RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

(As of 29/01/2013)

Based on The Code of School Behaviour
1. PURPOSE

Victoria Point State High School's Responsible Behaviour Plan for Students aligns to the Code of School Behaviour, the school's Safe, Supportive and Disciplined School Environment framework and the school's Annual Operation Plan.

At Victoria Point State High School the Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour that support effective learning and teaching throughout the school and, encourage students to participate responsibly, positively and with pride within our school community.

Through the development of effective practices, proactive interventions and positive behaviour support programs Victoria Point State High School's aim is to build a school community that promotes strong programs, strong partnerships and strong pathways.

2. CONSULTATION AND DATA REVIEW

The Responsible Behaviour Plan for Students is the product of collaborative monitoring and review by the Victoria Point State High School Council, teacher, parent and student inputs. Regular review of attendance and unexplained absences, suspensions and exclusions and behaviour incidents data informs our decision-making processes in respect to policy review and development.

This Plan was endorsed by the Principal, the Chair of the School Council and Mr Greg Dickman - Regional Director or Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

Our aim at Victoria Point State High School is to provide opportunities for students to develop clever, skilled and creative futures for themselves. Our commitment is to developing students who will be respectful, responsible, resilient and productive citizens through “engagement, achievement and pathways”.

School Beliefs about Behaviour and Learning

The Victoria Point State High School community values that are the foundation of our Responsible Behaviour Plan for Students include:

Respect  Integrity  Responsibility

Our school expectations that underpin all interactions between students and staff are encompassed in the school's 5 Ps:

Punctual  Prepared  Productive  Polite  Positive

Our school expectations and classroom rules align with the values and expected standards outlined in Department of Education and Training's Code of School Behaviour.

All members of our school community are to abide by The Code of School Behaviour and conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
Victoria Point State High School Community’s Rights and Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td></td>
<td>Students have the right to:</td>
<td>Students have the responsibility to:</td>
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<tr>
<td></td>
<td>• experience quality education and to develop their full potential</td>
<td>• attend school regularly, on time, ready to learn and take part in all</td>
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<td></td>
<td>without interference from others</td>
<td>timetabled school activities</td>
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<td></td>
<td>• learn through a range of learning styles and teaching practices</td>
<td>• act at all times with respect and show tolerance towards other students and</td>
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<td></td>
<td>• work in a pleasant, safe, secure and ordered environment</td>
<td>staff;</td>
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<td>• be safe and free from all forms of harassment (verbal, physical,</td>
<td>• Work hard to complete all learning outcomes, including homework and submit</td>
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<td>sexual) or bullying at all times</td>
<td>all assessable tasks</td>
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<td>• be treated with courtesy and respect, in a socially just manner</td>
<td>• comply with requests or directions from ALL STAFF, Deputy Principals and</td>
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<td></td>
<td>Principal</td>
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<td></td>
<td><strong>STUDENTS</strong></td>
<td>• abide by the school’s Responsible Behaviour Plan and wear the school</td>
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<td>uniform as per the school’s <strong>Dress Code</strong></td>
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<td>• Bring all appropriate learning materials and equipment to each time</td>
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<td></td>
<td>tables class</td>
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<td><strong>TEACHERS</strong></td>
<td>• Respect the school environment</td>
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<td>Teachers have the right to:</td>
<td><strong>TEACHERS</strong></td>
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<td>• teach and to work in a positive, productive and cooperative</td>
<td><strong>TEACHERS</strong></td>
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<td></td>
<td>environment</td>
<td>• teach to the best of their ability</td>
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<td></td>
<td>• work in a pleasant, safe, secure and ordered environment free from</td>
<td>• consider all students as learners and develop each student’s talent as fully</td>
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<td></td>
<td>harassment and bullying</td>
<td>as possible</td>
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<td></td>
<td>• be treated with courtesy and respect, in a socially just manner</td>
<td>• take reasonable steps to ensure the safety, self confidence and well being of</td>
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<td>• expect that students comply with the school and class rules</td>
<td>their students</td>
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<td>• be supported in conflict resolution in keeping with the Victoria</td>
<td>• provide a quality learning program for students</td>
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<td></td>
<td>Point State High School</td>
<td>• communicate with parents/carers regularly on the progress of their student</td>
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<td></td>
<td>Responsible Behaviour Plan for Students</td>
<td>• model respect and courtesy</td>
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<td></td>
<td>• maintain standards of behaviour which promote learning from students in their</td>
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<td></td>
<td></td>
<td>classes</td>
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<td><strong>TEACHERS</strong></td>
<td>• establish a set of collaborative classroom rules clearly known to all</td>
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<td><strong>TEACHERS</strong></td>
<td>• apply the Victoria Point State High School</td>
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<td>Responsible Behaviour Plan for Students</td>
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## Rights and Responsibilities

