
</tr>
<tr>
<td>Around all buildings</td>
<td>• Always say “Please” and “Thank you”</td>
<td>• Present to A Block if sick BEFORE calling home</td>
<td>• Answer questions respectfully</td>
</tr>
<tr>
<td>Classrooms</td>
<td>• Walk quietly</td>
<td>• Use covered walkways in wet weather</td>
<td></td>
</tr>
<tr>
<td>(including general classrooms, Resource Centre and practical areas)</td>
<td>• Respect facilities</td>
<td>• Make safe choices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be aware of others and display courtesy and manners</td>
<td>• Put rubbish in bins and keep school grounds tidy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect school property</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow staff directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allow teaching and learning to occur without interruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Show respect through your words and actions to all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving between/to class</td>
<td>• Respect the personal space of others</td>
<td>• Be responsible for your learning</td>
<td>• Bring necessary equipment</td>
</tr>
<tr>
<td>and lining up (between</td>
<td>• Make room for others</td>
<td>• Use technology correctly</td>
<td>• Be on time for each lesson</td>
</tr>
<tr>
<td>lessons and after breaks)</td>
<td>• Wait quietly outside building or classroom</td>
<td>• Seek staff assistance</td>
<td>• Complete tasks efficiently</td>
</tr>
<tr>
<td></td>
<td>• Follow staff directions</td>
<td>• Follow safety requirements</td>
<td>• Participate actively in all lessons</td>
</tr>
<tr>
<td>Sporting areas</td>
<td>• Share areas with others</td>
<td>• Attend all lessons</td>
<td>• Follow class entry/exit expectations</td>
</tr>
<tr>
<td></td>
<td>• Show good sportsmanship</td>
<td>• Follow uniform/dress code</td>
<td>• Follow classroom/area specific expectations</td>
</tr>
<tr>
<td></td>
<td>• Use positive and appropriate language</td>
<td>• Water only to be consumed in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow sport rules</td>
<td>• Keep classrooms tidy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Treat and utilise all property with care</td>
<td>• ‘Student Release Card’ to be used whenever leaving the classroom</td>
<td></td>
</tr>
<tr>
<td>Canteen</td>
<td>• Line up in a single file</td>
<td>• No contact games Play safely</td>
<td>• Organise games in appropriate places</td>
</tr>
<tr>
<td></td>
<td>• Use manners and respect others</td>
<td>• Borrow and return equipment using correct system</td>
<td>• Cease activities promptly to be in class on time.</td>
</tr>
<tr>
<td></td>
<td>• Follow staff directions</td>
<td>• Use equipment / property correctly and report any damage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect others’ position in the queue</td>
<td>• Keep to in-bounds areas</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>• Respect the privacy of others</td>
<td>• Only enter if you intend to purchase</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use toilet appropriately</td>
<td>• Use appropriate language at all times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Treat facilities with respect</td>
<td>• Choose items promptly and carefully</td>
<td></td>
</tr>
<tr>
<td>Off campus e.g. sport,</td>
<td></td>
<td>• Move out of the canteen quickly</td>
<td></td>
</tr>
<tr>
<td>excursions, representing</td>
<td></td>
<td>• Put all rubbish in the bin</td>
<td></td>
</tr>
<tr>
<td>school individually or in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Be on time for all arrivals and departures
- Follow uniform/dress code
- Use equipment and materials correctly and report any damage
- Follow sign in and out procedures through the office
- Keep to in-bounds areas
- Make safe choices
- Follow the ICT Responsible Use Procedure
- Always have correct equipment
- Be on time to all activities
- Complete and fulfill all requirements
- Always have your ID card
- Put all electronic devices away
- Present ID card if needed
- Have all necessary paperwork
- Answer questions respectfully
- Bring necessary equipment
- Be on time for each lesson
- Complete tasks efficiently
- Participate actively in all lessons
- Follow class entry/exit expectations
- Follow classroom/area specific expectations
- Organise games in appropriate places
- Cease activities promptly to be in class on time.
- Put all electronic devices away
- Leave my bag outside
- Know what I want to purchase
- Present all items for purchase
- Have my money ready for purchase
- Be a good role model for CSHS
- Represent CSHS by participating in all activities
- Follow sign in and out procedures
- Follow Bus Code of Conduct
- Return permission forms and make payments (if relevant) by due date
- Be on time and in correct uniform
- Bring required equipment
- Always have correct equipment
- Be on time to all activities
- Complete and fulfill all requirements
- Always have your ID card
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our whole school approach shapes, supports and recognises appropriate behaviours in all students as outlined in the Schoolwide Positive Behaviour Learning Expectations.

The SWPBS/PBL Framework, 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, 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.
Universal Behaviour Support (GREEN ZONE)

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

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers; signage and school diary
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

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

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

Reinforcing expected school behaviour

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

Positive recognition may include:

- positive body language,
- praise describing appropriate behaviour,
- extrinsic rewards eg: reward tickets, stickers and stamps,
- broader school community acknowledgements including:
  - presentation of certificates on parades,
  - letters home to parents,
  - e-postcards, emails,
  - donated reward vouchers from various community businesses,
  - Deputies and Principal celebrations,
  - Term 2, 3, 4 Success Acknowledgement Parades (achievement, attendance, behaviour and effort)
Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to use the Essential Skills for Classroom Management (ESCM) to remind the student of expected school behaviours and re-establish behaviour that aligns with our school’s expectations.
If a student continues to disrupt as a consequence of their poor behavioural choices, other consequences may be employed to deescalate the behaviour. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

**Time Out:** Removal to a buddy class ‘cross/classing’ / removal from the playground for inappropriate behaviour

Time Out procedures may be used:
- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for Time Out. These include:
- giving the student opportunity to rejoin class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:
  - developmental stage of the student
  - any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students ‘out of class’
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

If a student’s behaviour continues to disrupt and make poor behavioural choices may they are sent to a **Redirected Classroom** (RDC). An RDC is an alternative classroom. Sending a disruptive student to an RDC allows:
- the teaching and learning process to continue in the classroom
- the removed student to reflect on his / her behavioural choices through the completion of RDC Student Plan and
- continue the program of instruction independently.