<table>
<thead>
<tr>
<th>NON TEACHING STAFF</th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| Non teaching staff have the right to: | ▪ work in a positive, productive and cooperative environment  
▪ work in a pleasant and safe environment free from harassment  
▪ be treated with courtesy and respect, in a socially just manner  
▪ be supported in conflict resolution in keeping with the Victoria Point State High School Responsible Behaviour Plan for Students | Non teaching staff have the responsibility to:  
▪ work to the best of their ability  
▪ support all staff, students and members of the school community  
▪ take reasonable steps to ensure the safety, self confidence and well being of students  
▪ model respect and courtesy  
▪ treat all members of the school community with respect |

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<tr>
<th>PARENTS</th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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| Parents have the right to: | ▪ know their child has access to appropriate learning experiences  
▪ know their child is in a safe and healthy environment  
▪ have access to appropriate staff to discuss progress  
▪ be kept informed of their child’s progress or areas of concern  
▪ be treated with courtesy and respect, in a socially just manner | Parents have the responsibility to:  
▪ be actively involved and take a supportive interest in their children’s work and progress  
▪ support the beliefs, values and expectations of the school  
▪ monitor their children’s time management and self management practices, including homework, study and assignments  
▪ provide necessary equipment and uniform, encourage regular attendance, punctuality and dress code  
▪ keep the school informed of changes in family and / or student circumstances |

On enrolment at Victoria Point State High School students, their parents and a representative from the school administration sign an Enrolment Agreement that outlines the responsibilities of all parties.

Our school expectations regarding school and classroom behaviour are communicated to members of the Victoria Point State High School community via a number of strategies, including:

- Delivery of comprehensive induction programs to new students, as well as new and relieving staff;
- Explicit instruction by the classroom teachers, including targeted learning activities in our Year 08-12 Family Group program;
- Active supervision by staff during classroom and non-classroom activities;
- Reinforcement at year level and whole school Assemblies;
- Publication of school values, expectations, policy and procedures in the Student Planner;
- Regular provision of information to staff through staff notices and professional development activities;
- Regular provision of information to parents through the Parent Information Package, articles in the school newsletter and on the school website.
4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

At Victoria Point State High School we address the behaviour support needs of all students within a whole school context. Our approach considers support from the following perspectives:

- Universal behaviour support
- Targeted and classroom support
- Intensive and individual student support

**Universal Behaviour Support**

Victoria Point State High School's believes in designing responsive teaching and learning which supports improved student behaviour and achievement, underpinned by a framework informed by the research-based model of effective classroom pedagogy - *The Art and Science of Teaching by R J Marzano*. Our school supports the provision of an educationally rich, safe and supportive learning environment through:

- Meeting the needs of a diverse range of learners through *Effective Instructional Strategies, Effective Management Strategies and Effective Curriculum Design (The Art and Science of Teaching by R J Marzano)*.
- The school’s commitment to each student, that is, our commitment to fostering professional, supportive and caring relationships with students, parents and staff;
- The provision of a balanced, relevant and engaging curriculum;
- The celebration of the achievements of our school community as a whole and the achievements of individual members of our school;
- Open communication with the school community on key strategies, including the Code of School Behaviour and the school's Behaviour Management and Student-at-Risk referral processes;
- Shared school values, expectations and a positive and inclusive culture that recognises the contributions of all members of the school community;
- The establishment of agreed programs and procedures that address harassment, bullying, violence and child protection. These programs and procedures are known and understood by all members of the school community;
- The management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists.

In upholding the values stated within the *Code of School Behaviour* the school's processes and procedures include a variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code. These processes and procedures are reviewed regularly to evaluate their effectiveness in meeting our goals.

**Mind Matters**

*Mind Matters*, which focuses on building staff and student resilience, is embedded in all school policies and procedures and across curriculum programs. It is exemplified through social skilling, individual and group student support, flexible learning arrangements and, in the recognition and encouragement of positive behaviours.

**Habits of Mind**

*Habits of Mind*, sixteen skills identified by Art Costa and Bena Killick as those needed to be a ‘truly successful person, can be categorised into *Critical Thinking, Creative Thinking and Self-regulated Thinking*. Students at Victoria Point State High School are encouraged to ‘think first’ when approaching problem solving, decision making and critically or creatively responding to learning and other school situations in which they are involved.
**Family Group Program**
The school’s Family Group Program provides a systematic, detailed and developmentally appropriate program with a strong focus on positive relationships, building resilience, and the prevention of bullying, harassment and, violence and, child protection.

Students, from year 8 to 12, participate in a weekly program that allows students to engage in a range of proactive activities including:

- Goal Setting and Decision Making
- Resiliency and Anti-Bullying programs
- Protective Behaviours programs, including Drugs or substance abuse programs
- Careers Planning

Year Level Co-ordinators, in collaboration with the Heads of Department – Junior Secondary and Senior Secondary, review the program annually and co-ordinate professional development of staff in order to deliver a dynamic program appropriate to the needs of our school community.

**Leadership Programs**

**Student Leaders** are elected from the Year 12 cohort to a range of leadership positions that include School Captains, Vice-Captains and Cultural, Sporting and Environment leaders. These students work with other students throughout the school, to emphasise and promote leadership, team building and community service, as well as building on their own leadership skills.