(For further information on the Redirected Classroom, see appendixes)

**Detentions** may be used to prevent the continued escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. Detention procedures as set by the principal and meet the requirements of the Safe, supportive and disciplined school environment.

These include:
- All detentions will be supervised by a staff member. After school or out of school hours will be supervised by the issuing teacher.
- Detentions may be applied by staff in as a consequence for inappropriate/poor behaviour at either break times.
- Staff may apply after school or out of school hours detentions. These detentions are only given with the approval of administration and parents.
- First break detention: 20min maximum. The detention shall start at the start of the break, when the student or teacher arrives at the set location allowing appropriate time at the end for toilet and eating
- Second break: 10 minutes in length or split into 2 x 10min over 2 days allowing appropriate time at the end for toilet and eating
- Afterschool detention: 60 minutes maximum.
- Out of School Hours detention: 2 Hours maximum.
**Targeted Behaviour Support (YELLOW ZONE)**

Students requiring additional behaviour support are identified through data. These students are supported by a Line Manager in consultation with a Deputy Principal. Students requiring targeted behaviour support are identified using a combination of the following:

- analysis of OneSchool behaviour data
- classroom observations
- behavioural analysis using a functional behaviour approach
- analysis of student profiles
- attendance data
- academic achievements
- student disciplinary absence data
- referral from student support services

To support students who are identified in the *Yellow Zone*, the most appropriate interventions strategies will be utilised. E.g.

- Individual Behaviour Support Plan – Linked to Re-entry Goals and Expectations
- implement a daily monitoring process by a Line Manager
- conduct intervention meetings with parents / guardians and the student
- modify the educational program to cater for the individual student’s needs
- access student support services personnel
- offer a variety of focussed support programs
- discuss access to external support agencies
- facilitated mediation

**Responding to acceptable behaviour**

At Caloundra State High School, communication of our key messages about expected behaviour is backed up through recognition of students’ positive behaviour, which provides students with feedback for engaging in expected school behaviour. Providing explicit feedback more frequently to students in the *Yellow Zone* of their success demonstrating the school’s expectations will assist in their progression to *Green Zone*.

**Responding to unacceptable behaviour**

While students are accessing further support, responses to unacceptable behaviour may include:

- Redirected classroom system
- Detentions (teacher, lunchtime or after school)
- Withdrawal of privileges – removal of capacity to attend excursions, school functions or represent the school
- Student disciplinary absence

**Intensive Behaviour Support (RED ZONE)**

Caloundra State High School is committed to educating all students, including those with the highest behavioural support needs. Each year a number of students at Caloundra State High School are identified by staff and through our reviews of data as needing extra in the way of intensive behaviour support due to them not fully responding to the Tier 2 behaviour support processes and strategies outlined previously.

These students are case managed by the Head of Department: Student Services in consultation with the student’s line manager and admin. To support students who are identified in the *Red Zone*, the most appropriate interventions strategies will be utilised. E.g.

- Individual Behaviour Support Plan – Linked to Re-entry Goals and Expectations
- conduct monitoring meetings with the student and inform parents.
- conduct intervention meetings with parents / guardians and the student
- modify the educational program to cater for the individual student’s needs
- referral to student support services personnel
- referral to regional behaviour support services
- identify flexible/alternative learning options
• discuss educational options with parents / guardians and student
• liaise with alternative education providers
• referral to external support agencies
• referral to Queensland Police Service
• facilitated mediation
• close and ongoing consultation with parents

Responding to acceptable behaviour
At Caloundra State High School, communication of our key messages about expected behaviour is backed up through recognition of students’ positive behaviour, which provides students with feedback for engaging in expected school behaviour. Providing explicit feedback more frequently to students in the Red Zone of their success demonstrating the school’s expectations will assist in their progression to Green Zone. Case managers as mentors to the students and their support network and will be instrumental in helping to maintain a positive schooling experience for these students.

Responding to unacceptable behaviour
While students are accessing further support, responses to unacceptable behaviour may include:
• Redirected classroom system
• Detentions (teacher, lunchtime or after school)
• Withdrawal of privileges – removal of capacity to attend excursions, school functions or represent the school
• Student disciplinary absence
• Proposal to exclude

Physical Restraints: (Individual Plan)
Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:
• be approved by the principal with a copy provided to the principal's supervisor
• include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
• not use physical restraint processes in isolation
• develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
• identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
  o restoring safety in other practicable ways such as removing harmful objects;
  o employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff; and
  o use of movement limiting and/or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:
• be provided with physical restraint training and professional development that is documented
• complete the required documentation following a physical restraint
• employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
• establish a regular review process to monitor effectiveness of planned strategies and procedures.
5. 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 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 – Immediate or Emergency Response

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 Caloundra 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, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
Staff will:

- give clear verbal instruction before physical restraint is used, unless the urgent nature of the situation makes this impractical

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.

**Physical Restraint – Immediate or Emergency Response**

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

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

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

Staff will:

- give clear verbal instruction before physical restraint is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student’s physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

**Record keeping**

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

- Incident report – One School
- [Health and Safety incident record](link)
- Debriefing report (for student and staff)
6. Consequences for Unacceptable Behaviour

Caloundra State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

**Minor and major behaviours are:**
When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

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

Minor problem behaviours may result in the following consequences:
- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, RDC, individual meeting with the student, apology, restitution or detention for work completion.

**Major behaviours** – Multiple Incidents of Minor Behaviour are those that:
- follow the recording by the teacher of three minor behaviours in two weeks.

Major behaviours – Single Incident - are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of line managers and school Administration.

Staff will:
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- call for assistance and involvement of a Line Manager or the Administration team

In response to a Major behaviour the most appropriate interventions strategies will be utilised. E.g.
- Individual Behaviour Support Plan – Linked to Re-entry Goals and Expectations
- conduct monitoring meetings with the student and inform parents.
- conduct intervention meetings with parents / guardians and the student
- modify the educational program to cater for the individual student’s needs
- referral to student support services personnel
- referral to regional behaviour support services
- identify flexible/alternative learning options
- discuss educational options with parents / guardians and student
- liaise with alternative education providers
referral to external support agencies
referral to Queensland Police Service
facilitated mediation
close and ongoing consultation with parents

In responses to a major behaviour single incident the following consequences may be applied:

- Withdrawal of privileges – removal of capacity to attend excursions, school functions or represent the school
- Student disciplinary absence
- Proposal to exclude

**Behaviour Outside of School**

Students while out in the community, typically on their way to or from school, or at any other time when in school uniform or otherwise identifiable as a Caloundra State High School student by their clothing, conduct or association, are to abide by the school behavioural expectations. Student behaviour that affects the reputation or good order and management of the school is addressed by this Responsible Behaviour Plan for Students. Reports of behaviours outside of school result in an immediate referral to, and involvement of a Line Manager and / or the Administration team. Major behaviours will be subject to the same potential consequences regardless of where they were conducted. Consequences may include involvement of the Queensland Police Service.

7. **Network of Student Support**

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

- Parents
- Teachers
- Support Staff
- Year Coordinators
- Heads of Departments
- Student Services Team
- Administration Staff
- Guidance Officer
- School Chaplain
- School-Based Youth Health Nurse
- Youth Support Coordinator

The school utilised and refers to external agencies to support students. For Example

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Local Council
- Community Solutions

**Student Services Team**

The Student Services Team provides support and guidance to students who are having difficulties managing their own behaviour for a variety of reasons and general concern of student’s welfare. The focus of the Student Services Team is to enable students to better understand their behaviour and support them in learning how to make positive changes to their behaviour to maximise their opportunities at school.
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. Caloundra 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 nonviolent 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, socio-economic 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. **Related policies and procedures**

- **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!
- School wide Positive Behaviour Support
- Code of Conduct for School Students travelling on buses

Endorsement

[Signatures of Principal, P&C President, and Regional Director]

12. Appendices are also found on the school Website.

These include:

- Uniform / Dress Code
- Student Rights & Responsibilities
- Statement of Possible Consequences
- ICT Responsible Use Procedure
- Anti-Bullying & Harassment: Policy and Procedures
- Knife & Weapons Policy
- Redirected Classroom (RDC)
2017 STUDENT DRESS CODE POLICY

The Caloundra State High School Dress Code Policy has been developed in consultation with parents and caregivers, school staff, students and the Parents’ and Citizens’ Association.

The Caloundra State High School community endorses, supports and expects students to be in uniform.

A uniform is an important part of the development of our school as we agree it presents the first (and often lasting) impression people form about our school and its students. The Caloundra State High School Dress Code assists our school community by:

- allowing for the easy identification of our students on school premises and during regional sporting and cultural events and excursions, critical incidents, safety drills or evacuations.
- alerting our school staff to people who may not belong on our school grounds.
- reducing the pressure of buying name brands and following the latest trends and fads, which minimises any visible economic or social differences between students.
- promoting a sense of common purpose and belonging, consistency and unity in the daily activities of students.
- reflecting the Caloundra State High School’s community expectations of student safety and is consistent with the Department of Education and Training’s Occupational Health and Safety and Anti-discrimination Legislation and Sun Safe Strategy.

Years 7, 8 and 9

EVERYDAY UNIFORM

Year 7, 8 and 9

Years 7, 8 and 9 students will be required to wear the Everyday uniform every day, except when the student has Interschool Sport or Sports Carnivals or a designated uniform free day. Students are expected to change into the sport uniform for HPE prac lessons. The Everyday uniform is to be worn on all excursions unless otherwise advised.

The Caloundra High light blue blouse with crossover tie/light blue shirt with long tie is to be worn with the navy blue knee length pleated skirt/formal shorts/trousers. Students must wear the tie all day with the Everyday Uniform on parade days (ie Monday – Year 7/8, Tuesday – Year 9). The tie must be worn at formal occasions (ie presentation nights, ceremonies, school photos). **Shoes must be totally black in colour including edge of sole, jogger style with non-pervious materials in accordance with safe work practice.** No logo or brand name to be visible on the shoe, unless it is black in colour. Plain white ankle socks are to be worn, no coloured trim allowed.

SPORTS UNIFORM (Years 7, 8 and 9)

The uniform consists of the Caloundra High light blue/navy blue unisex polo shirt with unisex Caloundra High navy sports shorts. **Shoes must be totally black in colour and be jogger style** with visible plain white ankle length socks. The sports uniform is only to be worn on days when students are participating in Interschool Sport (Year 7 - Thursday, Year - 8 Wednesday) or Sports Carnivals. Students are expected to change into the sport uniform for HPE prac lessons. Year 9 students do not have Interschool Sport and are required to wear their Everyday Uniform every day. Footwear other than the totally black jogger shoes can be worn for sport and/or HPE, but students must change into their totally black style shoe at the time of the class and change back into the black jogger shoes following the class.
Caloundra State High School aims to be a Sunsmart School and encourages students to wear a hat during breaks and outdoor activities. The CSHS wide brimmed hat is available from the Uniform Shop.

### Years 10, 11 and 12

#### EVERDAY UNIFORM

**Year 10, 11 and 12**

Years 10, 11 and 12 students will be required to wear the Everyday uniform every day, unless they are participating in Sports Carnivals or a designated uniform free day. Students are expected to change into the sport uniform for HPE prac lessons. The Everyday uniform is to be worn on all excursions unless otherwise advised.

The Caloundra High white blouse with crossover tie/ white shirt with long tie is to be worn with the navy blue knee length pleated skirt/formal shorts/trousers. Students **must** wear the tie all day with the Everyday Uniform on parade days (ie Wednesday – Year 10, Thursday – Year 11, Friday – Year 12). The tie must be worn at formal occasions (ie presentation nights, ceremonies, school photos). **Shoes must be totally black in colour including edge of sole, jogger style with non-pervious materials in accordance with safe work practice.** No logo or brand name to be visible on the shoe, unless it is black in colour. Plain white ankle socks are to be worn, **no** coloured trim allowed.