An elected **Student Council**, with membership from all year levels, not only provides active leadership opportunities for students but also opportunities to serve the community and step up as role models for other students. Students involved with this body have the opportunity to build positive relationships with other community members and to develop their leadership potential. Students from any year level can be elected to the Student Council Executive.

Year 10 and 11 students are trained to be **Peer Leaders** and to assist the Year 8 students in their transition from primary school to secondary school and foster a sense of acceptance, belonging and self-confidence amongst the new students.

Students elected as **Year 9 Middle School Leaders** and **Year 8 Level Captains** work with their year level group and Family Group teachers to address the specific needs of their peers and represent their interests in the school community.

**Engaging Curriculum and Effective Teaching** – ‘**The Art and Science of Teaching**’
Classroom teachers have a duty of care to monitor and promote standards of behaviour for the students in their classes through engaging curriculum, inclusive practices and effective teaching – underpinned by the whole school approach to **Effective Instructional Strategies, Effective Management Strategies and Effective Curriculum Design (The Art and Science of Teaching by R J Mazanno).**

Classroom teachers are supported in these endeavours through:

- Access to professional development;
- Mentoring from the Heads of Department and/or Behaviour Support personnel;
- Open and informed communication within the school.
Positive Reinforcement
At Victoria Point State High School classroom teachers, Family Group teachers, Year Level Coordinators, Heads of Department and members of the Administration team, as well as support personnel, reinforce student positive behaviours through:

- Praise and Encouragement
- Privileges and positions of responsibility
- Appointment as school leaders
- Formalised recognition via certificates at full school or year level assemblies
- Positive communication with parents

Targeted Behaviour Support

Targeted behaviour support occurs in a specific setting, on a specific issue, or a identified student/group of students. Development and implementation of targeted support is team-based and aims to develop strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with the identified needs.

Student Referral Process
Students who cause disruption to teaching and learning or demonstrate non-compliance with the school’s expectations and classroom rules are referred through a detailed, three level referral process to Heads of Departments – Curriculum, Junior Secondary or Senior Secondary, Deputy Principals and Principal. Referral to the Behaviour Support Teacher or other support personnel or programs is actioned by the Year Level Deputy Principals. Referral to the STAR team for more intensive intervention or support of student well-being can be made by any staff member using the STAR Team Student Referral Form for consideration.

It is the responsibility of the classroom teacher to engage disruptive students in a range of graduated actions providing consequences for lack of adherence to classroom rules and procedures before referring to the relevant Head of Department. Heads of Department aim to address disruptive students using a range of strategies aimed at re-engaging the student in the classroom learning. Failure of the student to successfully engage with these strategies will result in referral to the Year Level Deputy.

Referrals and support measures employed are recorded in One School and communication with the parent/guardian made regarding the issues and subsequent support or consequences.

Early Support and Intervention
Early support and intervention is sought from parents and caregivers. Where areas of behavioural concerns are evident, the Behaviour Support Teacher will enlist the support of key personnel, including the Guidance Officers, School-based Health Nurse, School Chaplain, Behaviour Management teacher, Heads of Department, Year Level Co-ordinators, Family Group teachers, Indigenous Support Group and appropriate outside agencies.

In some instances, an Individual Behaviour Management/Support Plan may be prepared for a student. In all instances, the teachers, students, parents/caregivers are involved in the process of preparing and monitoring this plan and meeting agreed goals.

Intensive Behaviour Support
The role of the Behaviour Support Teacher is to manage student issues in each of the Middle and the Senior School. The Behaviour Support Teacher liaises with the Year Level Deputies, Head of Departments – Middle School and Senior School, the Guidance Officer and other external support personnel as required.
The Behaviour Support Teacher will:

- Liaise with staff to identify students at educational risk through behavioural issues;
- Gather quality information on identified students;
- Consult with relevant stakeholders, including students and family, as well as outside support personnel, if appropriate;
- Develop a plan/program that addresses student needs and expected outcomes. This Individual Behaviour Management/Support Plan (IBMP or IBSP) should recognise explicit programs that are required to meet an individual student’s needs.

**Referral to the Student-at-Risk (STAR) Team**

To assist the Case Manager, where required, with the implementation of the IBMP/IBSP a referral may be made to the *Student-at-Risk (STAR) Team*. The STAR Team will consider the academic, socio-emotional and physical consequences and/or risks of the student’s behaviour and recommend referral to internal or external support personnel or programs, as detailed in the school’s Student at Risk Policy.

The IBMP/IBSP should indicate the negotiated period for the operation of the plan and the procedures for monitoring progress, review and reporting back to the Behaviour Management or STAR Team, including any outside agencies/contacts that will be working with the student, family and school.

**Intensive School Counselling**

In matters such as substance abuse, bullying, the use of weapons or explosive devices or similar serious breaches of the *Responsible Behaviour Plan for Students*, suitable counselling and referral will be offered to a student and/or their parents.

In situations of this nature, the immediate focus will be on:

- The health and safety of the student/s involved;
- The health and safety of the other students and staff at Victoria Point State High School.