**SPORTS UNIFORM (Years 10, 11 and 12)**

The uniform consists of the Caloundra High navy blue/light blue unisex polo shirt with unisex Caloundra High navy sports shorts. **Shoes must be totally black in colour and be jogger style** with visible plain white ankle length socks. Students are expected to change into the sport uniform for HPE prac lessons and can be worn at Sports Carnivals. Footwear other than the totally black jogger shoes can be worn for sport and/or HPE, but students **must** change into their totally black style shoe at the time of the class and change back into the black jogger shoes following the class.

Caloundra State High School aims to be a Sunsmart School and encourages students to wear a hat during breaks and outdoor activities. The CSHS wide brimmed hat is available from the Uniform Shop.

### WINTER UNIFORM

#### EVERDAY UNIFORM

A Caloundra High navy blue v-neck jumper or Caloundra High tracksuit jacket is to be worn with long navy trousers/slacks/pants. **No fleecey tracksuit pants are permitted,** except for CSHS tracksuit pants. Black coloured stockings/tights **only** can be worn with the navy blue pleated skirt (socks are not to be worn with stockings/tights).

**SPORTS UNIFORM**

Caloundra High tracksuit jacket and pants can be worn on sports days (Year 7 – Thursday, Year 8 – Wednesday) Year 9, 10, 11 and 12 are to change into the Caloundra High Tracksuit. Year 12 students have the option to purchase a personalised jersey. This is organised by the Year 12 Coordinator. This can be worn at any time.

### School Representation

A school blazer and hat will be loaned to students from D14 when representing the school at formal occasions if needed. These items are to be worn with the Everyday Uniform. It is expected that blazers will be returned to the school in good condition at the conclusion of the relevant event. Items that are not returned, lost or damaged will be charged to the student’s school account.

### Dress and Personal Appearance Expectations

**Dress**

Caloundra State High School requires all students to be in full school uniform when:

- attending or representing the school,
- travelling to and from school; and
- engaging in school activities out of school hours.
Caloundra State High School requires students to wear items related to safety, such as safe footwear and eye protection, which may be necessary in order to participate in certain school activities.

Dress and personal appearance

Students wearing items of jewellery and headwear that do not comply with the requirements set out below will be asked to remove the offending item and to store it out of sight for the remainder of the school day. In the case of non-uniform items worn, students will be required to change into replacement uniform items provided to replace it during the school day. A refusal to comply will be dealt with in accordance with managing compliance set out below. Caloundra State High School requires all students to come to school with a clean and tidy appearance. The usual safety regulations regarding the wearing of closed in shoes and approved jewellery also applies on free dress days.

Please note:

- All aspects of the school uniform (except shoes/socks) – shirts, blouses, ties, skirts, shorts, school v-neck pullover jumper, tracksuit (jacket/pants) - are to be purchased from the School Uniform shop. (EFTPOS facilities are available but cheques will not be accepted).
- Students are encouraged to wear hats at school during breaks and outdoor activities. (Students have the option of purchasing a wide brimmed hat bearing the school logo from the School Uniform shop).
- Beanies and other head warmers, gloves or scarves are not permitted.
- No denim (or cord) or jersey shorts, jeans, or fleecy track pants allowed.
- No visible mid-riffs; waist ribbing, sweat bands and head wear or scarves are allowed.
- Only plain black or plain navy belts are acceptable.
- Shoes must be full BLACK upper and BLACK sole trim with matching black laces in jogger style ONLY (NO boots/hightops permitted) to be worn at all times. Shoes must be ankle height. Please note that leather or impervious uppers are recommended for safety reasons.
- Sock must be plain white ankle length and visible (no coloured trim).
- Only black coloured stockings/tights are acceptable and these can be worn with the Everyday skirt only. Stockings must not be worn with shorts.
- Everyday skirt must be knee length (or longer).
- Long hair must be tied back in subjects required for WHS.
- Hair ties are to be dark blue or black.
- Hair colour is to be natural tones i.e. not multi-coloured (such as pink, blue, green).
- Hair styles are to be neat and tidy e.g. no mohawks, no words/symbols shaved into the scalp etc.
- If students wish to participate in fundraising activities involving hair colouring, permission must be gained from the Principal.
- Light foundation may be worn. No lip colours, eyeliner, mascara or eye shadow is allowed.
- Clear nail polish is permitted.
- Facial piercings - preferably No facial piercings, but one only clear facial stud is permitted, any other must be removed during the school day or covered by tape/band-aid (if new).
- Facial/noise rings are not permitted.
- No necklaces, bracelets, bands or anklets are allowed.
- The only jewellery acceptable is:-
  - Maximum of two plain small studs or sleepers per ear (No spacers – only flesh coloured solid plugs can be worn at school, NO tunnels or dangly earrings)
  - A watch
  - One plain ring with no sharp edges
  - Religious or culturally significant pendant – to be worn inside shirt so it is not visible
  - Medi-Alert pendant/Medi-Alert bracelet
  (This is a WH&S requirement and any additional jewellery will be confiscated)
- CSHS sports shorts worn only with polo shirts.

Everyday uniform blouses/shirts must be worn with skirts / formal shorts / trousers ONLY.
- Current year Senior Jersey may be worn by Year 12 students ONLY.
- No sports representative jackets or shorts are allowed to be worn.
- Performing Arts jackets are to be worn at performances ONLY.
- School sport team apparel (eg. Rugby/Volleyball) to be worn at training/games ONLY.
- Blazers are available for hire when required to represent the school or for formal occasions.
- No hoodies, cardigans, visible undershirts allowed. All jumpers/jackets are to be purchased through the Uniform Shop.

Uniform Free Days

On specified days students may be permitted to wear free dress as a part of a fundraising effort for charities, etc. Students must wear appropriately modest clothing; any inappropriate clothing must not be worn. The usual safety regulations regarding the wearing of closed in shoes and approved jewellery also applies on free dress days.
Footwear Guide

Correct footwear:

Incorrect footwear:

Uniform Modifications and Exemptions

Individual circumstances modification
Caloundra State High School recognises that in some situations students may require modifications to the requirements of the school dress code.

These modifications are designed to permit a student to attend the school with maximum compliance with the dress code, recognising that the student may not be able to fully comply (for example, if a student gets permission from the school to colour or shave their head in order to participate in a charitable activity or if a student with a disability finds the present uniform unsatisfactory for their disability).

Requests for exemption
The exceptional circumstances of some students or families may require parent/s to request an exemption.

Financial hardship
Personal financial circumstances may make purchasing school uniform items seem unrealistic for some families. Parents should note that Caloundra State High School through the P&C can provide relevant assistance to families for uniform items where financial stress is genuine;

- Loan uniforms are available from a bank of clothing (available from D14 arranged through the relevant DP) which may be borrowed by students until uniforms are able to be purchased.

Application Process
An application for individual circumstances modification should be made in writing to the school Principal. The school Principal in considering the application may require additional information from an applicant to satisfy themselves that the application has a genuine basis (as opposed to a mere preference or dislike). The school Principal will endeavour to respond to such an application as soon as practicable after receiving it, either granting the application or refusing it. The school Principal’s response will be in writing. Applicants will be afforded natural justice. The school Principal’s decision is final.

Consequences of approval
Where a student is granted an individual circumstances modification, they will be provided with a card outlining the individual circumstance modification. The modification allows the student to attend school without receiving a
disciplinary consequence applied for the uniform non-compliance, but these students may however be prevented from attending, or participating in, any school activity that, in the reasonable opinion of the school Principal, is not part of the essential educational program of the school (this can include school excursions, extra-curricular activities where the student is associated with the school) and / or be prevented from attending, or participating in, any school activity for which the student would have been representing the school.

The student is obliged to carry the card while they are at school and is obliged to present it if a member of staff queries their uniform status. Failure to carry the card may result in disciplinary action in line with the sanctions for non-compliance outlined below.

Managing non-compliance

The following non-compliance process should be undertaken during the student’s free time, not during lessons which are part of the essential educational program of the school.

- Where a student is inappropriately dressed and does not hold an exemption card:
  - the student will be offered a choice of correct uniform items from the bank of clothing / uniforms held at the school for the day (to be returned to the school at the end of the school day). Students are referred to D14 to collect the correct uniform item.
  - if they refuse to accept the offer of a correct uniform item, the student will be sent to administration where their Line Manager or office staff will ring the student’s home to explain the uniform policy requirements to parents, request parental cooperation in requiring their child to accept the uniform items or where possible request that the required uniform items be brought to school for the student to change into.
  - If, after this, the student is non-compliant, they will be dealt with in accordance with the sanctions for non-compliance.
  - Where students have incorrect footwear, they are referred to D14 to collect a pair of shoes or socks.
  - If they refuse to accept the offer of correct footwear, the student is then referred to their line-manager or administration office and their parents are contacted and requested to bring correct shoes to the school.

- Families with students who have a history of dress code non-compliance are encouraged to contact the student’s Line Manager or Deputy Principal to discuss the matter.

- In circumstances where the Principal is satisfied that the student’s non-compliance is beyond the student’s control, disciplinary sanctions will not be applied.

Sanctions for non-compliance

Students, who are non-compliant, despite the managing non-compliance process above, will be subject to the following consequences for each instance of non-compliance, namely:

- detention and / or
- preventing the student from attending, or participating in, any activity for which the student would have been representing the school and / or
- preventing the student from attending, or participating in, any school activity that, in the reasonable opinion of the school Principal, is not part of the essential educational program of the school (this can include school excursions, extra curricular activities)
- continued non-compliance reverts to the school discipline policy.

Uniform Shop

The uniform shop is open daily from 8.00am – 10.00am school days (CLOSED Wednesdays) for sale of new uniforms. EFTPOS and Credit card facilities are available. Holiday hours to be advised.

Dress Code Review

The parent community is regularly consulted on school uniform matters through the Parents’ and Citizens’ Association.

Caloundra State High School’s Dress Code Policy is reviewed annually and submitted to the Parents’ and Citizens’ Association for support and endorsement.

Parents and Citizens Association meetings are held on the 2nd Monday of each month and the P & C representative can be contacted by email at pandc@caloundrashs.eq.edu.au for further information on how you can raise issues in relation to the Caloundra State High School Dress Code.

Parents and Citizens Association Endorsement

The P & C of Caloundra State High School resolves that it supports the Caloundra State High School Dress Code Policy because it believes that a student dress code at Caloundra State High School promotes the objectives of the Education (General Provisions) Act 2006.

Mrs Lesley Porter  
P&C President
# Student Rights & Responsibilities

<table>
<thead>
<tr>
<th>STUDENT RIGHTS</th>
<th>STUDENT RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To receive a quality education and to experience success in learning.</td>
<td>To learn as much as possible and to do the best I can at all times. To cooperate with staff and students of the Caloundra community during lessons and all school activities. Not to do anything that will prevent fellow students from learning.</td>
</tr>
<tr>
<td>To expect the school to provide an environment in which all students can be safe and secure and free from physical and verbal abuse to and from school.</td>
<td>To care for others and to refrain from verbal, written or physical abuse of students and staff. Not to smoke or consume alcohol or other drugs, not to encourage others to do so. To behave in a sensible and safe way at all times and to wear footwear and clothing that is safe for practical lessons. To be in the right place at the right time.</td>
</tr>
<tr>
<td>To be treated with politeness and respect and to be rewarded for achievement, effort and improvement.</td>
<td>To treat others in a polite and respectful manner. To be fair to other students at all times. To accept and recognize awards given to others. To accept that others may be different from me and have a right to be different.</td>
</tr>
<tr>
<td>To expect property to be safe.</td>
<td>Not to steal, damage, destroy or interfere with the property of others or that of the school. To respect the property and possessions of others.</td>
</tr>
<tr>
<td>To be able to voice an opinion in an appropriate manner at an appropriate time.</td>
<td>To listen to what others have to say. To accept that others may have views and ideas that are different from mine. To use polite language and manners in expressing my ideas.</td>
</tr>
<tr>
<td>To be able to enjoy healthy and pleasant surroundings.</td>
<td>To keep the school free from litter and graffiti and to assist in its removal. To respect the environment.</td>
</tr>
<tr>
<td>To attend a school that is recognized as excellent and where all will be given opportunity to achieve bright futures and broad horizons.</td>
<td>To wear the school uniform at all times. To show respect and courtesy to all. To behave in a responsible manner when traveling to and from school and when participating in school excursions and other activities.</td>
</tr>
</tbody>
</table>
## Statement of Possible Consequences