**5. EMERGENCY OR CRITICAL INCIDENT RESPONSES**

It is important that all staff, students and visitors 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.

**Student Protection strategies**

When dealing with a critical incident staff will use a range of Student Protection strategies who may include:

- *Avoid escalating the problem behaviour*
- *Maintain calmness, respect and detachment*
- *Approach the antagonist in a non-threatening manner*
- *Follow through*
- *Debrief*
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

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

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherdling 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. Each instance involving the use of physical intervention must be formally documented in OneSchool.

The school’s Workplace Health and Safety Committee in-service all staff in processes to follow in containing incidents and, evacuation or lockdown depending on the circumstances.

6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

The consequences for behaviours that breach the Code for School Behaviour as detailed in the school’s Responsible Behaviour Plan for Students have been determined with a focus on the principles of natural justice.

The Principal will make the final decision on consequences applied based upon a case by case examination of the facts. In the case of a recommendation for exclusion, the decision will be made by the Assistant Regional Director.

BEHAVIOURS AND CONSEQUENCES

Teaching and Learning is the core business of teachers and students. Behaviours that disrupt the learning and safety of others are dealt with transparently, with due regard for all facts as determined by investigation where required, with application of principles of natural justice, and responses proportionate to the behaviour. In developing this Responsible Behaviour Plan for Students, the Victoria Point State High School has categorised behaviour into five levels according to the nature and gravity of the behaviour. This provides a clearly defined process to be undertaken by the most appropriate staff member.

The consequences for inappropriate behaviours apply during school hours on school grounds, on school excursions, on the way to and from school, and at all times when students are in school uniform or have been identified as and in connection with being a student of Victoria Point State High School.

The range of behaviours referred to in this plan reflect the broader personal and social behaviours commonly recognisable not only at school but reflecting broader social norms and expectations. Specific reference is made in this plan to accommodate contemporary social norms and issues that may manifest within the school. This includes the use of and impact of technology, personal conduct that challenges moral and ethical standards and the unique context of the school to be a place of safety and co-operation integral to community interaction.
Contemporary Issues.
Personal technology devices and/or online behaviour of students outside of the school that impinges on the rights and privacy of students and/or staff of Victoria Point State High School or brings the school into disrepute, the Principal may impose appropriate consequences in line with Education Queensland Intranet Policy and the school’s Responsible Behaviour Plan for Students.

Improper Use of ICT Devices.
Staff will confiscate inappropriate items consistent with school policy as directed by the Principal so as to ensure the maintenance of a safe, orderly learning environment. Items, including personal technology devices, which have the potential to cause disruption to teaching and learning of self and/or others may be temporarily confiscated by staff and returned to the student or parent/guardian, whoever deemed appropriate given the nature of the incident by the Principal.

Where there is conclusive evidence of a major breach of the Responsible Behaviour Plan for Students or a history of repeated breaches of the Responsible Behaviour Plan for Students, a student may be precluded from participation or attendance in representation in sporting and Academy teams or troupes, school trips, camps and excursions, formals, socials and school dances and overseas exchanges. The final decision will be made by the Principal. Where there is an assessment item attached to the activity, a suitable alternative assessment item will be arranged for the student/s not attending or participating.

Behaviours and consequences are recorded in Education Queensland’s student data management system – OneSchool – for follow up, referral and future reference.

Promoting Level 1 Behaviour As Expected By All Students
In order to encourage and maintain positive learning and teaching at Victoria Point State High School, the focus of our whole school approach is on responsible student behaviour, characterised by:

- students identifying the inappropriateness of their behaviour with a view to avoiding that behaviour on future occasions
- employing consequences that move from the least intrusive to the most intrusive
- having classroom rules and expectations that:
  - ensure safety for all
  - reflect the values of the wider school community
  - embody the key messages and a common language
  - recognise and focus on positive practices
  - are fair, clear and framed in a positive way
  - are developed collaboratively with the class and continually revisited
  - are modelled by staff
  - are implemented in a consistent, fair and just manner
<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Likely Actions</th>
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<tr>
<td><strong>Level 1</strong></td>
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| *Class Teachers* | At this level, all students are on task and fully engaged in the course of study in the classroom and no disciplinary action is required. All students behave appropriately in the office area and in the grounds | Positive reinforcement of appropriate behaviours and positive achievements could include:  
- verbal reinforcement  
- certificates, wall charts, Values & Expectations Framework posters  
- public recognition of achievements (e.g. assembly, school newsletter)  
- Student of the Week – Year Level Assembly  
- phone calls / letters / emails to parents for good behaviours / achievements  
- full participation in representation in sporting teams / trips / camps / excursions / formals / dances and overseas exchanges.  
- recording positive behaviour on OneSchool |
| *Teaching Staff* | | |
| *Non teaching staff* | | |
Managing Level 2 to Level 5 Behaviours

In all cases of Levels 2 – 4 behaviours, staff are exercise their micro-skills of teaching within the context of the school’s pedagogical framework of practice based on the Art & Science of Teaching. Professional judgement in regard to student discipline, is consistent with the Code of School Behaviour. The final decision on any disciplinary action will be based on a case-by-case examination of the facts and subsequent consequences as delegated by the Principal.