<table>
<thead>
<tr>
<th>IF I:</th>
<th>CONSEQUENCES MAY INCLUDE (but are not exclusive to):</th>
</tr>
</thead>
</table>
| Interfere with students receiving a quality education and experiencing success in learning. |  • Line Management Referral  
• Detention  
• Parent/Guardian contact  
• RDC System  
• Monitoring system  
• Suspension |
| Harm the school environment e.g. littering, vandalism, graffiti.     |  • Parent/Guardian contact  
• Repair/damage payment  
• Detention  
• Suspension |
| Engage in violent or dangerous behaviour.                            |  • Parent/Guardian contact  
• Suspension |
| Harass or bully others.                                              |  • As per Caloundra State School Anti-Bullying Guidelines Policy |
| Bring illegal substances to school or use illegal substances in school.  |  • Parent/Guardian contacted  
• Police contact  
• Suspension |
| Take things that do not belong to me.                               |  • Parent/Guardian contact  
• Return or replacement of the goods  
• Detention  
• Suspension |
| Act in an abusive manner.                                           |  • Parent/Guardian contact  
• Suspension |
| Do not follow the directions of staff members in a polite and courteous manner.  |  • Parent/Guardian contacted  
• RDC system  
• Line manager and Administration referral  
• Detentions /Suspension |
| Refuse to follow the school uniform policy.                         |  • Supplied with uniform for the day  
• Non-uniform items confiscated for collection at the end of the day  
• Detention  
• Parent/Guardian contact for repeated offences |
| Truant from class or whole day.                                     |  • Parent/Guardian contacted  
• Monitoring system  
• Line Management Referral  
• Suspension – 10 days |
| Access, download, copy or share inappropriate material (including from internet.) |  • Parent/Guardian contact  
• Network access loss for a period of time  
• Suspension |
| Have a mobile phone turned on in the classroom.                     |  • As per Caloundra SHS ICT Responsible Use Procedure  
• Send to Administration office to hand in phone on 2\textsuperscript{nd} warning, which is then collected at the end of school day  
• If handed in twice in a 2 week period, part to be contact and advised to collect phone.  
• Non-compliance can lead to suspension |
Electronic devices includes personal mobile/laptops and other electronic portable equipment

Information and Communication Technology (ICT), including access to and use of the internet and email, are tools for the provision of innovative educational programs. Teachers are constantly exploring new and innovative ways to incorporate safe and secure ICT use into the educational program. School students, only with the approval of the principal and a signed BYO agreement form will be permitted limited connection of personally owned electronic devices to the department's ICT network, where this benefits the student's educational program.

Responsibilities for using the school's ICT facilities and devices

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in Caloundra State High School Responsible Behaviour Plan.
- Students cannot use another student or staff member's username or password to access the school network.
- Students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Responsibilities for using a personal electronic device

- Prior to any personal electronic device being used approval is sought from the school to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their personal electronic devices and their private network accounts.
- All files are to be scanned using appropriate virus software before being allowed access to the department's network.
- Any inappropriate material or unlicensed software must be removed from personal electronic devices before bringing the devices to school and such material is not to be shared with other students.
- Unacceptable use will lead to the electronic device being taken to the office for storage, with its collection/return to occur at the end of the school day where the electronic device is returned to the parent or guardian. Constant reminder on irresponsible use will result in item being held at the office for parent collection.

Acceptable use by a student

It is acceptable for students while at school to:

- use electronic devices for:
  - assigned class work and assignments set by teachers;
  - developing appropriate literacy, communication and information skills;
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school;
  - conducting general research for school activities and projects;
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work;
  - accessing online references such as dictionaries or encyclopaedias;
  - researching and learning through the department's eLearning environment;
- be courteous, considerate and respectful of others when using an electronic device;
- switch off and place out of sight the electronic device during classes, where these devices are not being used in a teacher directed activity;
- use personal electronic device for private use out of class time only: before or after school, or during recess and lunch breaks;
- not knowingly download viruses or any other programs capable of breaching the department's networks security;
- use camera, video or audio functions only with the explicit direction from your teacher;
- consequences will occur if someone's privacy is invaded by recording and/or distribution of personal material

Students are not to take or use electronic devices during class assessment or exams unless directed by the exam supervisor. Acknowledgment by student and parent/guardian through the signing of the following agreement that a personal device connected to the school network will be operated in a lawful, ethical and safe way.
Student Agreement

I understand that the school's information and communication technology (ICT) facilities and devices provide me with access to a range of essential learning tools, including access to the internet. While I have access to the school's ICT facilities and devices:

- I will use it only for educational purposes;
- I will not reveal my password or allow anyone else to use my school account;
- I will not allow others to make calls or use any of my electronic devices.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT facilities and devices, appropriate action may be taken as per Caloundra State High School's Responsible Behaviour Plan, which may include loss of access to the network for a period of time.

I have read and understood this procedure and Caloundra State High School's Responsible Behaviour Plan.

I agree to abide by the above procedure.

__________________________________________ (Student's name)

__________________________________________ (Student's signature)  ________________ (Date)

Parent or guardian Agreement:

I understand that the school provides my child with access to the school's Information and Communication Technology (ICT) facilities and devices for valuable learning experiences.

I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT facilities and devices. Furthermore I will advise the school if any inappropriate material is received by my student/child that may have come from the school or from other parties.

I understand that the school does not accept liability for any loss or damage suffered to personal electronic devices as a result of using the department's facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device. I believe _________________ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT facilities under the school rules. I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the Caloundra State High School Responsible Behaviour Plan. This may include loss of access of the school's ICT facilities for a period of time.

I have read and understood this procedure and Caloundra State High School Responsible Behaviour Plan.

I agree to abide by the procedure.

__________________________________________ (Parent/Guardian's name)

__________________________________________ (Parent/Guardian's signature)  ________________ (Date)

The Department of Education, Training and Employment through its Information Management (IM) Procedure is collecting your personal information in accordance with the Education General Provisions Act 2006 in order to ensure:

- appropriate usage of the school network
- appropriate usage of personal mobile devices within the school network.

The information will only be accessed by authorised school employees to ensure compliance with its Information Management (IM) Procedure. Personal information collected on this form may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, please contact your child's school. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact your child's school.

Authorisation and controls

The principal reserves the right to restrict student access to the school's ICT facilities if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program.

The Department of Education, Training and Employment monitors access to and usage of their ICT network. The department may conduct security audits and scans, and restrict or deny access to the department's ICT network by any personal mobile device, if there is any suspicion that the integrity of the network might be at risk.
Rationale
All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur.

School community beliefs about bullying
It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Caloundra SHS

Definition of Bullying
Dr Ken Rigby (Rigby, 2010) defines bullying in the following way:

“Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation.”

Bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

1. Physical bullying
   - This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing.
   - Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying
   - Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying
   - Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying
   - For example, threatening, manipulating or stalking someone.

5. Cyber bullying
   - Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

In a report commissioned by the Victorian Department of Education and Training (Bernard & Milne, 2008) the main forms of cyber bullying are identified as:

- **Flaming**: online fights using electronic messages with angry or vulgar messages
- **Harassment**: repeatedly sending nasty, mean or insulting messages
- **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing**: sharing someone’s secrets or embarrassing information or images online
- **Exclusion**: Intentionally and cruelly excluding someone from an online group
- **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.

Within the Safe to Learn (DCSF, 2007) resource it is identified that students can be bullied for a variety of reasons. Specific types of bullying may relate to:

- race, religion or culture
- appearance or health conditions
- sexual orientation
- home and family circumstances
• learning needs or disabilities
• gender or sexual bullying.

What behaviours are not bullying
While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying. Dr Rigby (2010) identifies that for some people the term ‘bullying’ is a highly emotive term and its use may lead to an over-reaction.

The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:
• mutual arguments and disagreements (where there is no power imbalance)
• not liking someone or single acts of social rejection
• one-off acts of meanness or spite
• isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

Educational Programs
It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Caloundra State High School. At Caloundra State High School we use the following educational strategies:
• School Wide Positive Behaviour Support – the school’s three expectations of Respectful, Responsible and Prepared are taught explicitly and reinforced through all aspects of the school
• Staff and student information sessions – creating an awareness of Caloundra State High’s Anti-bullying Policy
• A combination of proactive, preventative programs as well as a clear process to responding to bullying

Prevention Programs
Effective social skills and positive relationships act to prevent bullying. At Caloundra State High School we promote effective social skills and positive relationships by:
• A school wide Line Management structure for students allowing both students and their families a central contact point to communicate with the school
• A Student Services support team, comprising a Guidance Officer/s, Chaplain. School Based Youth Health Nurse, Indigenous Teacher Aide, Support Teacher in Literacy and Numeracy, Youth Support Coordinator, Head of Special Education Services as well as links to external support agencies when required
• Proactive programs such as Rock and Water, Girls Group, Beyond Adventure Training (BAT), Building Bridges and Peer Skills, specifically designed to promote effective social skills and positive relationships.
• An eSmart committee with staff, student and parent representatives that works to ensure our school is safe and supportive.
• Additionally, external suppliers may provide performance based programs with follow up support, for example Techno bully, Verbal Combat and Cheap Thrills.

Responses to bullying
Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

At Caloundra State High School we support targets and perpetrators by:
• Consistent intervention practices - encourage reporting, treat information seriously, document details, investigate each incident, protect victim from further abuse, follow up and monitor cases, clearly communicate consequences for further abuse.
• Move bullies through a structured series of steps to reflect the more serious nature of repeated offences (see RESPONSES TO BULLYING - PROCESS)
• No tolerance of physical violence or threat - impose serious consequences including withdrawal, suspension 3 - 5 days, 6 - 20 day suspension and cancellation of enrolment
• Recording all data, on OneSchool database, for all reported bullying incidents (including location).
• Monitoring of students involved in bullying.
• Interview with parent and student /Teacher or Line Managers / GO to outline consequences.
• Customised support for perpetrators “no blame” interview, parental contact, counselling with GO
• Acts which fall into an illegal category, as defined by the law (for example, assault) will be referred to the appropriate authority

Reporting and monitoring bullying
At Caloundra State High School reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

• Phone the school
• Email the school – e.g. Line Manager
• Students submit incident reports
• Interview e.g. Line Manager
• All reports of bullying will be followed up with parent contact

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Some related resources

School Wide Positive Behaviour Support

eSmart
https://www.esmartschools.org.au/Pages/eSmartPortal.aspx

Alannah and Madeline Foundation
http://www.amf.org.au/AboutUs/

BOUNCE BACK!

FRIENDS for Life
www.friendsinfo.net/index.html

Friendly Schools and Families Program

Kids Helpline

KidsMatter
http://www.kidsmatter.edu.au

MindMatters

ReachOut
http://au.reachout.com

National Centre Against Bullying
http://www.ncab.org.au/about/

National Safe Schools Framework

You Can Do It!
www.youcandoit.com.au
ANTI-BULLYING/HARASSMENT PROCEDURES

- Interfering with other students’ right to feel safe will not be tolerated at our school. Our SWPBS policy encourages students to relate to others in a socially responsible way and show respect for other people and their property.