It must be noted that Victoria Point State High School has a zero tolerance policy on the possession, distribution or use of illicit substances or drugs; bullying; and the possession or use of weapons and or explosive devices.

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<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Likely Consequences</th>
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<tr>
<td>Level 2</td>
<td>Inappropriate student behaviours to be dealt with at this level may include:</td>
<td>Teacher initiated actions could include:</td>
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<tr>
<td>Class Teachers</td>
<td>DISOBDIENDE</td>
<td>• reminder of school policies including:</td>
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<td></td>
<td>Non-compliance</td>
<td>- School Values &amp; Expectations</td>
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<td></td>
<td>▪ minor disruptions to teaching and learning</td>
<td>- Classroom Routines and Rules</td>
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<td></td>
<td>▪ minor safety breaches in classroom activities or playground activities</td>
<td>- School Policies &amp; Procedures</td>
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<td></td>
<td>▪ minor school dress code infringements</td>
<td>• Anti-Bullying</td>
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<td>MISCONDUCT and/or OTHER BEHAVIOUR PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF THE SCHOOL</td>
<td>• Attendance</td>
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<td>Avoidance Behaviour</td>
<td>• School Dress Code</td>
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<td></td>
<td>▪ lateness to class</td>
<td>• Use of Personal Technology Devices</td>
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<td>▪ intermittent absence/truancy from class</td>
<td>• verbal negotiation / meeting with student</td>
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<td>▪ failure to bring materials and/or texts</td>
<td>• temporary confiscation of inappropriate items or personal technology devices in accordance with school policy &amp; procedures</td>
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<td></td>
<td>▪ failure to engage in classroom activity</td>
<td>• contact parents / guardians</td>
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<td></td>
<td>▪ ignoring or refusal to comply with instructions</td>
<td>• formal class seating plan or in-class separation or isolation</td>
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<td></td>
<td>Anti – Social Behaviour</td>
<td>• scheduled one-on one resolution time in first or second break</td>
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<td>▪ eating/drinking in classrooms, with the exception of drinking water where it is not a Workplace Health &amp; Safety issue</td>
<td>• referred to a buddy class after negotiation with other teachers and agreement with the process</td>
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<td>▪ use of mobile phone, MP3 player, IPods etc in class [refer Appendix 1 – Page 19]</td>
<td>• lunch time detention - a First Break (20 mins) Second Break detention (20 mins)</td>
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<td>▪ unauthorised use of school and/or other students’ property</td>
<td>• directed to Student Services with items to be confiscated</td>
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<td>▪ use of inappropriate language/gestures</td>
<td>• cleaning off graffiti and / or restitution to school and/or student</td>
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<td></td>
<td>▪ littering inside and outside of classrooms</td>
<td>• limitation of computer access as per school policy</td>
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<td></td>
<td>▪ refusal to work with other students or groups of students</td>
<td>• use of Late to Class tracking sheet with feedback to HOD</td>
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<td>▪ displays of disrespect for other students or teacher</td>
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<td></td>
<td>Verbal aggression</td>
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<td></td>
<td>▪ low level verbal abuse of student/s e.g. name calling, inappropriate or offensive comments</td>
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<td></td>
<td>Academic infringement</td>
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<td>▪ failure to complete homework</td>
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### Responsible Behaviour Plan for Students – 2013 – VPSHS