Our school policy relating to bullying is:

**STEP 1 - FIRST BULLYING OFFENCE**

- OneSchool data base checked for previous bullying incidents to determine step.
- If no previous incident recorded, alleged bully interviewed as per step 1 procedure.
- If allegation substantiated student completes Bullying–No Way! worksheet. This is scanned and saved into Oneschool.
- Line-manager discusses student responses on the Bullying-No Way! worksheet and discusses implications & consequences of bullying and outlines CSHS expectations.
- Bullying incident resolved & student is warned about consequences for any future incident.
- Parent phone contact and Bullying-No Way! parent letter 1 sent home.
- Record of bullying incident and interview entered on OneSchool Behaviour database.

**STEP 2 - SECOND BULLYING OFFENCE**

- OneSchool data base checked for previous bullying incidents to determine step.
- Alleged bully interviewed. Student completes Bullying–No Way! worksheet. This is scanned and saved into Oneschool.
- Line-manager discusses student responses on the Bullying-No Way! worksheet and issues consequences for this second bullying incident—after school detention/s.
- Line-manager outlines CSHS expectations again.
- If allegation substantiated, parent phone contact and Bullying-No Way letter 2 sent home.
- Parent/s and student made aware of consequences for further bullying(3 day suspension).
- Conflict resolution/mediation if appropriate to resolve bullying incident.
- Record of bullying incident and interview entered on OneSchool Behaviour database.

**STEP 3 -THIRD and SUBSEQUENT BULLYING OFFENCE and MORE SERIOUS FIRST OFFENCES enter at this level.**

- OneSchool data base checked for previous bullying incidents to determine step.
- Alleged bully interviewed. Student completes Bullying–No Way! worksheet. This is scanned and saved into Oneschool.
- Line-manager discusses student responses on the Bullying-No Way! worksheet and issues consequences for this bullying incident—minimum 3 day suspension.
- Line-manager outlines CSHS expectations again.
- If allegation substantiated, parent phone contact and suspension letter (3 days) sent home.
- Parent/s and student made aware of consequences for any further bullying(3+ day suspension).
- Conflict resolution/mediation if appropriate to resolve bullying incident.
- Record of bullying incident and interview entered on OneSchool Behaviour database.
Caloundra State High School

Knife & Weapons Policy

At Caloundra State High School:

• Every student has the right to feel safe and be safe at school.
• **No knives** or **weapons** are allowed to be taken to school by students.
• There is no reason for a student to have a knife or other weapon at school, and it is against the law for a student to have a knife or other weapon at school.

If a student has a knife or other weapon at school, they can expect a referral to Queensland Police with serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife or other weapon during an assault.

What kinds of knife are banned?

• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or **any item that can be used as a weapon**, for example a chisel.

• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Caloundra State High School can and will take tough action against a student who brings a knife to school.

• If a student has a knife or other weapon at school, the Principal may inform the police.

• Possessing a knife or other weapon at school may result in serious disciplinary consequences. These may include proposal to exclude and recommendation to exclude.

• Police may search a student and their property at school if they suspect a student has a knife or other weapon.

• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

• School property such as desks or lockers may be searched if the Principal suspects that a student has a knife or other weapon on or in school property.

• If the Principal suspects the student has a knife or other weapon in their bag, the bag may be temporarily confiscated until police arrive.

• If the student does have a knife or other weapon at school, it can be confiscated by the Principal and given to the police.

**SCHOOL STAFF** are to refer all instances of suspected possession of a knife or other weapon to the school administration for immediate action. A Student suspected of possession must be escorted to the office by a teacher or actively supervised until a line manager or deputy principal arrives. Teachers are not permitted to search student bags.
It is an expectation that teachers implement clear classroom expectations and use the **PBL Matrix**, **Student Rights and Responsibilities** and **Statement of Consequences** to inform their responses to student behaviour (see appendices). Teachers are also required to provide an RDC Support Timetable to their Curriculum HODs at the beginning of each semester.

Teachers may use a range of strategies incorporating **Essential Skills for Classroom Management** in an attempt to modify inappropriate classroom behaviours i.e. selective attending, non-verbal cues, descriptive encouraging, parallel acknowledgement, giving a choice and associated consequences. There will be a preference to use least intrusive behaviour management strategies in attempt to modify inappropriate behaviour and minimise curriculum disruption. If unsuccessful more intrusive strategies will be utilised.

A ReDirected Classroom (RDC) is an alternative buddy classroom negotiated by the teacher. This class will normally not be of a similar age group. Sending a disruptive student to an alternate classroom allows the teaching and learning process to continue. In addition this allows a student to be removed from the immediate environment of inappropriate behaviour to reflect on their behaviour, complete a positive behaviours reflection worksheet and continue subject work.

The Redirected Classroom System is a critical component of classroom-level learning engagement support at Caloundra State High School. It involves students being removed from their classroom and placed in an alternate classroom until the completion of the lesson. Students then report back to their teacher in the last few minutes of the lesson to discuss their inappropriate behaviour with their classroom teacher and for classroom expectations to be reinforced. If more time is required, teachers can organise a time during breaks to complete the meeting. Parents are contacted and behaviour expectations are discussed and reinforced.

Three repeated RDC referral results in a student progressing through the **RDC Intervention Sequence** (see appendices) consequently receiving a ‘lock out’ (a Line Manager-controlled buddying with the student attending an alternate classroom for an extended period, usually one week) and eventually further consequences (i.e. suspension).

Fellow Teachers, HODs and Line Managers provide support to teachers of students who are not responding to strategies implemented at the classroom level. HODs are responsible for facilitating departmental behaviour management strategies e.g. monitoring the teacher use of ‘lock outs’, after school and lunchtime detentions, parental contact and seeking assistance from the Line Manager and if necessary the Administration Team.

This RDC system is supported by:-

- Every Teacher
- Every Teachers’ consistent implementation of ESCM and school expectations
- A school wide commitment to Classroom Profiling, Coaching and Feedback (and associated professional development)
- Regular data analysis by Student Services Team to identify students who require targeted or intensive behaviour support
- A Student Services Team with a focus on intensive and targeted student behaviour support.