**IT abuse**
- minor breaches of school Computer Use Agreement

**Vandalism**
- minor graffiti and/or vandalism of school or student property

**Other behaviours prejudicial to the good order and management of the classroom**

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**If after teacher/school intervention if the student’s misbehaviour continues, the student is referred via the student data management system – OneSchool - to the Head of Department – Curriculum or Head of Department – Junior Secondary or Senior Secondary.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Likely Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td>Student behaviours to be dealt with at this level may include:</td>
<td>The Head of Department, in consultation with the Class Teacher will initiate actions which could include:</td>
</tr>
<tr>
<td></td>
<td>- Repeated incidence of Level 2 behaviours as referred by class teacher</td>
<td>- reminder of school policies including:</td>
</tr>
<tr>
<td></td>
<td>- More serious breaches of class and/or school expectations</td>
<td>- School Values &amp; Expectations</td>
</tr>
<tr>
<td></td>
<td><strong>DISOBEEDIENCE</strong></td>
<td>- Classroom Routines and Rules</td>
</tr>
<tr>
<td></td>
<td>- continued failure to bring learning materials/equipment to class</td>
<td>- School Policies &amp; Procedures</td>
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<tr>
<td></td>
<td>- escalating defiance / misbehaviour</td>
<td>- Anti-Bullying</td>
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<tr>
<td></td>
<td>- atypical disruptive behaviour</td>
<td>- Attendance</td>
</tr>
<tr>
<td></td>
<td>- failure to follow Workplace Health &amp; Safety guidelines for particular activity</td>
<td>- School Dress Code</td>
</tr>
<tr>
<td></td>
<td>- serious School Dress Code infringements</td>
<td>- Use of Personal Technology Devices</td>
</tr>
<tr>
<td></td>
<td>- failure to attend a Lunchtime Detention</td>
<td>- verbal negotiation / meeting with student</td>
</tr>
<tr>
<td></td>
<td><strong>MISCONDUCT and/or OTHER BEHAVIOUR PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF THE SCHOOL</strong></td>
<td>- temporary confiscation of inappropriate items or personal technology devices in accordance with school policy &amp; procedures</td>
</tr>
<tr>
<td></td>
<td><strong>Avoidance Behaviour</strong></td>
<td>- contact parent / guardian</td>
</tr>
<tr>
<td></td>
<td>- chronic lateness to class</td>
<td>- issue/supervise completion of Disruption to Teaching and Learning Referral Form</td>
</tr>
<tr>
<td></td>
<td>- patterns of explained &amp; unexplained subject specific absences</td>
<td>- issue/supervise completion of Personal Development Plan</td>
</tr>
<tr>
<td></td>
<td>- refusal to bring necessary materials</td>
<td>- lunchtime detention - First Break (20 mins), Second break (20 minutes)</td>
</tr>
<tr>
<td></td>
<td><strong>Anti – Social Behaviour</strong></td>
<td>- after school detention (30 mins) – with at least 24 hours’ notice provided to parent</td>
</tr>
<tr>
<td></td>
<td>- persistent refusal to work with other students or groups of students</td>
<td>- peer mediation or restorative conference</td>
</tr>
<tr>
<td></td>
<td>- repeated displays of disrespect for other students or teacher</td>
<td>- resolution meeting as required between HOD, aggrieved party and student</td>
</tr>
<tr>
<td></td>
<td>- repeated displays of inappropriate or offensive words, images, posters or graffiti</td>
<td>- restitution to school and/or student</td>
</tr>
<tr>
<td></td>
<td><strong>Verbal aggression</strong></td>
<td>- removal of internet/computer access as per school policy</td>
</tr>
<tr>
<td></td>
<td>- more serious verbal abuse of student/s e.g. repeated name calling, repeated</td>
<td></td>
</tr>
</tbody>
</table>
Responsible Behaviour Plan for Students – 2013 – VPSHS

Students who do not respond to the Head of Department’s support are referred to the relevant member of the Administration team. Teachers may however refer students directly to either the Deputy Principal if a student presents a specific Level 4 Behaviour.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Likely Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Inappropriate student behaviours to be dealt with at this level include:</td>
<td>Deputy Principal initiated actions in response to inappropriate student behaviour:</td>
</tr>
<tr>
<td></td>
<td>Repeated incidence of Level 3 behaviours as referred by Head of Department</td>
<td>- Reminder of school policies including:</td>
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<tr>
<td></td>
<td>or witnessing staff</td>
<td>- School Values &amp; Expectations</td>
</tr>
<tr>
<td></td>
<td>More serious breaches of school expectations</td>
<td>- Classroom Routines and Rules</td>
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<tr>
<td></td>
<td></td>
<td>- School Policies &amp; Procedures</td>
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<tr>
<td></td>
<td></td>
<td>- Anti-Bullying</td>
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<tr>
<td></td>
<td></td>
<td>- Attendance</td>
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<tr>
<td></td>
<td></td>
<td>- School Dress Code</td>
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<tr>
<td></td>
<td></td>
<td>- Use of Personal Technology Devices</td>
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<tr>
<td></td>
<td>DISOBEDIENCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-compliance</td>
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<tr>
<td></td>
<td>persistent non-compliance</td>
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<td></td>
<td>continued refusal to attend school detentions</td>
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<tr>
<td></td>
<td>failure to report to a Buddy Room or Head of Department as directed by</td>
<td></td>
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<tr>
<td></td>
<td>class teacher</td>
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<tr>
<td></td>
<td>serious breaches of Workplace Health &amp; Safety policy and guidelines</td>
<td></td>
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<tr>
<td></td>
<td>MISCONDUCT and/or OTHER BEHAVIOUR PREJUDICIAL TO THE GOOD ORDER AND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT OF THE SCHOOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avoidance Behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>regular unexplained absenteeism</td>
<td></td>
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<tr>
<td></td>
<td>repeated truancy from classes and/or school</td>
<td></td>
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<tr>
<td></td>
<td>leaving grounds without permission / truancy</td>
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</tr>
<tr>
<td></td>
<td>Anti-Social Behaviour</td>
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</tr>
<tr>
<td></td>
<td>bullying of serious, aggressive nature</td>
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</tr>
<tr>
<td></td>
<td>sexual, racial, religious or other harassment</td>
<td></td>
</tr>
</tbody>
</table>

On return from suspension:

- reminder of school policies including:
  - School Values & Expectations
  - Classroom Routines and Rules
  - School Policies & Procedures
    - Anti-Bullying
    - Attendance
    - School Dress Code
    - Use of Personal Technology Devices

- temporary confiscation of inappropriate items or personal technology devices
- parent / guardian contact or interview
- behaviour monitoring program
- after school detention (30 mins) – with at least 24 hours notice provided to parent
- 5-day or 6-20 day Suspension in line with Education Queensland policy
- EQ processes leading to Recommendation for Cancellation of Enrolment for non-participation for post compulsory aged student (up to 12 months)
and/or abuse of students and/or staff
- cyber-bullying, via words, illustrations and/or photographic means of students and/or staff [refer Appendix 2 – Page 21]
- theft of school and/or student property
- wilful damage to school, staff and/or student property
- bringing school into disrepute through use of written, illustrative or electronic means
- bringing school into disrepute through misconduct travelling to and from school

Verbal aggression
- verbal intimidation/harassment of students and/or staff by written, illustrated or electronic means [refer Appendix 2 – Page 21]

Academic Infringement
- disengagement from learning across their course of study

IT abuse
- serious breaches of school’s Computer Use Agreement

Vandalism
- major and/or deliberate offences of graffiti and/or vandalism

Physical Aggression
- unsafe behaviour, including throwing objects, inappropriate use of objects and/or property
- stalking and/or physical intimidation of students
- fighting and/or physical harassment
- assault of students with intent to cause injury
- inciting a fight and/or assault

Substance Abuse
- possession and/or use of cigarettes or equipment used for smoking
- possession and/or use of a prohibited item

Referral to the Principal is made after consultation with Parents / Guardians and Behaviour Support Teacher. Teachers and Heads of Departments may however refer students to the Principal if Level 5 behaviour is presented.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Likely Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>Inappropriate student behaviours to be dealt with at this level include:</td>
<td>Principal determines the most appropriate course of action which may include any of the following:</td>
</tr>
<tr>
<td>Principal</td>
<td>- extreme or repeated incidence of Level 4 behaviour</td>
<td>- temporary confiscation of inappropriate items or personal technology devices</td>
</tr>
<tr>
<td></td>
<td>- more serious breaches of the school responsible behaviour plan for students</td>
<td>- parent / guardian interview</td>
</tr>
<tr>
<td></td>
<td>DISOBEIDENCE</td>
<td>- police notification (if illegal behaviour)</td>
</tr>
<tr>
<td></td>
<td>Non-compliance</td>
<td>- 1-5 day or 6-20day Suspension in line with Education Queensland policy</td>
</tr>
<tr>
<td></td>
<td>- continued chronic patterns of explained and /</td>
<td>- Recommendation for Cancellation of</td>
</tr>
</tbody>
</table>
## Responsible Behaviour Plan for Students – 2013 – VPSHS

**or unexplained absences deemed to be truancy**

- gross disobedience / disrespect to staff
- gross breaches of Workplace Health & Safety guidelines and high risk behaviours

### MISCONDUCT and/or OTHER BEHAVIOUR PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF THE SCHOOL

### Anti-Social Behaviour

- possession and/or distribution of pornography, indecent behaviours or acts of violence via print or electronic media, social networks or internet [refer Appendix 1, p.21]
- cyber-bullying, via words, illustrations and/or photographic means of students and/or staff [refer to Appendix 2 – Page 21]

### Verbal aggression

- verbal abuse, intimidation or harassment of, and/or threats towards staff by verbal, written, illustrated or electronic means [refer Appendix 2 – Page 21]
- threats of violence towards staff and/or students

### Physical aggression

- serious assault of students
- stalking and/or physical intimidation of staff
- aggressive and/or intentional physical assault of any staff member

### Substance Abuse

- minor cases of inappropriate use, possession, intent to supply or supply of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue prescription medication, etc.)

### Serious misdemeanour

- Behaviour that poses an unacceptable risk to the safety/wellbeing of students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school property to interfere with school event/activities, use of internet or electronic media/devices to abuse or denigrate)
- Behaviour that interferes with the property of the school or on school premises or at school events/activities (including but not limited to vandalism, graffiti, wilful damage, theft, etc.)
- Possession of certain inappropriate items and weapons (including but not limited to knives of any type [refer to Appendix 3 – Page 23], sharp objects, knuckle dusters, sling shots, fire arms or replica thereof, firecrackers or other explosives, etc.)

## Enrolment for non-participation for post compulsory age student (up to 12 months)

- Behaviour Improvement Condition in unusual circumstances
- Recommendation for Exclusion in line with Education Queensland Policy – Safe and Supportive School Environment.
Serious cases of inappropriate use, possession, supply of intoxicating substances and/or related implements (including but not limited to illegal drugs or illegal drug implements, alcohol, glue, prescription medication, etc.

Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school

Refusal to participate in the educational program provided at the school

**Likely outcome** means the likely outcome for an identified misbehaviour. It does not mean that this outcome will result in all cases. The severity of disciplinary outcomes is to be determined by the Principal, based on an assessment of the alleged misbehaviour, the consequences applicable, the student’s personal circumstances, their behavioural history.

### Detentions, Suspension, Behaviour Improvement Conditions and Recommendation for Exclusion

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

**Detentions** – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

**Suspension** – a principal may suspend a student from the school under the following circumstances:

a) disobedience by the student
b) misconduct by the student
c) other conduct that is prejudicial to the good order and management of the following school.

**Behaviour Improvement Conditions** – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in anomalous or out of character behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

**Exclusion** – a principal may exclude of a student from the school or certain State schools under the following circumstances:

a) disobedience by the student
b) misconduct by the student
c) other conduct that is prejudicial to the good order and management of the following school;

If the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be proposed for exclusion if they are in breach of behaviour improvement conditions.
7. NETWORK OF STUDENT SUPPORT

Early support and intervention is sought from parents and caregivers. Where areas of behavioural concerns are evident, support personnel will be utilized. These support personnel include:

- Guidance Officer
- School Based Health Nurse
- School Chaplain
- Behaviour Support Teacher
- Heads of Department and/or Head of Special Education Programs
- Year Level Coordinators
- Family Group Teachers
- Class Teachers
- Indigenous Support Group
- Police Liaison Officer
- Outside agencies which may include Boystown, BABI, Child and Youth Mental Health, Max Employment.

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.

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

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

In all cases students will be given the opportunity to state their case and to respond to any allegation(s) made, and to have that response considered before a decision (and or recommendation) relating to a school disciplinary absence is made. Students and/or staff members may be asked to provide a written account of any incident before consequences are determined.
9. RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. RELATED DEPARTMENTAL POLICIES

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

11. SOME RELATED RESOURCES

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Bullying. No Way! - www.bullyingnoway.com.au
- MindMatters - www.mindmatters.edu.au
- Code of Conduct for School Students Travelling on Buses –

ENDORSEMENT

[Signature]

Principal

[Signature]

Chair, School Council

[Signature]

Principal's Supervisor

Date Effective:

From 29 January 2013 to 31 December 2015
APPENDIX 1

THE USE OF PERSONAL TECHNOLOGY DEVICES* AT SCHOOL

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

Certain Personal Technology Devices Banned From School
Though technology now plays an important and growing role in education, students are advised that valuable personal technology devices like cameras, digital video cameras or MP3 players known as ‘bring your own device’ or BYOD, to school are kept at their own risk. With use of such devices the school's expectations of Respect, Integrity and Responsibility apply. Such devices if used in breach of the guidelines outlined below will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated more than once, the confiscated item will be retained at the Office until arrangements collected by a parent. If breaches of the policy continue, in negotiation with the parent, the student will not be permitted to have a personal technology device at school and for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Personal devices not used s tools for the purpose of learning in classrooms and learning activities 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 school. Personal use while at school is subject to social etiquettes and particularly at the direction of staff and must be used for anti-social and illegal purposes.

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

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

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) 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 are in breach of this policy and may be subject to discipline, including suspension and recommendation for exclusion.

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

**Recording Inappropriate Images**

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher and for the express purpose of participation in learning activities, recording of diagrams or in-class blogging, group work recording for later reference or submission to teachers for that purpose.

This extends to taking images of self or others of a salacious or sexual nature that does or potentially, cause offence to others. The transmission of such images to others via any communications device, the passing to another person or organization whether or not for the purpose of posting to a social networking site or open internet site where the student or students are identifiable to the school will be regarded as gross misbehaviour under the school’s Responsible Behaviour Plan. The nature of the impact of this behaviour will be considered in the school’s response of suspension and possible proposal to exclude the student or students involved.

All such instances will be referred to the school’s School Based Police Officer for assessment for dealing as a criminal matter and response by appropriate child safety agencies.

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or stalking as defined by criminal standards, and will subject the sender to discipline and possible referral to the Queensland Police Service. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school administration Deputy Principal.

**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.

**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, Tamagotchi®, laptop computers, PDAs, Blackberries®, 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. Victoria Point State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Victoria Point State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

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

5. At Victoria Point State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times.
This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
- All students know the school rules and have been taught the expected behaviours in all areas of the school;
- All students have been or are being taught the specific routines in the classroom and non-classroom areas, from entering and exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas;
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following school routines, from all staff in the classroom and non-classroom areas of the school;
- A high level of quality active supervision is a permanent staff routine in classroom and non-classroom areas. This means that playground duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The curriculum programs in the Family Group program and other subject areas include explicit learning activities on the anti-bullying process in order for students to work towards the acquisition of knowledge, skills and attitudes of the socially responsible and resilient citizen.

10. Victoria Point State High School uses behavioural data for decision-making. This data is entered into our database at the time of the reported incident and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
APPENDIX 3

WORKING TOGETHER TO KEEP VICTORIA POINT STATE HIGH SCHOOL SAFE:

KNIVES AT SCHOOL

At Victoria Point State High School:
• Every student has the right to feel safe and be safe at school.
• No knives are allowed to be taken to school by students.
• There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife 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.

The Principal can take tough action against a student who brings a knife to school.
• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences.
• Police can search a student and their property at school if they suspect a student has a knife.
• 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 on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Victoria Point State High School safe?
• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.